

ROANOKE CITY PUBLIC SCHOOLS

K-10 HEALTH K-12 PHYSICAL EDUCATION CURRICULUMS REVISED SUMMER 2008

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Roanoke City Public Schools Elementary School Health Curriculum

Revised By:
Jason Gordon, Grandin Court Elementary

SOL

- **Health K.1a** *The student will explain that the body is a living and growing organism.*
- **Science K.6a** *The student will investigate and understand basic needs and life processes of plants and animals*
a) *Living things change as they grow, and they need food, water, and air to survive.*

Big Ideas

The teacher needs to be familiar with healthy food choices.



Knowledge

The student needs to know proper healthy food choices.

Skills and Actions

The ability demonstrates the differences between healthy and non healthy food choices.

SOL Verbs

Explain

Key Vocabulary Terms/Phrases

Healthy food choices, food guide pyramid, nutrition

Enabling Objectives

The student will explain the importance of making healthy food choices.

Learning Activities

Healthy Food Day, draw pictures, sort pictures into healthy and non-healthy categories

Assessment Activities

Classroom Activities, assess pictures

Resources Needed:

Harcourt Brace Textbook, Chapter 4; Curriculum resource Guide for Nutrition and Physical Activity:
<http://pen6.pen.k12.va.us/VDOE/Instruction/PE/nutrition-pe-resources.pdf>

Sample Lesson Plans:

<http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=3703>

SOL

- **Health K.1b** ***The student will explain the effects of drugs and medicines on the body.***
- **Science** ***No direct correlation***

Big Idea

The teacher needs to understand the effects of drugs and medicines

Knowledge

The student needs to be familiar with the effects of drugs and the benefits of medicines.

Skills and Actions

Recognize common drug and medicine symbols. Refusal skills



SOL Verbs

Learn, recognize

Key Vocabulary Terms/Phrases

Drugs, medicines, poison

Enabling Activities

Students will be familiar with the benefits and harmful effects of medicines and drugs.

Learning Activities

Role play, Q& A, posters

Assessment Activities

Refusal strategies

Resources Needed

Resource Officer, School Nurse, Harcourt Brace Textbook Chapter 7

Sample Lesson Plans:

<http://www.healthteacher.com/lessons/lessonid/1>

Health and Physical Education Curriculum 2008

<ul style="list-style-type: none"> • Health K.1c The student will describe the five senses and major body parts. • Science K.2a,b Students will investigate and understand that humans have senses that allow one to seek, find, take-in, and react or respond to information in order to learn about one's surroundings. five senses and corresponding sensing organs (taste-tongue, touch-skin, smell-nose, hearing-ears, and sight-eyes); and sensory descriptors. 		
<p><u>Big Idea</u></p> <p>The teacher needs to be familiar with body parts and the five senses.</p>	<p><u>Knowledge</u></p> <p>The student will be able to identify the senses and the body parts.</p>	<p><u>Skills and Actions</u></p> <p>The ability to identify senses and body parts.</p>
<p><u>SOL Verbs</u> Explain, identify</p>	<p><u>Key Vocabulary Terms/Phrases</u> Senses, feel, smell, touch, taste, and hear</p>	
<p><u>Enabling Objectives</u></p> <p>The student will be able to identify and list all five senses and identify all major body parts.</p>		
<p><u>Learning Activities</u> Skeleton puzzle</p>		
<p><u>Assessment Activities</u> Body part identification</p>		
<p><u>Resources Needed</u> Harcourt Brace Textbook Chapter 2 The Amazing Human Body</p>		
<p><u>Sample Lesson Plans:</u> http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=900 http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=891 http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Body_Systems_and_Senses/BSS0001.html</p>		

SOL

- **Health** K.1d *The student will explain the need for physical activity.*
- **Science** K.4e *The student will investigate and understand that the position, motion, and physical properties of an object can be described.
e) position (over/under, in/out, above/below, left/right) and speed (fast/slow).*

Big Idea

The teacher needs to understand the benefits of physical activity.



Knowledge

Students need to be familiar with the benefits of physical activity.

Knowledge

Students need to know the benefits of physical activity.

SOL Verbs

Explain, identify

Key Vocabulary Terms/Phrases

Physical activity, healthy lifestyle, exercise, aerobic

Enabling Objectives

The student will be able to describe what physical activity is.

Learning Activities

Students will perform physical activities.

Assessment Activities

Assessment guide activities, choices activity

Resources Needed

Harcourt Brace Textbook Chapter 3

See Nutrition Guide K.1a

Sample Lesson Plans: <http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=5836>,
<http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=343>.

SOL

- **Health** **K.2a** **The student will explain the positive and negative emotions that effect health.**
- **Science** **No direct correlation**

<p><u>Big Idea</u> The teacher needs to be familiar with positive and negative emotions.</p>	<p><u>Knowledge</u> The student needs to understand the difference between positive and negative emotions.</p>	<p><u>Skills and Actions</u> Anger management, stress management, conflict resolution</p>
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<p><u>SOL Verbs</u> Explain, analyze</p>	<p><u>Key Vocabulary Terms/Phrases</u> Emotions, relationships, stress</p>
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<p><u>Enabling Objectives</u> The student will be able to understand how emotions affect relationships.</p>
<p><u>Learning Activities</u> Role play, Q&A</p>
<p><u>Assessment Activities</u> Assessment guide, pick healthy emotions from negative ones</p>
<p><u>Resources Needed</u> Harcourt Brace Textbook Chapter 1</p>
<p><u>Sample Lesson Plans:</u> http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=6809, http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Mental_Health/MEH0006.html</p>

SOL

- **Health K.2b&c** *The student will be able to explain good personal hygiene practices and how germs can lead to diseases*
- **Science K.8d** *The student will investigate & understand simple patterns in his/her daily life; home and school routines.*

<p><u>Big Idea</u> The teacher needs to be familiar with good personal hygiene.</p>	<p><u>Knowledge</u> The student needs to know the importance of good personal hygiene and controlling diseases.</p>	<p><u>Skills and Actions</u> Practice good hygiene</p>
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<p><u>SOL Verbs</u> Comprehend, understand</p>	<p><u>Key Vocabulary Terms/Phrases</u> Cold, germs, hygiene</p>
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Enabling Objectives
The student will be able to understand the benefits of good personal hygiene.
The student will be able to understand how germs lead to common diseases and its correlation to personal hygiene.

Learning Activities

Practice and demonstrate good hygiene procedures (hand washing, disposal of used tissues)

Assessment Activities
Written assessment

Resources Needed
Harcourt Brace Textbook Chapter 3

Sample Lesson Plans:
<http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=924>
<http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=922>

SOL

- **Health** **K.3a&c** ***The student will explain the concept of being safe.***
- **Science** ***No direct correlation***

Big Idea

The teacher needs to understand safety practices and injury prevention.

Knowledge

The student needs to know how rules can affect their safety and prevent injuries.

Skills and Actions

Students will list safety rules for home and school.

SOL Verbs

Explain, list

Key Vocabulary Terms/Phrases

Injuries, safety, prevention

Enabling Objectives

The student will be able to safeguard themselves from potential harm and dangers in the home and school environments.

Learning Activities

Record safety rules

Assessment Activities

Q&A, workbook activities

Resources Needed

Harcourt Brace Textbook Chapter 8; Resource Officer Officer

Sample Lesson Plans:

Health and Physical Education Curriculum 2008

SOL

- *Health K.3b The student will explain the differences between emergency and non-emergency situations*
- *Science No direct correlation*

<p><u>Big Idea</u> The teacher will be familiar with emergency and non-emergency situations</p>	<p><u>Knowledge</u> The student needs to understand the purpose and proper use of 911.</p>	<p><u>Skills and Actions</u> Use a telephone. Use good judgment</p>
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<p><u>SOL Verbs</u> Identify, distinguish</p>	<p><u>Key Vocabulary Terms/Phrases</u> Emergency 911, Non-emergency</p>
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Enabling Objectives
The student will be able to distinguish the difference between emergency and non-emergency situations.

Learning Activities
Practice dialing 911 and explaining the situation
Stop, drop and roll

Assessment Activities
Grouping exercises, matching worksheet

Resources Needed
Harcourt Brace Textbook Chapter 8
Fire Marshall, Resource Officer officer

Sample Lesson Plans:
<http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Safety/SFY0009.html>

SOL

- **Health** ***K.4a&b The student will identify sources of health safety information.***
- **Science** ***No direct correlation***

Big Idea

Teacher should be familiar with packaging, labeling, advertising, and health and safety info.

Big Idea

The student will know the proper person to go to for health and safety information and be able to recognize dangerous labels.

Skills and Actions

Identify different packaging symbols. Identify health and safety personnel

SOL Verbs

Identify, recognize

Key Vocabulary Terms/Phrases

Product safety, health care personnel, public safety official

Enabling Objectives

The student will be able to identify and define differences in labels and proper personnel to assist when needed.

Learning Activities

Flash cards

Assessment Activities

Identify good symbols and dangerous ones.
Identify appropriate personnel.

Resources Needed

Harcourt Brace Textbook Chapter 6

Sample Lesson Plans:

Health and Physical Education Curriculum 2008

<u>SOL</u>		
• Health	K.5a&b	The students will explain the importance of seeking guidance from parents/guardians and trusted adults.
• Science		No direct correlation

<p><u>Big Idea</u> Teacher will need to understand how to listen and mediate conflict resolution</p>	<p><u>Knowledge</u> Students need to recognize adults who can help resolve conflicts.</p>	<p><u>Skills and Actions</u> Students will use verbal communication instead of physical aggression.</p>
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<p><u>SOL Verbs</u> Recognize, share</p>	<p><u>Key Vocabulary Terms/Phrases</u> Conflict resolution, trusted adults, verbal communication</p>
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<p><u>Enabling Objectives</u> The student should be able to seek out appropriate adult assistance to aid in conflict.</p>
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<p><u>Learning Activities</u> Role playing</p>

<p><u>Assessment Activities</u> Workbook activity</p>
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<p><u>Resources Needed</u> Harcourt Brace textbook Chapter 1 and 2</p>

<p><u>Sample Lesson Plans:</u></p>

Health and Physical Education Curriculum 2008

SOL

- *Health K6.a,b,c The students will identify expectations for personal behavior in school and social settings.*
- *Science No direct correlation*

<p><u>Big Idea</u></p> <p>The teacher needs to understand acceptable student behavior.</p>	<p><u>Knowledge</u></p> <p>Students need to know how to share and how to cooperate.</p>	<p><u>Skills and Actions</u></p> <p>Students will demonstrate cooperative play and taking turns</p>
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<p><u>SOL Verbs</u></p> <p>Understand, Identify, demonstrate</p>	<p><u>Key Vocabulary Terms/Phrases</u></p> <p>Respect, personal space, cooperate, acceptable behavior</p>
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<p><u>Enabling Objectives</u></p> <p>Students will be able to cooperate with others and participate in group activities in the classroom and personal play.</p>
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<p><u>Learning Activities</u></p> <p>Learning to share equipment and making sure to ask before using someone else's things.</p>
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<p><u>Assessment Activities</u></p> <p>Activity workbook</p>

<p><u>Resources Needed</u></p> <p>Harcourt Brace Textbook, Chapter 1, 8</p>
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<p><u>Sample Lesson Plans:</u></p> <p>http://www.character-in-action.com/character-education-bullying.htm</p> <p>http://www.nonamecallingweek.org/binary-data/NoNameCalling_ATTACHMENTS/file/87-1.pdf</p>

Health and Physical Education Curriculum 2008

- **Health 1.1** *The student will identify the basic components and functions of the system of the body*
- **Science 1.5b** *The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics.
(b) physical characteristics (body coverings, body shape, appendages, and methods of movement)*

Big Idea

The teacher needs to know the main systems of the body.

Knowledge

The student needs to learn basic body systems.

Skills and Actions

Students will be able to label/identify parts and systems of the body system.

SOL Verbs

Identify, explain

Key Vocabulary Terms/Phrases

Body systems, personal health

Enabling Objectives

Students will explain and identify the cardiovascular system, digestive system, skeletal system, muscular system, and nervous system.

Learning Activities

Matching parts of the body systems, Q&A

Assessment Activities

Picture identification, personal awareness

Resources Needed

Harcourt Brace Textbook, The Amazing Human Body

Sample Lesson Plans:

http://www.education-world.com/a_lesson/00-2/lp2193.shtml

<http://www.kidshealth.org/kid/grownup/conditions/osteoporosis.html>

SOL

- **Health** **1.2a** *The student will explain that good health is related to health-promoting decisions.*
- **Science**

<p><u>Big Idea</u></p> <p>The teacher needs to be familiar with proper hygiene practices.</p>	<p><u>Knowledge</u></p> <p>The student will be able to learn the importance of good personal hygiene.</p>	<p><u>Skills and Actions</u></p> <p>Students will be able to practice good personal hygiene.</p>
<p><u>SOL Verbs</u></p> <p>Understand, practice, comprehend</p>	<p><u>Key Vocabulary Terms/Phrases</u></p> <p>Hygiene, grooming</p>	
<p><u>Enabling Objectives</u></p> <p>Students will be able to understand the benefits of good personal hygiene including proper brushing and flossing</p>		
<p><u>Learning Activities</u></p> <p>Students will practice and demonstrate good hygiene.</p>		
<p><u>Assessment Activities</u></p> <p>Checklist assessment activities</p>		
<p><u>Resources Needed</u></p> <p>Harcourt Brace Textbook Chapter 3, Food Services, School Nurse, Dentists</p>		
<p><u>Sample Lesson Plans:</u></p> <p>http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Body_Systems_and_Senses/BSS0008.html</p>		

SOL

- **Health 1.2 b,c,d** *The student will explain that good health is related to health-promoting decisions.*

Big Idea

The teacher needs to understand the harmful effects of the misuse of medicines and drugs. In addition the teacher will need to have knowledge of sleep habits and personal safety behaviors.

Knowledge

The student will understand the harmful effects of medicine and drugs, not getting sufficient sleep and not taking proper safety precautions.

Skills and Actions

Students will keep a sleep log and practice safety behaviors

SOL Verbs

Understand, practice, identify

Key Vocabulary Terms/Phrases

Personal safety, sleep habits

Enabling Objectives

Students will explain personal safety behaviors. The student will explain the harmful effects of misusing medicines and drugs. The student will describe good sleep habits.

Learning Activities

Sleep log, checklist, identify personal safety behaviors

Assessment Activities

Grade sleep log

Resources Needed

Harcourt Brace textbook Chapter 4.6, pediatrician, school nurse, pharmacist, Resource Officer

Sample Lesson Plans:

http://www.dunebrook.org/lessons/be_smart_be_safe.htm

http://kidshealth.org/kid/stay_healthy/body/not_tired.html

SOL

- **Health** 1.2 e,f *The student will explain what is physical activity and proper nutrition..*
- **Science**

Big Idea

The teacher needs to understand the benefits of physical exercise and proper nutrition.

Knowledge

The student needs to know how to eat right and get plenty of exercise

Skills and Actions

Students will be able to make healthy food choices and recognize healthy physical exercise.

SOL Verbs

Understand, explain, recognize, and demonstrate

Key Vocabulary Terms/Phrases

Healthy eating habits, physical activities

Enabling Objectives

Students will be able to identify healthy food choices and understand the need for exercise

Learning Activities

Health Food Day, exercise field day

Assessment Activities

Physical activity log, food group chart

Resources Needed

Harcourt Brace Textbook Chapter 4,5,6, Cafeteria personnel, PE Teacher, Curriculum Resource Guide for Nutrition and Physical Activity: <http://pen6.pen.k12.va.us/VDOE/Instruction/PE/nutrition-pe-resources.pdf>

Sample Lesson Plans:

http://healthsmartva.pwnet.org/resources/grade_1/1_2_e.php

SOL

- *Health 1.3 a,b,c,d,e,f,g,h The student will explain the need for specific rules and practices to promote personal safety and injury-free situations.*

Big Idea

The teacher needs to be familiar with all aspects of safety practices.

Knowledge

The student needs to know the difference between safe and unsafe practices.

Skills and Actions

Students will demonstrate safety practices in varied environments.

SOL Verbs

Demonstrate practice

Key Vocabulary Terms/Phrases

Safety, protective gear, safe habits

Enabling Objectives

Students will understand and practice all aspects of safety including the use of appropriate safety gear (bus and automobile, pedestrian, playground, fire, home, internet, water, bicycling, in-line skating, skateboard, scooter, and the

Learning Activities

Bike rides, Fire drills, internet safety handouts

Assessment Activities

Timing fire drills

Resources Needed

Harcourt Brace Textbook Chapter 8, Fire Marshall, Resource Officer, School Transportation Personnel

Sample Lesson Plans:

http://www.dunebrook.org/lessons/be_smart_be_safe.htm

http://www.cybersmartcurriculum.org/act_sheets/CY00_Stdnt_GK1_L1.pdf

SOL

- **Health** **1.4 a,b,c,d** ***The student will demonstrate healthy mental and emotional development.***
- **Science**

Big Idea

The teacher needs to be familiar with positive and negative emotions, and how students can express themselves to create positive relationships.

Knowledge

The student needs to understand the difference between positive and negative emotions and how expressions of ideas can cause positive or negative relationships.

Skills and Actions

Stress management, Role playing, Conflict resolution, Apply social skills to develop relationships

SOL Verbs

Understand

Key Vocabulary Terms/Phrases

Stress, conflict resolution, emotions

Enabling Objectives

The student will demonstrate cooperation with others, adaptation to change, and expression of ideas and thoughts to create positive relationships. The student will explain the differences between positive and negative emotions.

Learning Activities

Role play

Assessment Activities

Classroom discussion

Resources Needed

Harcourt Brace Textbook Chapter 1, Mental Health speaker, Guidance Counselor

Sample Lesson Plans:

http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Mental_Health/MEH0001.html

SOL

- **Health 1.5 a,b** *The student will identify the health care providers and agencies that influence personal health.*

Big Idea

The teacher needs to be familiar with health care availability.

Knowledge

The student needs to know the health care providers and how they impact our personal health.

Skills and Actions

Identify health care providers and professionals.

SOL Verbs

Identify, provide

Key Vocabulary Terms/Phrases

Health care providers, professionals

Enabling Objectives

The student will be able to understand and recognize the importance of health care providers and professionals.

Learning Activities

Flash cards. Q&A

Assessment Activities

Recognition of providers and professionals

Resources Needed

Hospital equipment for identification, Guest speakers (doctors, nurses)

Sample Lesson Plans:

<http://www.acde.org/educate/k3plan1.htm>

SOL

- **Health 1.6 a,b,c,d,e** *The student will demonstrate responsible personal and social behaviors in the school and community.*
- **Science**

Big Idea

The teacher needs to know cooperative skills, medication principles, and district/student handbook.

Knowledge

The student will be able to demonstrate cooperative behaviors, respect for others and compliance with school rules.

Skills and Actions

The students will adhere to school rules, show respect for others, and demonstrate sharing techniques.

SOL Verbs

Adhere, cooperate, demonstrate, comply

Key Vocabulary Terms/Phrases

Cooperation, sharing, mediation

Enabling Objectives

The student will be able to demonstrate cooperative behavior. The student will demonstrate respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others.

Learning Activities

Checklist, Participation in activities of guest speakers

Assessment Activities

Grade checklist

Resources Needed

Harcourt Brace Textbook Chapter 1, Guidance Counselor, Resource Officer, Peer Mediators

Sample Lesson Plans:

<http://www97.intel.com/en/ThinkingTools/SeeingReason/ProjectExamples/UnitPlans/GettingAlong/>
<http://www.dist102.k12.il.us/internal/SELWebPg/COP3RecessQn.htm>

Health and Physical Education Curriculum 2008

- *Health 1.7 a,b,c,d,e The student will explain that his/her personal decisions help contribute to a healthy environment.*
- *Science 1.8 a,b,c The student will investigate and understand that natural resources are limited.*
 - (a) *identification of natural resources (plants and animals, water, air, land, minerals, forests, and soil)*
 - (b) *factors that affect air and water quality*
 - (c) *recycling, reusing, and reducing consumption of natural resources.*

Big Idea

The teacher needs to know ecological terms, procedures, and local ordinances for their community concerning trash disposal and recycling.

Knowledge

The student will understand the importance of water conservation, proper disposal of trash, and how to prevent water pollution.

Skills and Actions

Observational skills through field trips. Practice proper recycling techniques.

SOL Verbs

Understand, practice, demonstrate

Key Vocabulary Terms/Phrases

Recycling, ecology, pollution, trash disposal, water pollution

Enabling Objectives

The student will explain the benefits of the proper disposal of trash, how to prevent water pollution, and effects of pollution on drinking water and marine life. The student will understand the concept of water conservation.

Learning Activities

Recycling activities, arts and crafts

Assessment Activities

Grade checklist, Q&A homework activities

Resources Needed

Harcourt Brace Textbook Chapter 9, guest speaker, Field trips

Sample Lesson Plans:

SOL

- *Health 2.1 a, b, c* *The student will identify the major body systems and explain their connection to personal health*
- *Science* *No direct correlation*

Big Idea

Teacher needs to know major systems of the body (cardiovascular, digestive, skeletal, muscular, and nervous).

Knowledge

Students need to be able to describe the different major system of the body and their functions.

Skills and Actions

Identify major systems of the body and their functions.

SOL Verbs

Identify

Key Vocabulary Terms/Phrases

Principles, interconnections of body systems

Enabling Objectives

The student will be able to recognize, list and identify the major systems of the body.

Learning Activities

Skeletal puzzles, diagram worksheets

Assessment Activities

Demonstrate correct posture

Resources Needed

Harcourt Brace Textbook chapter 1 , The Amazing Human Body

Sample Lesson Plans:

<http://www.iit.edu/~smile/bi9307.html>

<http://www.colby.edu/cpse/equipment2/human/human.html#Circulatory%20System>

Health and Physical Education Curriculum 2008

SOL

- Health 2.2a-e The student will explain that personal health decisions and health habits influence health and wellness throughout life.
- Science No direct correlation

Big Idea

Teacher will understand health habits that influence health and well-being.

Knowledge

Students will understand healthy food choices and the choices and the effects of drugs, alcohol and tobacco. Also, students will understand the importance of regular check ups and how to resolve conflicts

Skills and Actions

Students will make healthy food choices and learn refusal skills and be able to describe how often they need to receive check-ups.

SOL Verbs

Understand

Key Vocabulary Terms/Phrases

Drug, alcohol

Enabling Objectives:

Student will be able to choose foods that will help them promote a healthy lifestyle.
Students will learn refusal skills and resolve conflicts non-violently.

Learning Activities

Refusal skills, know immunization records, food guide pyramid

Assessment Activities

Tests, quizzes

Resources Needed

Harcourt Brace Textbook Chapter 5 and 7, Resource Officer, Curriculum Resources Guide for Nutrition & Physical Activity:
<http://pen6.pen.k12.va.us/VDOE/Instruction/PE/nutrition-pe-resources.pdf>

Sample Lesson Plans:

<http://www.dist102.k12.il.us/internal/SELWebPg/COP3RecessQn.htm>
<http://www.dist102.k12.il.us/internal/SELWebPg/COP5ChalkBxKid.htm>

<u>SOL</u>
<ul style="list-style-type: none"> • <i>Health 2.3 a-f</i> <i>The student will describe the influences and factors that impact health and well-being.</i> • <i>Science</i> <i>No direct correlation</i>

<p><u>Big Idea</u></p> <p>Teacher will understand different effects on people (heredity, environment, diseases, customs/traditions, and self-image).</p>	<p><u>Knowledge</u></p> <p>Student will learn all factors relating to health and well-being.</p>	<p><u>Skills and Actions</u></p> <p>Describe differences among humans.</p>
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<p><u>SOL Verbs</u></p> <p>Describe, understand</p>	<p><u>Key Vocabulary Terms/Phrases</u></p> <p>Heredity, germs, customs</p>
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<p><u>Enabling Objectives</u></p> <p>Student will be able to describe the different factors that impact health and well-being.</p>

<p><u>Learning Activities</u></p> <p>Show and tell</p>

<p><u>Assessment Activities</u></p>
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<p><u>Resources Needed</u></p> <p>Harcourt Brace Textbook Chapter 2.4.5.6.7 Curriculum Resources Guide for Nutrition and Physical Activity: http://pen6.pen.k12.va.us/VDOE/Instruction/PE/nutrition-pe-resources.pdf</p>
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<p><u>Sample Lesson Plans:</u></p> <p>http://www.familiesandwork.org/911ah/lp_prek-2_adl.html</p>
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Health and Physical Education Curriculum 2008

SOL

- *Health* 2.4 a, b, c, *The student will recognize the influence that health resources and professionals have on personal health.*
- *Science* *No direct correlation*

Big Idea

Teacher will understand health resources and health professionals.

Knowledge

Students will be familiar with different resources and services dealing with health care.offered

Skills and Actions

Analyze the health care profession including print, audiovisual and electronic media.

SOL Verbs

Understand, analyze

Key Vocabulary Terms/Phrases

Health care, doctors

Enabling Objectives

Students will be familiar with where to access health care information including print , media and audiovisual.

Learning Activities

Use the internet to look up different type of hospitals.
Use this information to write draw a picture of that hospital does towards personal health.

Assessment Activities

Pictures of professionals (identification)

Resources Needed

Trip to Hospital, Guest Speaker
Harcourt Brace Textbook Chapter 9.1, 2

Sample Lesson Plans:

<https://www.crayola.com/lesson-plans/detail/health-care-helpers-lesson-plan/>

<u>SOL</u>	
<ul style="list-style-type: none"> • <i>Health 2.5 a, b</i> <i>The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.</i> • <i>Science</i> <i>No direct correlation</i> 	

<p><u>Big Idea</u> Teacher will understand the difference between verbal and nonverbal aggressive behaviors.</p>	<p><u>Knowledge</u> Students will learn how health decisions affect your health.</p>	<p><u>Skills and Actions</u> Student will communicate effectively through nonverbal and verbal behaviors that are not aggressive</p>
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<p><u>SOL Verbs</u> Understand, communicate</p>	<p><u>Key Vocabulary Terms/Phrases</u> Verbal, non-verbal, respect</p>
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<p><u>Enabling Objectives</u> Students will be able to cooperate and interact with others using verbal and non-verbal skills.</p>
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<p><u>Learning Activities</u> Work with a partner to solve a problem, work with a group to solve a problem, work as a whole class to solve one problem</p>

<p><u>Assessment Activities</u></p>
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<p><u>Resources Needed</u> Harcourt Brace Textbook Chapter 1, Resource Office, Mental Health Professional</p>
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<p><u>Sample Lesson Plans:</u> https://www.crayola.com/lesson-plans/detail/paint-with-expression!-lesson-plan/</p>

<u>SOL</u>	
<ul style="list-style-type: none"> • Health 3.1 a,b • Science 	<p><i>The student will explain that health habits impact personal growth and development.</i></p> <p><i>No direct correlation</i></p>

<p><u>Big Idea</u></p> <p>The teacher needs to be familiar with basic nutritional content and how it relates to physical activity and fitness.</p>	<p><u>Knowledge</u></p> <p>The student needs to know basic food choices and the impact they have on physical fitness levels.</p>	<p><u>Skills and Actions</u></p> <p>The student will have the ability to distinguish healthy foods from unhealthy foods and recognize the benefits of physical activity and fitness.</p>
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<p><u>SOL Verbs</u></p> <p>Recognize, Distinguish, Explain</p>	<p><u>Key Vocabulary Terms/Phrases</u></p> <p>Personal growth, Physical fitness, Nutrition</p>
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<p><u>Enabling Objectives</u></p> <p>The student will be able to make more healthy food choices and relate their impact to fitness levels.</p>
<p><u>Learning Activities</u></p> <p>Internet search, Projects</p>
<p><u>Assessment Activities</u></p> <p>Test, Question and answer</p>

<p><u>Resources Needed</u></p> <p>Harcourt Brace Textbook Chapter 3.4, 5, Curriculum Resource Guide for Nutrition and Physical Activity: http://pen6.pen.k12.va.us/VDOE/Instruction/PE/nutrition-pe-resources.pdf</p>
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<p><u>Sample Lesson Plans:</u></p> <p>http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Nutrition/NUT0016.html http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Nutrition/NUT0008.html</p>

SOL

- *Health 3.1 c* *The student will explain that health habits impact personal growth and development.*
- *Science* *No direct correlation*

Big Idea

The teacher needs to be familiar with safety practices for a variety of environmental settings.

Knowledge

The student needs to know the differences between safe and harmful behaviors.

Skills and Actions

Students will be able to recognize behaviors and have the ability to say no.

SOL Verbs

Recognize, Enhance, Prevent

Key Vocabulary Terms/Phrases

Safe behaviors, harmful behaviors, personal growth

Enabling Objectives

The student will be able to differentiate between safe and harmful behaviors.

Learning Activities

Role play, videos, poster, art projects

Assessment Activities

Written assessment

Resources Needed

Harcourt Brace Textbook Chapter 8

Sample Lesson Plans:

<http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Safety/SFY0008.html>

SOL

- *Health 3.1 d* The teacher will explain that health habits impact personal growth and development.
- *Science* No direct correlation

Big Idea

The teacher will be familiar with socialization skills and family interactions.

Knowledge

The student needs to know that family interaction can aid in personal growth.

Skills and Actions

Students will be able to demonstrate communication skills.

SOL Verbs

Interact, communicate

Key Vocabulary Terms/Phrases

Socialization skills, family interaction, communication skills

Enabling Objectives

The student will be able to communicate their personal growth needs to family and friends.

Learning Activities

Role play

Assessment Activities

Question activities. observation. checklist. written assessment

Resources Needed

Harcourt Brace Textbook Chapter 1,2, Guidance Counselors

Sample Lesson Plans:

<http://www.glencoe.com/sec/health/teachers/lessonplans/ccchaos.shtml>

<u>SOL</u>	
<ul style="list-style-type: none"> • <i>Health 3.2 a,b,c</i> • <i>Science</i> 	<p><i>The student will use decision-making skills to promote health and personal well-being.</i></p> <p><i>No direct correlation</i></p>

<p><u>Big Idea</u></p> <p>The teacher needs to be familiar with conflict resolution skills, problem solving techniques, and the decision making process.</p>	<p><u>Knowledge</u></p> <p>The student needs to know the steps to solving problems.</p>	<p><u>Skills and Actions</u></p> <p>Students will be able to problem solve, use refusal skills, and set goals</p>
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<p><u>SOL Verbs</u></p> <p>Identify, negotiate, listen, communicate</p>	<p><u>Key Vocabulary Terms/Phrases</u></p> <p>Problem solving, conflict resolution, goal setting</p>
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<p><u>Enabling Objectives</u></p> <p>The student will be able to set goals for personal health, resolve conflicts peacefully, and use strategies for solving problems related to health.</p>

<p><u>Learning Activities</u></p> <p>Role play, Q&A</p>
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<p><u>Assessment Activities</u></p> <p>Written assessment, Observations, role playing, and Checklist</p>

<p><u>Resources Needed</u></p> <p>Harcourt Brace Textbook Chapter 1,8, Blue Ridge Behavioral Healthcare</p>
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<p><u>Sample Lesson Plans:</u></p> <p>http://school.discoveryeducation.com/lessonplans/programs/extrememeasures/</p> <p>https://www.crayola.com/lesson-plans/detail/erase-meanness-in-school-lesson-plan/</p>

Health and Physical Education Curriculum 2008

SOL

Health 3.3 a,b,c,d,e The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on personal health

- Science No direct correlation

Big Idea

The teacher needs to be familiar with OTC, prescription, and illicit drugs.

Knowledge

The student needs to know the danger of illegal drugs and the misuse of legal drugs and medications.

Skills and Actions

Students will be able to use refusal skills and recognize the effects of drugs. Students will also be able to identify the different classification of drugs (OTC, household, mind-altering).

SOL Verbs

Recognize, identify

Key Vocabulary Terms/Phrases

Illegal drugs, illicit drugs, inhalants, nicotine

Enabling Objectives

The student will be able to identify the effects of improper use of medicines, demonstrate refusal skills, identify the effects of drugs on body systems, identify common household items used as inhalants, and identify the effects of mind-altering drugs on behavior.

Learning Activities

DARE Presentation, guest speakers

Assessment Activities

Written assessment, Art projects

Resources Needed

Harcourt Brace Textbook Chapter 6,7; Resource Officer

Sample Lesson Plans:

<http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=929>

<ul style="list-style-type: none"> • Health 3.4 a,b,c • Science 	<p><u>SOL</u></p> <p><i>The student will demonstrate the ability to use health information to improve personal health.</i></p> <p><i>No direct correlation</i></p>
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<p><u>Big Idea</u></p> <p>The teacher needs to be familiar with the availability of health services.</p>	<p><u>Knowledge</u></p> <p>The student needs to understand health resources, service, and their improvement through technology.</p>	<p><u>Skills and Actions</u></p> <p>Students will be able to access the internet, read phone book, and access other health resources.</p>
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<p><u>SOL Verbs</u></p> <p>Understand, analyze, access</p>	<p><u>Key Vocabulary Terms/Phrases</u></p> <p>Health services, technology, electronic media services</p>
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<p><u>Enabling Objectives</u></p> <p>The student will be able to use health services and agencies to gain information, demonstrate the ways in which health care has improved as a result of technology, and demonstrate the use of a variety of print, audiovisual, and electronic media resources.</p>

<p><u>Learning Activities</u></p> <p>Field trip, Internet search, phone book exercise, guest speaker</p>

<p><u>Assessment Activities</u></p> <p>Internet activity, checklist</p>
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<p><u>Resources Needed</u></p> <p>Harcourt Brace Textbook Chapter 9, Internet, Phone book</p>
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<p><u>Sample Lesson Plans:</u></p> <p>http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Nutrition/NUT0004.html</p>
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SOL

- **Health** **3.5 a,b,c** *The student will explain that customs and traditions that may impact community health decisions.*
- **Science** *No direct correlation*

Big Idea

The teacher needs to be familiar with a variety of customs and traditions.

Knowledge

The student needs to know that customs and traditions make an impact on health decisions.

Skills and Actions

Students will be able to explain customs and traditions and their effect on health decisions.

SOL Verbs

Explain, describe

Key Vocabulary Terms/Phrases

Dietary customs, traditions, recreational activities

Enabling Objectives

The student will be able to identify dietary customs and practices, recreational activities, and celebrations and traditions that may effect health decisions.

Learning Activities

Movies/videos, show and tell, culture day

Assessment Activities

Projects, Write menus

Resources Needed

Harcourt Brace Textbook Chapter 2, Curriculum Resources Guide for Nutrition and Physical Activity Classes, Parks and Recreation, Guest speaker, Internet, Harrison Museum

Sample Lesson Plans:

<u>SOL</u>	
<ul style="list-style-type: none"> • <i>Health 4.1 a, b, c, d, e</i> 	<p><i>The student will explain how nutrition affects personal health and academic achievement.</i></p>
<ul style="list-style-type: none"> • <i>Science</i> 	<p><i>No direct correlation</i></p>

<p><u>Big Idea</u></p> <p>The teacher will be familiar with the principles of nutrition.</p>	<p><u>Knowledge</u></p> <p>Students need to know the basic food groups.</p>	<p><u>Skills and Actions</u></p> <p>Explain and describe the components of a balanced meal.</p>
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<p><u>SOL Verbs</u></p> <p>Function, affect, explain, and understand</p>	<p><u>Key Vocabulary Terms/Phrases</u></p> <p>Nutrients, malnutrition, fats, carbohydrates, proteins</p>
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<p><u>Enabling Objectives</u></p> <p>The student will be able to explain the nutrients needed for proper brain functioning, components of a balanced meal, impact of growth and development, impact of fats, carbohydrates, and proteins on physical performance, and understand the effects of malnutrition.</p>
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<p><u>Learning Activities</u></p> <p>Group activities, food label show and tell</p>
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<p><u>Assessment Activities</u></p> <p>Test. Q&A</p>

<p><u>Resources Needed</u></p>

<p><u>Sample Lesson Plans:</u></p> <p>http://www.uen.org/Lessonplan/preview.cgi?LPid=103</p>
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<ul style="list-style-type: none"> • Health 4.2 a, b, c, d, e • Science 	<p><u>SOL</u></p> <p><i>The student will develop the skills necessary for coping with difficult relationships.</i></p> <p><i>No direct correlation</i></p>
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Big Idea

The teacher will need to be familiar with difficult relationships and behaviors.

Knowledge

Students need to know refusal skills, coping skills, and how to develop self-control.

Skills and Actions

Refusal skills, conflict resolution, and coping skills.

<p><u>SOL Verbs</u></p> <p>Develop, identify, recognize, and practice</p>	<p><u>Key Vocabulary Terms/Phrases</u></p> <p>Abusive relationships, aggressive behavior refusal skills</p>
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Enabling Objectives

The student will demonstrate the development of refusal skills, the development of coping skills, the recognition of harmful or abusive relationships, practice self-control and identify bullying and aggressive behaviors.

Learning Activities

Group activities, role play, peer mediation

Assessment Activities

Observations. written assessment

Resources; Guidance Counselor

Sample Lesson Plans:

http://www.education-world.com/a_tsl/archives/04-1/lesson006.shtml

<http://www.sodat.org/Making%20Decisions%20wks.pdf>

SOL

- *Health 4.3 a, b, c, d The student will describe and evaluate the effects of alcohol, inhalants, tobacco, and drug use on self, family, and community.*
- *Science No direct correlation*

Big Idea

The teacher will need to be familiar with the effects of drugs on self, family, and community.

Knowledge

Students will be able to describe the effects and consequences of drug use.

Skills and Actions

Describe and evaluate the effects of drug abuse on self, family, and community.

SOL Verbs

Describe, evaluate

Key Vocabulary Terms/Phrases

Inhalants, weapons, illegal

Enabling Objectives

The student will describe the impact the alcohol, inhalants, and tobacco on self, family, and community, evaluate the long-term consequences of drug use, acts of violence and the use of weapons, the laws related to illegal alcohol and tobacco use.

Learning Activities

DARE presentation, Blue Ridge Behavioral Health Care

Assessment Activities

Class skit, poster project, written assessment

Resources Needed

Harcourt Brace Chapter 7

Sample Lesson Plans:

SOL

- *Health 4.4 a, b, c,d,e The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease.*
- *Science No direct correlation*

Big Idea

The teacher will be familiar with health concepts that prevent illness and disease

Knowledge

Students will be able to explain body defenses and how germs are spread.

Skills and Actions

Recognize body defenses and distinguish between communicable and non-communicable diseases. Student will also be able to describe the role of physical activity and nutrition to prevent illness

SOL Verbs

Demonstrate, understand

Key Vocabulary Terms/Phrases

Body defenses, virus, bacteria, fungi, communicable disease

Enabling Objectives

The student will demonstrate an understanding of the body's defenses, of the spread of germs (viruses, bacteria, and fungi), understand the difference between communicable and non-communicable diseases, the importance of early detection of health problems, and the role of regular physical activity.

Learning Activities

Posters, guest speakers

Assessment Activities

Project, written assessment

Resources Needed

Harcourt Brace Chapters 4, 5, 6

Sample Lesson Plans:

<http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Nutrition/NUT0001.html>

<http://healthsmartva.pwnet.org/pdf/Diseases.pdf>

Health and Physical Education Curriculum 2008

SOL

- Health 4.6 a, b The student will evaluate his/her role in solving community health problems.
- Science No direct correlation

Big Idea

The teacher will be familiar with health resources to improve personal and family health.

Knowledge

Students need to know resources and services are available for good health care.

Skills and Actions

Ability to access and use a variety of health resources.

SOL Verbs

Access, use, identify

Key Vocabulary Terms/Phrases

Health resources, health care agencies

Enabling Objectives

The student will access health care agencies, printed materials, broadcast media, Internet, and audiovisual materials.
The student will identify accurate and inaccurate health information.

Learning Activities

Library research, field trip, guest speaker

Assessment Activities

Internet project, written assessment

Resources Needed

School nurse, Blue Ridge Behavioral Health care

Sample Lesson Plans:

<http://www.quick.org.uk/menu.htm>

<u>SOL</u>	
• <i>Health 4.7 a, b</i>	<i>The student will understand the importance of communicating with family about personal and community health issues.</i>
• <i>Science</i>	<i>No direct correlation</i>

Big Idea
 The teacher needs to learn how to communicate effectively and what safe and unsafe situations are.

Knowledge
 Students need to know how to communicate in unsafe and uncomfortable situations.

Skills and Actions
 Identify obstacles to communication.

<u>SOL Verbs</u> Learn, identify	<u>Key Vocabulary Terms/Phrases</u> Unsafe, uncomfortable
<u>Enabling Objectives</u> The student will identify obstacles and solutions to communication. The student will become familiar with ways to get assistance form a trusted adult when in unsafe or uncomfortable situations. .	
<u>Learning Activities</u> Q&A, test, grade activities	
<u>Assessment Activities</u> Guest speaker, role playing	
<u>Resources Needed</u>	
<u>Sample Lesson Plans:</u> http://www.education-world.com/a_tsl/archives/01-1/lesson0018.shtml	

<u>SOL</u>	
<ul style="list-style-type: none"> • <i>Health 5.1 a,b,c</i> • <i>Science</i> 	<p><i>The student will demonstrate the interpersonal skills necessary to build healthy relationships.</i></p> <p><i>No direct correlation</i></p>

Big Idea

The teacher needs to know ways people communicate feelings, and strategies for building a positive self image.

Knowledge

Student need to know how to communicate verbally and nonverbally

Skills and Actions

Conflict resolution skills, refusal skills, and communication skills.

<u>SOL Verbs</u>	<u>Key Vocabulary Terms/Phrases</u>
Communicate	Emotions, self-image, verbal and non-verbal communication, refusal skills

Enabling Objectives

Students will be able to identify ways in which people communicate feelings and learn effective strategies for resolving conflicts.

Learning Activities

Role playing

Assessment Activities

Test, project, evaluation, Q&A

Resources Needed

Sample Lesson Plans:

http://www.education-world.com/a_tsl/archives/01-1/lesson0018.shtml

http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Mental_Health/MEH0004.html

<u>SOL</u>	
<ul style="list-style-type: none"> • <i>Health 5.2 a,b,c,d,e,f</i> The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. • <i>Science</i> No direct correlation 	

Big Idea
 The teacher needs to know the importance of health promotion in relation to disease prevention, diet, weight, stress, exercise, recreation and self image.

Knowledge
 The student needs to know and evaluate sources of health information and how exercise benefits our body systems.

Skills and Actions
 Explanation of food guide pyramid, stress management skills, demonstration of exercise activity.

<u>SOL Verbs</u>	<u>Key Vocabulary Terms/Phrases</u>
Evaluate, promote, demonstrate	Health, consumer, stress, cardiovascular fitness, food guide pyramid

Enabling Objectives
 The student will be able to understand the relationship between health promotion and disease prevention; the connection between dietary guidelines and weight management; learning to manage stress; and the importance of exercise and recreation. They will understand the effects of personal health habits on cardiovascular fitness and the importance of developing and maintaining a positive self image.

Learning Activities
 Videos, guest speakers

Assessment Activities
 Test, Grade activities, personal projects

Resources Needed

Sample Lesson Plans:
<http://www.uen.org/Lessonplan/preview.cgi?LPid=73>
<http://www.uen.org/Lessonplan/preview.cgi?LPid=66>

Health and Physical Education Curriculum 2008

<u>SOL</u>		
• Health	5.3 a,b,c	<i>The student will analyze the risks of dependence and addiction associated with the use of alcohol, tobacco, inhalants, and other drugs on the systems of the body.</i>
• Science		<i>No direct correlation</i>

Big Idea
 The teacher needs to be familiar with drug dependence and its effect on the body systems, academic performance, and personal/family relationships.

Knowledge
 Students need to know the damage to life, academics, and relationships caused by drug dependence.

Skills and Actions
 Identify the many risks of dependence.

<u>SOL Verbs</u> Identify, know, understand	<u>Key Vocabulary Terms/Phrases</u> Body systems, dependency, addiction
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Enabling Objectives
 The student will describe how drug dependence and addiction effect functioning of the body systems, academic performance, relationships with family, peers, and other individuals.

Learning Activities
 Guest speaker, Field trip, Resource Office

Assessment Activities
 Written test, Art project, Internet research

Resources Needed

Sample Lesson Plans:

SOL

- *Health 5.4 a,b* *The student will critically evaluate how print media, broadcast media, and Internet technology influence perceptions of health information, products, and services.*
- *Science* *No direct correlation*

<p><u>Big Idea</u></p> <p>The teacher will need to be familiar with media services.</p>	<p><u>Knowledge</u></p> <p>Students will need to know how to access health information and differentiate between what is helpful information and what is not.</p>	<p><u>Skills and Actions</u></p> <p>Ability to access sources, understand advertising and promotional health information.</p>
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<p><u>SOL Verbs</u></p> <p>Validate, evaluate, understand</p>	<p><u>Key Vocabulary Terms/Phrases</u></p> <p>Media, advertisements, promotions</p>
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Enabling Objectives
 The student will evaluate strategies for validating health information and tools for critical evaluation of advertisements and promotions.

Learning Activities

Field trips, internet searches, designing health ad

Resources Needed

Sample Lesson Plans:
http://www.cybersmartcurriculum.org/act_sheets/CY00_Stdnt_G68_L18.pdf

SOL

- *Health 5.5 a-f The student will explain how peers, families, and community groups work together to build a healthy community.*
- *Science No direct correlation*

<p><u>Big Idea</u></p> <p>The teacher will be familiar with how to establish and maintain a healthy community.</p>	<p><u>Knowledge</u></p> <p>Students need to know how to work with community groups and services to maintain a healthy community and support a healthy lifestyle.</p>	<p><u>Skills and Actions</u></p> <p>Volunteering, define public health, collaborative skills</p>
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<p><u>SOL Verbs</u> Explain, define, volunteer, examine, collaborate</p>	<p><u>Key Vocabulary Terms/Phrases</u> Customs and traditions, Community service, Volunteerism</p>
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Enabling Objectives
The student will be able to explain how all groups work together to support environment issues; the existence of customs and traditions in a community; promote community health and wellness; examination of community health issues and projects; promote volunteerism and community service.

Learning Activities
Projects, volunteer work, brainstorm

Assessment Activities
Written test, grade volunteer work, project assessment

Resources Needed
Harcourt Brace Chapter 9

Sample Lesson Plans:

Roanoke City Public Schools Middle School Health Curriculum

Revised, Summer, 2008

Revision Team:

Jason Gordon, Grandin Court Elementary
Rico Kyle, William Ruffner Middle School
Amy Croy, Stonewall Jackson Middle School
Beth Boothe, Stonewall Jackson Middle School

Resources

Glencoe Teen Health 2007, Course 1

Glencoe Teen Health 2007, Course 2

Glencoe Teen Health 2007, Course 3

www.health.glencoe.com

Internet websites

www.mypyramid.gov

www.americanheart.org

www.nutritionexplorations.org

www.healthsmartva.pwnet.org

www.nutrition.gov

www.cumbavac.org/Food_and_Nutrition.htm

www.pecentral.org/websites/healthsites.html

www.healthierus.gov/index.html

www.edtech.kennesaw.edu/web/humanbo.html

www.innerbody.com/htm/body.html

www.selfgrowth.com/esteem.html

<http://www.doe.virginia.gov/VDOE/Instruction/PE/k-12healthTAG.html>

SOL

- *Health 6.1 a, b* *The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being.*

Big Idea

The teacher needs to understand the importance of self-image in the development of good personal health.

Knowledge

The students need to understand the importance of having and communicating with an adult mentor.
What is an adult mentor?

Skills and Actions

Students need to be able to communicate with friends and adults.
Students need to be able to recognize harmful behaviors.

SOL Verbs

Apply, address, prevent, compare

Key Vocabulary Terms/Phrases

Critical thinking skills, personal management, strategies, adult mentor

Enabling Objectives

The student will understand the importance of significant friends or adult mentors.
The student will understand the relationship between self-image and gang-related behaviors.

Learning Activities

Life skills unit; Role play

Assessment Activities

Written Assessments; Refusal strategies

Resources Needed

Glencoe Health Book; Life Skills Training; Resource Officer; Local Police Department; Red Cross/Health Department

Internet Resources

http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Mental_Health/MEH0008.html

SOL

- *Health 6.1 c The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being.*

Big Idea

The teacher need to know that environmental pollution drastically affects personal health.

Knowledge

What is pollution?
What elements of our environment are affected by pollution?

Skills and Actions

Students need to have the knowledge of how to conserve and protect the environment.

SOL Verbs

Conserve, decide

Key Vocabulary Terms/Phrases

Environment, pollution

Enabling Objectives

The student will understand the effects of environmental influences on personal health.

Learning Activities

Guest speakers; Telephone search for agencies; Field trip to the waste management sites

Assessment Activities

Written assessments

Resources Needed

Glencoe Health Book; Telephone book; City agencies

Internet Resources

SOL

- *Health 6.1 d The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being.*

Big Idea

The teacher needs to know the strategies to refuse alcohol and other drugs.

Knowledge

Students need to know strategies to refuse drugs and alcohol.
Students need to know the effects of drugs on their body.

Skills and Actions

Students need to demonstrate refusal strategies.

SOL Verbs

Refuse, demonstrate, apply

Key Vocabulary Terms/Phrases

Refusal strategies, drug

Enabling Objectives

The student will apply refusal strategies related to alcohol, tobacco, and other drugs.

Learning Activities

Role play; Life skills training; Videos; Drug reports; Red Cross

Assessment Activities

Design a skit/role play; Test (pre and post); Projects

Resources Needed

Life Skills; Glencoe Teen Health; Resource Officer

Internet Resources

www.dare.com

SOL

- *Health 6.1 e The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being.*

Big Idea

The teacher need to know the different types, effects, and prevention of communicable non-communicable diseases.

Knowledge

Students need to know the different types, effects, and prevention of communicable and non-communicable diseases.

Skills and Actions

Students need to demonstrate the use of universal precautions.

SOL Verbs

Refuse, demonstrate, apply

Key Vocabulary Terms/Phrases

Refusal strategies, drug

Enabling Objectives

The student will demonstrate the precautions for the prevention of communicable and non-communicable diseases.

Learning Activities

Matching activities; Respond to an emergency (role play); Search the internet for additional information on diseases: Group work research from book.

Assessment Activities

Test; Turn in and grade group work

Resources Needed

Glencoe Teen Health Book

Internet Reources

http://www.cdc.gov/germstopper/home_work_school.htm

www.glogerm.com/sheets/grade6.pdf

SOL

- *Health 6.2 a, b, c, d The student will use knowledge of the body's structure and function to make sound decisions related to personal health.*

Big Idea

The teacher needs to understand the interconnections of all body systems to one's personal health.

Knowledge

The students need to know the importance of a proper diet. The students need to understand factors that affect the body's functions (disease, drugs, alcohol).

Skills and Actions

Students need to be able to make appropriate health choices concerning diet, nutrition, exercise, and personal wellness.

SOL Verbs

Use, make, construct

Key Vocabulary Terms/Phrases

Structure, function, interconnection. OTC medications, prescriptions

Enabling Objectives The student will understand the relationship of the United States Department of Health and Human Services Dietary Guidelines for Americans to personal eating habits, the interconnection of the body systems, the effects of disease on the functions of the body, and the relationship of drugs, alcohol, tobacco, and inhalants to body functioning.

Learning Activities

Worksheets, Project on nutrition, Guest speaker, Life skills unit, DARE

Assessment Activities:

Written assessment; Grade project; Workbooks

Resources Needed

Glencoe Health Book; Life skills training materials; Resource Officer, Cafeteria manager

Internet Resources

http://www.feedingminds.org/level2/int_level_en.htm

http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Body_Systems_and_Senses/BSS0013.html

SOL

- *Health 6.3 a, b, c, d, e The student will describe the connections between mental and physical development as they relate to adolescence.*

Big Idea

The teacher needs to know how mental and physical development is essential to the development of adolescence.

SOL Verbs

Describe, relate

Knowledge

The student needs to know:
 What is stress?
 What are the effects of stress on the body?
 What is peer pressure?
 What causes discrimination?

Skills and Actions

Students need to be able to make appropriate health choices concerning diet, nutrition, exercise, and personal wellness.

Key Vocabulary Terms/Phrases

Mental and physical development

Enabling Objectives

The student will describe the effects of stress.
 The student will demonstrate respect for individual differences, positive and negative responses to criticism, the effects of peer pressure, effects of bullying and issues related to body image and weight management.

Learning Activities

Role play; Life skills units; Small group activities (meet each other and talk about personal differences); Stress rating activity

Assessment Activities

Written assessments: Worksheets

Resources Needed

Glencoe Health Book; Life Skills test

Internet Resources

- www.education-world.com/a_tsl/archives/04-1/lesson006.shtml
- www.educationworld.com/a_lesson/00-2/lp2055.shtml
- <http://www.uen.org/Lessonplan/preview.cgi?LPid=410>

SOL

- *Health 6.4 a, b, c, d The student will analyze the consequences of personal choices on health and well-being.*

Big Idea

The teacher needs to understand how personal choices are essential for student well-being.

SOL Verbs

Analyze, connect, prevent, identify, resist

Knowledge

The student needs to know:
What is self-image?
What personal actions lead to consequences?
What are risky behaviors?
What are the strategies to avoid risky behaviors?

Key Vocabulary Terms/Phrases

Consequences, personal choices

Skills and Actions

Students need to be able to make appropriate health choices concerning diet, nutrition, exercise, and personal wellness.

Enabling Objectives

The student will analyze the connection between self-image and personal success and the importance of accepting responsibility for personal actions. The student will identify risk behaviors and strategies for preventing and responding to injuries. The student will demonstrate the use of refusal skills to avoid violence, gangs, weapons, and drugs.

Learning Activities

Aluminum foil self image activity; Life skills units; Worksheets; Eggs and beans in a jar

Assessment Activities

Written assessment; Grade project

Resources Needed

Glencoe health book; Life skills text; Activity worksheets; Resource Officer

Internet Resources

www.pde.state.pa.us/food_nutrition

<http://www.childrenshealthfund.org/publications/healthed.php#startingright>

www.acde.org/educate/78plan2.htm

<http://www.instructorweb.com/lesson/drugs.asp>

SOL

- *Health 6.5 a, b, c, d, e The student will demonstrate injury prevention and management skills to promote personal and family health .*

Big Idea

The teacher needs to understand the skills that are necessary to promote personal and family safety.

Knowledge

The student needs to know:
Basic first aid for emergencies.
Dangers of riding in cars and on bicycles.
Dangers that can occur in public places.

Skills and Actions

The student needs to be able to demonstrate prevention skills needed to handle emergency situations.

SOL Verbs

Demonstrate, promote, prevent

Key Vocabulary Terms/Phrases

Management skills

Enabling Objectives

The student will gain an awareness of behaviors that can result in violent acts.
The student will identify safety habits in vehicles and public areas and the need for and use of protective gear.
The student will demonstrate first aid and safety practices along with strategies to avoid accidents and injuries.

Learning Activities

Basic First Aid for emergencies; Bike safety rodeo; Guest speaker on safety equipment; DARE presentation

Assessment Activities

Written assessments; Completion of bike safety course; DARE worksheets

Resources Needed

Glencoe Health Book; Internet sites; Resource Officer

Internet Resources

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=888>

http://www.fairfield.k12.ct.us/mckinley/vlibrary_gr5.htm

www.youth.net/cec/cecmisc/cecmisc.33.txt

SOL

- *Health 6.6 a, b, c, d The student will access and analyze information for the purpose of improving personal and family health.*

Big Idea

The teacher needs to understand and develop a plan for improving personal and family health.

Knowledge

The student needs to know:
How media persuades personal choices.
How to access information about prescription and OTC drugs.
What is wellness?

Skills and Actions

The student needs to be able to demonstrate strategies to improve personal and family health.

SOL Verbs

Access, analyze, interpret, recognize

Key Vocabulary Terms/Phrases

Personal and family health

Enabling Objectives

The student will access personal and family wellness.
The student will recognize persuasive tactics used by various types of media and the analysis of the reliability of health information.
The student will interpret the contraindications for prescription drugs and over-the-counter medicines.

Learning Activities

Reading medication labels; Worksheets; Life skills unit

Assessment Activities

Written assessments

Resources Needed

Glencoe Health Book; Internet sites; Life skills materials

Internet Resources

<http://healthsmartva.pwnet.org/pdf/Medications.pdf>

SOL

- *Health 6.7 a, b, c, d, e The student will evaluate the benefits of becoming a positive role model within the family and in the community.*

Big Idea

The teacher needs to understand the necessary skills to becoming a model student.

Knowledge

The student needs to know:
What is peer mediation?
Understand positive leadership roles.
Understand respect.
Understand that here are rules and regulations in every facet of life.

Skills and Actions

The student needs to be able to demonstrate strategies to improve personal and family health.

SOL Verbs

Evaluate, develop, demonstrate

Key Vocabulary Terms/Phrases

Positive role model

Enabling Objectives

The student will describe the benefits of involvement in the community and family projects.
The student will develop an increase in leadership-role participation and peer mediation techniques.
The student will demonstrate respect for the opinions and beliefs of other individuals, as well as development of conflict-resolution skills.
The student will show respect for rules and regulations.

Learning Activities

Role play; Small group discussions; Life skills unit; Open forum discussions; Guest speakers

Assessment Activities

Written assessments; Worksheets; Pre-post tests

Resources Needed

Glencoe Health Book; Life skills materials

Internet Resources

www.healthteacher.com/samplelessonplans.php
www.pbs.org/teachers/healthfitness/inventory/familylife-68.html

SOL

- *Health 7.1 a, b, c, d, e, f, g The student will use knowledge of health concepts to make decisions related to personal safety and wellness.*

Big Idea

The teacher needs to understand the importance of good decision making in relationship to personal safety and wellness.

Knowledge

The student needs to know why it is important to manage stress; why acts of violence could lead to gang related behaviors; what affects school success; and what interpersonal relationship are.

Skills and Actions

Students need to demonstrate refusal strategies.

SOL Verbs

Use, make, develop

Key Vocabulary Terms/Phrases

Personal safety, wellness

Enabling Objectives

The student will use alternatives to gang-related behaviors and acts of violence, recognize harmful and risky behaviors, recognize the benefits of stress management and stress- reduction techniques, use strategies for coping with disappointment, and understand the factors that affect school success, the impact of difficult family situations, and the development of interpersonal relationships.

Learning Activities

Fitting In: video, In a Flash: video, Resource Officer lecture/role play, Newspaper search, Life skills unit

Assessment Activities

Written assessment, Worksheets, Poster project-success factors

Resources Needed

Glencoe Health Book, Resource Officer, Internet sites, Life Skills materials

Internet Resources

SOL

- *Health 7.2 a, b, c, d, e* The student will describe and exhibit the exhibit the behaviors associated with a physically active and healthy lifestyle.

Big Idea

The teacher needs to understand that participation in physical activities and proper nutrition lead to a healthy lifestyle.

Knowledge

The student needs to know how drugs are harmful to the body, what are the benefits of proper sleep, rest nutrition, and physical activity.

Skills and Actions

The student needs to demonstrate the ability to develop behaviors that lead to a healthy lifestyle.

SOL Verbs

Describe, exhibit

Key Vocabulary Terms/Phrases

Healthy lifestyle

Enabling Objectives

The student will describe: the effects of dietary habits on daily performance, the importance of participating in recreational and leisure activities, strategies for avoiding drugs, alcohol, tobacco, and inhalants and other harmful substances, the health benefits of regular physical activity and fitness, and the impact of sleep and rest on physical and mental performance.

Learning Activities

Daily dietary log, Role play, Life skills unit, Sleep log, Body fat/heart rate monitoring

Assessment Activities

Grade dietary log, Grade activity log, Present drug report, Grade sleep log, Life skills written assessments

Resources Needed

Glencoe Health Book, Resource Officer

Internet Resources

www.bam.gov/teachers/activities/active_or_not.htm

<http://commtechlab.msu.edu/sites/letsnet/Noframes/subjects/health/b8u4.html>

SOL

- *Health 7.3 a, b, c The student will investigate and analyze the various factors that guide an individual's decisions about health and well-being.*

Big Idea

The teacher needs to understand the impact of advertising, family customs, and other factors on the choices that we make.

Knowledge

The student needs to gain the knowledge to become an informed consumer.

Skills and Actions

The student should be able to compare products and services before buying and using.

SOL Verbs

Investigate, decide, analyze

Key Vocabulary Terms/Phrases

Informed consumer

Enabling Objectives

The student will investigate the types of advertising techniques used to influence adolescents' decisions and validity of information from different resources. The student will analyze family practices and customs.

Learning Activities

Compare pricing of products, Commercial analysis (Life skills unit), Read labels (Life skills unit), Search home products, Role play commercials

Assessment Activities

Written assessment, List of community services, Grade activity log

Resources Needed

Glencoe Health Book, Guest speaker, Phone books

Internet Resources

http://healthsmartva.pwnet.org/resources/grade_7/7_3_a.php

SOL

- *Health 7.4 a, b, c, d, e The student will describe how family and community priorities influence an individual's ability to reduce disease and other health problems.*

Big Idea

The teacher needs to be able to find community health and financial services to assist families to help maintain a healthy lifestyle.

Knowledge

The student needs to know what health services are provided and available in the community.

Skills and Actions

The student needs to be able to choose health services wisely to promote a healthy lifestyle.

SOL Verbs

Describe, exhibit, reduce, investigate, analyze

Key Vocabulary Terms/Phrases

Enabling Objectives

The student will compare the relationship of social and environmental factors to individual and community health. The student will describe the financial resources in the community dedicated to benefiting health and the community's support. For instance: health services; partnerships; the availability of emergency response systems and services; recreational, and leisure activities;

Learning Activities

Phone book search, Guest speakers, Leisure activity log

Assessment Activities

Written assessment, List of community services, Grade activity log

Resources Needed

Glencoe Health Book, Guest speakers, Phone books, Local internet sites

SOL

- *Health 7.5 a, b, c The student will work cooperatively with others to support and promote healthy schools, families, and communities.*

Big Idea

The teacher needs to understand that cooperation is essential to promote healthy schools, families, and communities.

Knowledge

The student needs to know what constitutes appropriate behaviors and what is necessary to promote healthy schools and communities.

Skills and Actions

The student will be able to distinguish between good and bad health decisions that have an effect on themselves and others.

SOL Verbs

cooperate, promote, implement

Key Vocabulary Terms/Phrases

Enabling Objectives

The student will support and promote the implementation of appropriate health practices and behaviors, appropriate methods of expressing opinions on health issues, and benefits of community service.

Learning Activities

SCA, Family survey, Attend PTA meetings, Letter to Congressman on health issues, Host health awareness week

Assessment Activities

Written report from PTSA meeting, Assess learning activities

Resources Needed

SCA, PTA, School Nurse, Guidance Counselor, Cafeteria Manager

Internet Resources

<http://apps.caes.uga.edu/sbof/main/lessonPlan/EatingDisorders.pdf>

SOL

- *Health 8.1a-h The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and well-being during the adolescent years.*

Big Idea

The teacher needs to know what risky behaviors can create health problems that will impact life.

SOL Verbs

Recognize, analyze, evaluate, understand

Knowledge

The student needs to know preventative measures they can take to avoid or reduce their chances of illness. Students will need to know the contributing factors and behaviors for diseases, and choices that can lead to illness, disability, or mortality.

Skills and Actions

The student needs to be able to distinguish the health risks associated with feelings of immortality and invincibility along with the risks of a sedentary lifestyle.

Key Vocabulary Terms/Phrases

Health risk behaviors, well-being

Enabling Objectives

The student will be able to identify: preventive health measures, immunizations, and treatment in disease prevention, the short and long-term health issues related to alcohol abuse and tobacco use, impact of failing to recognize issues related to the emotional and mental health, the risk factors associated with communicable and non-communicable diseases, the pathogenic, genetic, age, culture, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases.

Learning Activities

Field trip to Health Department, Speakers on communicable diseases, Project/role play

Assessment Activities

Written assessments

Resources Needed

Life Skills training workbook, Glencoe Teen Health Text, Resource Officer

Internet Resources

www.samaritans.org/pdf/a1EmotionalHealth.pdf

www.sodat.org/lesson%20plan%207&8.htm

SOL

- *Health 8.2 a-d The student will apply health concepts and skills to the management of personal and family health.*

Big Idea

The teacher needs to know how developing positive relationships will impact life and personal health in a positive manner.

Knowledge

The student needs to know dangers related to gang activities, good decision making skills, and dynamics of relationships.

Skills and Actions

The student will have the ability to recognize harmful behaviors and resolve problems associated with negative behavior.

SOL Verbs

Apply, problem solve, develop, implement

Key Vocabulary Terms/Phrases

Gang-related activities, problem solving, decision making

Enabling Objectives

The student will be able to develop positive and personal relationships, develop good decision making skills for addressing health issues, identify the dangers related to gang behavior, the benefits of developing and implementing short and long term health and fitness goals that are achievable and purposeful.

Learning Activities

Guest speakers, Develop personal fitness plan, Videos, Group problem solving activity

Assessment Activities

Written assessments, Role playing, Report on personal relationships

Resources Needed

Life skills training workbook, Glencoe Teen Health Text, Resource Officer, Blue Ridge Behavioral Health

Internet Resources

www.pbs.org/newshour/extra/teachers/lessonplans/health/

SOL

- *Health 8.3 a, b The student make choices that demonstrate an understanding of the relationship among dietary habits and emotional/ physical health.*

Big Idea

The teacher needs to know that what and how we eat affects both physical and emotional health.

Knowledge

The student needs to understand proper nutritional practices and how they have an impact on their health.

Skills and Actions

Students need to be able to select a proper diet and know the importance of eating right.

SOL Verbs

Demonstrate, understand, solving, decision making

Key Vocabulary Terms/Phrases

Dietary habits

Enabling Objectives

The student will understand the causes and effects of compulsive behaviors such as eating disorders and the relationship between personal health and cognitive performance.

Learning Activities

Guest speakers, Design a personal diet program, Videos, Activity where students bring in and read food labels

Assessment Activities

Written assessments, Activity where students bring in and read food labels

Resources Needed

Glencoe Teen Health Text, Nutritional and Health internet sites

Internet Resources

www.apps.caes.uga.edu/sbof/main/lessonplan/eatingdisorders.pdf

SOL

- *Health 8.4 a, b, c The students will interpret and evaluate how health information, products, services, and agencies are targeted to impact adolescents.*

Big Idea

The teacher needs to know the impact and influence of advertising on student's personal choices and selections.

Knowledge

The student will be able to understand the many forms of advertising, what their consumer rights are, and the influence the media has on a student's choice.

Skills and Actions

Students will be able to make informed consumer choices.

SOL Verbs

Interpret, review, evaluate

Key Vocabulary Terms/Phrases

Consumer rights, multiple media resources

Enabling Objectives

The student will use a personal system for reviewing appropriateness of print, audiovisual, and electronic media images. The student will understand the influences of multiple media resources on personal choices and their consumer rights related to health products and services.

Learning Activities

Videos, Guest speaker on consumer rights, Poster project-design an ad, Small group role play.

Assessment Activities

Written assessments, Grade poster work project

Resources Needed

Glencoe Teen Health Text, Life skills guide, Consumer report magazine, Internet sites

Internet Resources

SOL

- *Health 8.5 a, b, c, d The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safer and healthier community.*

Big Idea

The teacher needs to understand a healthy community exists through cooperation among friends, family, and community groups.

Knowledge

The student will understand the importance of living in a healthy community The student will identify the elements of peer pressure and its risk.

Skills and Actions

Students will be able to recognize risks, recognize opportunities of community services, and recognize negative aspects of succumbing to negative peer pressure.

SOL Verbs

Investigate, work, evaluate

Key Vocabulary Terms/Phrases

Healthy community

Enabling Objectives

The student will investigate methods used to reduce health risks, the health risks associated with yielding to negative peer pressure, and opportunities for community service. The student will evaluate the similarities among practices associated with healthy environments.

Learning Activities

Community guest speaker, Poster project-community services, Role play

Assessment Activities

Volunteer work, Internet search-community agencies

Resources Needed

Telephone book, Resource Officer

Internet Resources

Roanoke City Public Schools High School Health Curriculum

Revised 2008

Revised by:
Cynthia Brown, William Fleming High School

Resources

Glencoe Health, 2007

www.health.glencoe.com

Internet websites

www.mypyramid.gov

www.americanheart.org

www.nutritionexplorations.org

www.healthsmartva.pwnet.org

www.nutrition.gov

[www.cumbavac.org/Food and Nutrition.htm](http://www.cumbavac.org/Food_and_Nutrition.htm)

www.pecentral.org/websites/healthsites.html

www.healthierus.gov/index.html

www.edtech.kennesaw.edu/web/humanbo.html

www.innerbody.com/htm/body.html

www.selfgrowth.com/esteem.html

<http://www.doe.virginia.gov/VDOE/Instruction/PE/k-12healthTAG.html>

SOL

Health 9.1a

The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and well-being. Key concepts/skills include
a) the use of current research and scientific study to interpret nutritional principles;

Big Idea

The teacher needs to know current research trends on nutritional principles.

Knowledge

The student will know:
How to access material to interpret nutritional principles.

Skills and Actions

The student will know how to access and interpret material from different sources to improve nutritional habits.

SOL Verbs

Access, interpret, improve, research

Key Vocabulary Terms/Phrases

Nutrition

Enabling Objectives

The student will use current research and scientific study to interpret nutritional principles.

Learning Activities

Computer searches on nutrition; Keep diet log; Skin fold test before and after; Activities from teacher workbook

Assessment Activities

Tests; Turn in dietary logs; Turn in project from research; Grade activities from workbook

Resources Needed

Glencoe Health Book Chapter 5 and Chapter 6: Review all Glencoe teacher resources; Internet; Skin fold;
<http://www.uen.org/Lessonplan/preview.cgi?LPid=1156>
<http://www.uen.org/Lessonplan/preview.cgi?LPid=1152>

SOL

- **Health 9.1 b** *The student will be able to use decision-making process for selecting health and wellness products.*

Big Idea

The teacher needs to know how to select health care products.

Knowledge

The student needs to know how to compare products.

Skills and Actions

Ability to recognize quackery and placebos.

SOL Verbs

recognize, apply, compare, analyze, select

Key Vocabulary Terms/Phrases

quackery, placebos

Enabling Objectives

The student will apply a decision-making process for selecting health care products.

Learning Activities

Compare generic with brand name by analyzing labels; Research and recognize different marketing techniques.

Assessment Activities

Find the active ingredients in each product and turn in; Research consumer product advocates and turn in results.

Resources Needed

Glencoe Health Book Chapter 3: Review all Glencoe teacher resources; Internet;
http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Consumer_Health/COH0004.html
http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Consumer_Health/COH0003.html

SOL

- *Health 9.1 c* *The student will be able to develop personal standards regarding the use of alcohol, tobacco, and other harmful substances.*

Big Idea

The teacher needs to know strategies for preventing substance abuse.

Knowledge

Students need to develop their own personal standards regarding the use of alcohol, tobacco, and other drugs.

Skills and Actions

Ability to apply refusal strategies.
Ability to cope with peer pressure.

SOL Verbs

Apply, develop, prevent, analyze, cope

Key Vocabulary Terms/Phrases

Personal standards

Enabling Objectives

The student will apply personal standards regarding the use of alcohol, tobacco, and other controlled substances.

Learning Activities

Role Play; Class discussion of different styles; Videos; Use of Dare materials; Make personal standard contracts

Assessment Activities

Tests; Grade role play; Project demonstrating refusal strategies

Resources Needed

Glencoe Health; Chapter 12 and 21-23: Review all Glencoe teacher resources; Resource Officer; Videos; Guest Speaker

<http://www.cceanet.org/research/sussman/tnd.htm>

SOL

- *Health 9.1 d, e, f* The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and well-being.

Big Idea

The teacher needs to know components that make up a fitness for life activity plan.

Knowledge

Students need to know differences between healthy and unhealthy behaviors.

Skills and Actions

Demonstrate healthy behaviors over a time period.

SOL Verbs

Demonstrate, maintain, implement, establish

Key Vocabulary Terms/Phrases

Appropriate, inappropriate

Enabling Objectives

The student will apply health knowledge and skills and the maintenance of health habits that promote personal wellness.
The student will implement a fitness and lifetime physical activity plan.
The student will establish personal parameters for appropriate and inappropriate health behaviors.

Learning Activities

Develop lifetime physical fitness activity plan; Develop personal wellness plan; Healthy and unhealthy behaviors; Research lifetime activities.

Assessment Activities

Turn in plans (pre and post); Participation in class activities; (Discussion and lifelong activities)

Resources Needed

Glencoe Health; Chapter 1 and Chapter 4: Review all Glencoe teacher resources; Internet;
<http://www.pbs.org/newshour/extra/teachers/lessonplans/health/fitness/fitforlife.html>

SOL

- *Health 9.1 g, h, i* *The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and well-being.*

Big Idea

The teacher needs to know strategies to help deal with stress and how to resolve conflicts.

Knowledge

Need to know how to deal with stress in positive ways and how to resolve conflicts.

Skills and Actions

Ability to resolve conflicts.
Ability to deal with long term and short term stress.

SOL Verbs

Resolve, deal

Key Vocabulary Terms/Phrases

Resolve, positive, long term, short term

Enabling Objectives

The student will utilize a personal system for coping with distress and stress.
The student will manage deadlines.
The student will apply health knowledge and skills to the development of peaceful resolution of conflicts.

Learning Activities

Role play/skits; Research strategies to deal with stress; Relaxation (like skills); time management activities; Guest speaker

Assessment Activities

Grade Skits; Turn in strategies; Weekly time management calendar

Resources Needed

Glencoe Health Chapter1 and 8: Review all Glencoe teacher resources; Internet; Life Skills; Guest Speaker
<http://www.samaritans.org/pdf/B4StressManagement.pdf>

SOL

- *Health 9.2 a, b, c The student will analyze and evaluate the relationship among healthy behaviors, disease prevention and control, and comprehensive wellness.*

Big Idea

The teacher needs to know components of disease prevention and control, comprehensive wellness, and relationship among healthy behaviors.

Knowledge

Need to know how to prevent communicable diseases and improve overall wellness.

Skills and Actions

Ability to recognize the benefit of proper nutrition, rest, and regular activity.
Ability to protect yourself and prevent communicable diseases.

SOL Verbs

Prevent, protect, improve, recognize

Key Vocabulary Terms/Phrases

Comprehensive, wellness, communicable

Enabling Objectives

The student will evaluate participation in activities that improve the cardiovascular system.
The student will develop a personal plan for remaining free of communicable diseases.
The student will recognize the value of proper nutrition, rest, and regular activity.

Learning Activities

Daily log; research cardio system and show correlation between exercise and heart rate;
Class discussion on nutrition and benefits of rest and exercise.

Assessment Activities

Chart heart rate with exercise (using Claris Works or Excel); Journal from daily log; Turn in personal hygiene log; Tests

Resources Needed

Glencoe Health; Chapters 4, 5, and 16 : Review all Glencoe teacher resources; Guest Speaker; Internet; School Division Nutritionist

SOL

- *Health 9.3 a ,b, c, d, e The student will analyze, synthesize, and evaluate the relationships among positive health behaviors, prevention and treatment of injury, and premature death.*

Big Idea

The teacher needs to know the differences between positive health and risky behaviors.

Knowledge

Students need to know what are risky behaviors, consequences and situations that require first aid and CPR, in addition to the effects of alcohol and other drugs.

Skills and Actions

Ability to analyze the relationship between positive health behaviors and prevention of injury.
Ability to recognize risky behaviors and situations that require first aid and CPR

SOL Verbs

Analyze, recognize, synthesize, evaluate

Key Vocabulary Terms/Phrases

Enabling Objectives

The student will analyze risky behaviors that may result in permanent disability for self or others, the consequences of using weapons in acts of violence, and identify situations involving risks.
The student will evaluate the use of universal precautions and appropriate application of first aid, CPR, and other emergency procedures.
The student will recognize the effects of alcohol and other drug use.

Learning Activities

Skits; First Aid and CPR checklist; Videos; Guest Speakers (police or judge); Newspaper article search

Assessment Activities

Checklists; Test; Generate questions or Quest Speaker; Newspaper article search

Resources Needed

Glencoe Health: Chapter 13, 28, and 22: Review all Glencoe teacher resources; Guest Speaker; Newspaper; Red Cross; State or local
http://healthsmartva.pwnet.org/resources/grade_9/9_3_a.php
<http://teachers.net/lessons/posts/285.html>
<http://school.discoveryeducation.com/lessonplans/programs/riskyBusiness/>
<http://www.acde.ora/educate/Lessons.htm>

Health and Physical Education Curriculum 2008

SOL

- *Health 9.4 The student will use various sources of information to evaluate global health issues.*

Big Idea

Know available resources for global health issues.

Knowledge

What information is in the report of the surgeon general that can be used for personal health goals.
What are the different organizations dealing with health issues.

Skills and Actions

Ability to evaluate information that pertains to personal health goals.
Ability to identify resources that deal with health issues.

SOL Verbs

Evaluate, identify

Key Vocabulary Terms/Phrases

Enabling Objectives

The student will evaluate the connections between personal health goals and state or national health issues(e.g., as found in the *Report of the Surgeon General*);

The student will evaluate the benefits of information provided by recognized sources, such as state and local health departments, the United States Department of Agriculture (USDA), the Food and Drug Administration (FDA), the American Dietetic Association (ADA), the National Institutes of Health (NIH), The World Health Organization (WHO), and the Centers for Disease Control and Prevention (CDC).

Learning Activities

Use reports to compare goals and health issues; Define and identify the different types of health organizations; Guest Speaker-Health Department.

Assessment Activities

Test: Turn in research; Compare personal goals with other standards and turn in.

Resources Needed

Glencoe Health; Chapter 29 : Review all Glencoe teacher resources; Guest Speaker; Internet; Surgeon General's Report <http://www.healthypeople.gov/>

SOL

Health 9.5 a, b, c, d, e The student will evaluate the benefits of collaboration in relation to community health and wellness initiatives.

Big Idea

What resources are available within the community and their part in maintaining a healthy lifestyle.

Knowledge

What are community services.
Why it is important to develop positive relationship among health professionals.
How do you promote community projects.

Skills and Actions

The student will demonstrate the:
Ability to develop health programs for all ages.
Ability to recognize the need for community services.

SOL Verbs

Evaluate, collaborate, promote

Key Vocabulary Terms/Phrases

Community Services

Enabling Objectives

The student will evaluate the impact of developing positive relationships among health, wellness, and safety professionals for promotion of communities, the promotion of community projects, the development of school and community health programs for citizens of all ages, the need for community services, and the awareness of health-related social such as organ donation, homelessness, underage drinking, and substance abuse.

Learning Activities

Doing community service; Develop a community health program for all citizens; Research community organizations; Guest Speakers-Boys Club/Westside Center.

Assessment Activities

Log hours/time when they volunteer; Turn in health program for different age groups; Generate questions for Speaker.

Resources Needed

Glencoe Health; Chapter 13, 22, and, 23; Guest Speaker (Parks and Recreation); Internet; Resource Officer Material; Phone Book
<http://www.hydroville.org/>

SOL

10.1 a ,b

The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and well-being of self and others throughout life.

Big Idea

Basic skills to help to reduce health risks and enhance well-being.

SOL Verbs

Demonstrate, make, reduce, understand

Knowledge

What are positive and negative dietary choices? Their impact on health? What is a sedentary lifestyle.

Skills and Actions

Ability to make informed health choices to reduce health risks and establish a healthy diet and more active lifestyle.

Enabling Objectives

The student will demonstrate an understanding of the impact of healthy and poor nutritional choices, effects of active and sedentary lifestyles.

Learning Activities

Resource Officer, Guest Speaker, Video, Glencoe Teacher classroom resources

Assessment Activities

Test, Research projects on state laws regarding purchase, possession, and consumption

Resources Needed

Glencoe Health: Chapters 4, 5, and 6; BMI chart, Internet:
<http://www.pde.state.pa.us/food%5Fnutrition/site/default.asp>
http://www.bam.gov/teachers/activities/active_or_not.htm

SOL

- *Health 10.2 d, f, g, h* The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Big Idea

Ways in which the students will achieve and maintain a sound mind and body.

Knowledge

Students will know the merits of goal setting and how family behaviors and attitudes influence health.

Skills and Actions

Ability to analyze, synthesize, and evaluate protective factors. Ability to maintain a healthy mind and body for life.

SOL Verbs

Analyze, maintain, synthesize, evaluate

Key Vocabulary Terms/Phrases

Healthy mind and body, goal setting, environment

Enabling Object

Students will be able to analyze the merits of goal setting, the influence of the environment on the individual, family health habits and behaviors as they relate to promotion of health and wellness and the importance of support and encouragement from positive role models.

Learning Activities

Role play, Pre and Post setting of goals every nine weeks and discuss the outcome, Videos on role models, Guest

Assessment Activities

Test, Essay on guest speakers' information, Discussion on goal setting, Glencoe Teacher classroom resources

Resources Needed

Glencoe Health: Chapters 1,2, 7-9; Resource Officer, Community speakers; Internet:
<http://www.lessonplanspage.com/O24GoldCoinsInADayTimeManagementMessage512.htm>

Health and Physical Education Curriculum 2008

SOL

Health 10.2 a, b, c, e

The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

Big Idea

The ability to be a positive leader in school and community.

Knowledge

Students will know how to develop communication skills to build healthy relationships with family, friends, peers, and others.

Skills and Actions

To establish techniques for implementing skills to improve communication, cooperation, compromise, and conflict resolution.

SOL Verbs

Compare, develop, demonstrate, implement

Key Vocabulary Terms/Phrases

Communication skills, healthy relationships

Enabling Objectives

Students will evaluate the empowering effect of being assertive, the influence of the environment on the individual, family health habits and behaviors as they relate to promotion of health and wellness, and the importance of support and encouragement from positive role models.

Learning Activities

Guest Speaker (school counselor), Role play, Video

Assessment Activities

Test, Glencoe: Teacher classroom resources

Resources Needed

Glencoe Health book: Chapters 10, 11, and 12; Internet:
<http://www.samaritans.org/pdf/B5AggressionBullying.pdf>
<http://www.samaritans.org/PDF/A2Communication.pdf>
<http://www.samaritans.org/pdf/C4DealingWithConflict.pdf>

Health 10.3c **SOL**
The student will implement personal-injury-prevention and self-management strategies that promote personal, family, and community health throughout life.

Big Idea
Students will know ways of preventing unintentional injuries in their surroundings.

SOL Verbs
Prevention, examine, strategies, develop

Knowledge
What are ways to use to prevent unintentional injuries in the home and at work, while participating in recreational activities, and during weather emergencies and natural disease.

Skills and Actions
Ability to examine proper training and procedures to prevent accidentally injuries.

Key Vocabulary Terms/Phrases
Unintentional injuries, emergency care

Enabling Objectives
Students will be able to administrator emergency care.

Learning Activities
Chart of First Aid procedure, Video, Guest Speaker (American Red Cross)

Assessment Activities
Test, Glencoe: Teacher Classroom Resources

Resources Needed
Glencoe Health: Chapter 27 and 28; Internet:
<http://www.homepage.montana.edu/~mtpbs/Education/NTTILessonPlans2/WhereDoesItHurt/NTTIWhereDoesItHurt.pdf>

SOL

10.3a, b, d, e, f, g, h The student will implement personal- injury- prevention and self-management strategies that promote personal, family, and community health throughout life.

Big Idea

The teacher needs to know how to reduce and prevent violence, resolve conflicts, and help avoid gangs and weapons.

Knowledge

What are ways to reduce or prevent violence? How can you resolve conflicts in a positive way? What are gang-related activities?

Skills and Actions

Ability to use strategies to avoid violence or other gang-related activities. Ability to recognize harmful behaviors and resolve conflicts.

SOL Verbs

Reduce, prevent, avoid, resolve, use, implement, recognize

Key Vocabulary Terms/Phrases

Gang-related activities, reduce and prevent violence

Enabling Objectives

The student will implement strategies to reduce and prevent violence, peaceful resolution of conflicts, recognize tendencies toward self-harm, recognize life-threatening situations, crisis management strategies, methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression, and the recognition of when to seek support for self and others.

Learning Activities

Role play-practice refusal skills, Guest speakers-guidance, DARE activities

Assessment Activities

Tests, Turn in activities (DARE), Summarization of Guest Speaker, Glencoe: Teacher Classroom Resources

Resources Needed

Glencoe Health: Chapter 13; Resource Officer, Peer Mediation material; Internet:
http://www.nytimes.com/learning/teachers/lessons/20021025friday.html?searchpv=learning_lessons
<http://site.educ.indiana.edu/>

SOL

- *Health 10.3a The student will implement personal injury prevention and self-management strategies that promote personal, family, and community health throughout life.*

Big Idea

Teacher needs to know how to recognize and respond to life threatening and emergency situations and strategies for personal injury prevention and crisis management.

Knowledge

What is meant by self-harm? What are life-threatening/emergency situations? What can you do to help in each situation?

Skills and Actions

Ability to respond effectively to all emergency situations and to use crisis management strategies.

SOL Verbs

Recognize, respond, use, prevent

Key Vocabulary Terms/Phrases

Life-threatening, emergency, self-harm

Enabling Objectives

The student will demonstrate emergency care and crisis-management strategies. The student will recognize tendencies that lead to self-harm and life-threatening situations.

Learning Activities

Act out scenarios (role play), Guest speaker (trust/guidance), Search crisis management organization, Perform CPR and First Aid-videos

Assessment Activities

Tests, Checklists to turn in, turn in research

Resources Needed

Glencoe Health Chaps. 27 and 28, American Red Cross, Internet, Resource Officer

Health and Physical Education Curriculum 2008

SOL

- *Health 10.4 The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her health wellness throughout life.*

Big Idea

Teacher needs to know marketing and advertising techniques, technical resources that are available to analyze health products, and resources available concerning health related issues and employment opportunities.

Knowledge

What techniques are used to promote health? How has technology help/hindered the health field? What employment opportunities are available in the health field?

Skills and Actions

Ability to evaluate health products and services. Ability to recognize technical tools in health care.

SOL Verbs

Evaluate, recognize, synthesize, promote, analyze

Key Vocabulary Terms/Phrases

Marketing and advertising techniques, Health related technology.

Enabling Objectives

The student will evaluate marketing and advertising techniques to promote health. The student will synthesize the use of current technological tools to analyze health products and services. TSW analyze the involvement of local, state, and federal agencies in health related issues. The student will describe the impact of technology on the health status of individuals, families, communities, and the world. The student will research employment opportunities in health-related careers and professions.

Learning Activities

Field trip (Carillon), Career Day, Search the internet, Magazine ads (Muscle magazine), Look at quackery activities

Assessment Activities

Generate questions for guest speaker, turn in research from internet on health-related job opportunities.

Resources Needed

Glencoe Health Chap 3, Local Hospitals, Computers, Magazines, School Nurse; Internet
http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Process_Skills/HPS0201.html
http://www.media-awareness.ca/english/resources/educational/lessons/secondary/advertising_marketing/special_k.cfm
<http://www.vdh.state.va.us/>
<http://www.gatesfoundation.org/default.htm>

SOL

- *Health 10.5 The student will evaluate how different types of behaviors impact the family and community.*

Big Idea

How different types of behaviors impact the community.

Knowledge

What behaviors (+ or -) impact the community.
What is volunteerism. What is positive role model.
Why is drinking and driving a problem.

Skills and Actions

Ability to recognize positive and negative behaviors dealing with the community.

SOL Verbs

Recognize, evaluate, impact, effect

Key Vocabulary Terms/Phrases

Community
volunteerism

Enabling Objectives

The student will evaluate the benefits of volunteerism. The student will analyze the outcome of drinking and driving, effects of using acts of violence to settle disputes, and need for organized efforts to address community health issues. The student will describe the responsibilities of citizens to promote the health and wellness goals of the community, value of positive role models, and negative influence of teenage drug and alcohol use on younger members of the community.

Learning Activities

Volunteer at local community organizations, Have students buddy with younger students, Guest speaker (Drunk driver)

Assessment Activities

Turn in log of community service time, Generate and turn in questions for guest speaker

Resources Needed

Glencoe Health Chap 10 and others; Phone book, AA-other community organizations; Internet

<http://www.g-nation.co.uk/teachers/downloads/docs/2Thebenefitsofvolunteering1.pdf>

http://lesson-plan-help.suite101.com/article.cfm/natural_disaster_recovery

http://www.gng.org/pulse/Volunteerism_2A.pdf

Roanoke City Public
Schools

REVISED SUMMER,
2008

PHYSICAL EDUCATION
Curriculum

ROANOKE CITY PUBLIC SCHOOLS

PHYSICAL EDUCATION CURRICULUM
REVISED SUMMER, 2008

Revised BY:

Jason Gordon: Grandin Court Elementary

The revision of the Physical Education Curriculum Guide was the result of a process of planning, discussing, and implementing the ideas of many of our professional peers. Thanks to all those teachers who gave of their time to help us form the basis for this curriculum guide.

The final form of the guide was assembled by through the efforts of those teachers listed below who felt that the new century would give rise to an even greater need to present and educate our youth about the value of a healthy and active lifestyle. We hope that it meets your expectations and paves the way for providing your students with excellence in PHYSICAL EDUCATION.

INTRODUCTION

This Physical Education Curriculum Guide has been developed to help the teacher plan, develop, and implement a program at their individual schools that meets the needs of the children at their schools and the goals of the Roanoke City Public School system.

The guide has been developed in accordance with the tenets of the National Standards for Physical Education which have been developed by the National Association for Sport and Physical Education. According to the association, a physically educated person is defined as a person who:

"1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness.

Demonstrates responsible personal and social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction/9 (National Association for Sport and Physical Education)."

It is intended to be a guide, not a strict outline to be followed. While some mandatory requirements exist, the teacher is allowed flexibility to adjust the program to meet the needs of the students.

It is our hope that the guide is self explanatory, however, should you have questions we ask that you direct your questions to the office of Health and Physical Education for clarification.

Best wishes for a positive experience in teaching Physical Education within the Roanoke City Public School system.

ROANOKE CITY PUBLIC SCHOOLS
PHYSICAL EDUCATION PHILOSOPHY STATEMENT

Roanoke City Public Schools believes that Physical Education is an integral part of the educational process and should be incorporated into every school's program, grades K-12. Our goal is to have every child achieve an appreciation and a certain degree of proficiency in many types of motor skills and sports skills.

Additionally, we believe that every child should develop a wellness philosophy which incorporates the development of physical fitness, nutritional soundness, and reasonable body composition.

Through their participation in the Physical Education Program, each child will develop a more positive self-concept, learn appropriate emotional and social behaviors, self-direction and an appreciation of the benefits of an active lifestyle.

WELLNESS

Although this guide is entitled Physical Education, it is the intent of all those involved with the teaching of this area that we approach our subject with a wellness philosophy.

With this approach, it is incumbent upon each teacher to blend each aspect of wellness into their daily teaching of Physical Education.

In order for our students to begin to incorporate wellness into their daily lives, they must have constant reminders about proper nutrition, appropriate and frequent exercise, and attention to body composition.

Remember, we are trying to maximize their physical and intellectual development.
STRONG MINDS AND HEALTHY BODIES.

HEALTH Standards of Learning

for
**Virginia
Public Schools**



**Board of Education
Commonwealth of Virginia**

INTRODUCTION

The *Health Education Standards of Learning for Virginia Public Schools* identifies the concepts, processes, and skills for health education in kindergarten through grade ten. This framework provides school divisions and teachers with a guide for creating aligned curricula and learning experiences in health education. The intent of health education is to help students understand how to achieve and maintain good health for a lifetime. The three learning goals focus on key health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

The health education standards are grouped into three strands: Knowledge and Skills, Information Access and Use, and Community Health and Wellness. The standards in each strand are sequenced to progress in complexity from grade level to grade level. The standards are intended to provide students with the necessary knowledge, processes, and skills to make healthy choices and avoid health-risk behaviors (e.g., tobacco use, dietary patterns that contribute to disease, sedentary lifestyle, alcohol and other drug use, behaviors that result in intentional and unintentional injuries) identified by the Centers for Disease Control and Prevention.

Each school division's school board is responsible for incorporating the Virginia Standards of Learning into its curriculum. The Board of Education recognizes that school divisions will adopt an instructional sequence that best serves their own students.

Goals and Descriptions

The purpose of health education is to help students acquire an understanding of health concepts and the skills needed to apply them in making healthy decisions to improve, sustain, and promote personal, family, and community health. As a result of health education instruction, the student will be able to do the following:

1. *Act with skill and reason to demonstrate an understanding of the concepts and behaviors that reduce health risks and enhance the health of self and others. (Knowledge and Skills)*

The intent of this goal is for students to become health-literate, self-directed learners who skillfully apply health-promotion and disease-prevention strategies to establish a foundation for leading healthy and productive lives. This includes the development of the capacity to acquire, interpret, and understand health concepts, and the development of a range of health skills. Through blending an understanding of health concepts with use of various health skills, students will recognize the relationship between personal behavior and personal health. By the end of their school health education experiences, students will have an understanding of health concepts related to health promotion and risk/disease prevention, and they will have the ability to use health knowledge and skills effectively to lead healthy lives.

2. *Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner. (Information Access and Use)*

The intent of this goal is for students to demonstrate their ability to identify valid and accurate health information, products, and services. The ability to access valid health information and health-promoting products and services is important in the prevention, early detection, and treatment of most health problems. Students will experience many opportunities across their school years to use information-analysis skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. As they become informed consumers, students will analyze the influence of culture, media, technology, and other factors on health. Upon the completion of the health education program, students will have the ability to influence their health and wellness in a positive manner by applying the skills of information access and evaluation and by accepting responsibility for personal health decisions and practices.

3. *Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings. (Community Health and Wellness)*

The intent of this goal is for students to become responsible, health-literate citizens who demonstrate an understanding of how to create and maintain an environment that serves to protect and promote the health and wellness of individuals, families, and communities. Upon completing their health education program,

Kindergarten

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents/guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, to respect others, follow school safety rules, and be responsible.

Knowledge and Skills

- K.1 The student will explain that the body is a living and growing organism. Key concepts/ skills include
- a) the importance of making healthy food choices (e.g., eating a variety of foods from all food groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day);
 - b) the effects of drugs and medicines on the body;
 - c) the five senses (sight, sound, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, feet);
 - d) the need for regular physical activity.
- K.2 The student will explain the concept of being healthy. Key concepts/skills include
- a) positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride);
 - b) personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming);
 - c) germs (e.g., bacteria, viruses) that lead to common diseases (e.g., cold, flu).
- K.3 The student will explain the concept of being safe. Key concepts/skills include
- a) the need for safety rules and practices;
 - b) the differences between emergency and non-emergency situations;
 - c) the choices that prevent injuries (e.g., wearing helmets, using seat belts and safety seats, tying shoelaces).

Information Access and Use

- K.4 The student will identify sources of health and safety information. Key concepts/skills include
- a) a variety of information sources such as product-safety symbols, television, radio, print materials, and electronic media;
 - b) individuals, including school nurses, family members, health care personnel, teachers, school counselors, and public safety officials.

Community Health and Wellness

- K.5 The student will explain the importance of seeking guidance from parents/guardians and other trusted adults. Key concepts/skills include
- a) the peaceful resolution of conflicts;
 - b) the importance of sharing information with trusted adults.
- K.6 The student will identify expectations for personal behavior in school and social settings. Key concepts/skills include
- a) acceptable behavior in classrooms and during play;
 - b) respect for the property and rights of others;
 - c) respect for the personal space of others.

Grade One

Students in grade one learn about their body's systems and various health topics. They begin to understand how their decisions can impact their health and wellness now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the media on health decisions and to identify ways to access reliable information. They exhibit respect for self, others, and the environment.

Knowledge and Skills

- 1.1 The student will identify the basic components and functions of the systems of the human body. Key concepts/skills include
 - a) body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach);
 - b) the principles of correct posture;
 - c) the interconnection of all body systems (e.g., cardiovascular, digestive, immune, muscular, nervous, skeletal, respiratory).
- 1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include
 - a) personal hygiene, including care of one's teeth;
 - b) personal safety behaviors;
 - c) the harmful effects of misusing medicines and drugs;
 - d) sleep habits;
 - e) physical activity and healthy entertainment;
 - f) proper nutrition.
- 1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include
 - a) bus and automobile safety;
 - b) pedestrian safety;
 - c) playground safety;
 - d) fire safety;
 - e) home safety;
 - f) Internet safety;
 - g) water safety;
 - h) bicycle, in-line skating, skateboard, scooter, and other self-propelled-vehicle safety;
 - i) the need for protective gear.
- 1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include
 - a) cooperation with others;
 - b) adaptation to change;
 - c) expression of ideas and thoughts to create positive relationships;
 - d) the differences between positive and negative emotions.

Information Access and Use

- 1.5 The student will identify the health care providers and agencies that influence personal health. Key concepts/skills include
 - a) the role of community health care professionals;
 - b) the purpose of community health care agencies.

Community Health and Wellness

- 1.6 The student will demonstrate responsible personal and social behaviors in the school and community. Key concepts/skills include
 - a) cooperative behavior;
 - b) respect for others;
 - c) adherence to school rules;
 - d) acceptance of responsibility;
 - e) respect for the property of others.

Health Education Standards of Learning for Virginia Public Schools – January 2008

1.7 The student will explain that his/her personal decisions help contribute to a healthy environment.

Key concepts/skills include

- a) the proper disposal of trash;
- b) the benefits of recycling;
- c) the prevention of water pollution;
- d) the effects of pollution on drinking water and marine life;
- e) water conservation.

Grade Two

Students in grade two continue to learn about the basic structures and functions of the human body systems. Focusing on preventing illness and disease, the students begin to understand the relationship between health behaviors, choices, and consequences. They learn about the factors that influence health decisions, the harmful effects of drugs, and how to communicate consideration and respect for others.

Knowledge and Skills

2.1 The student will identify the major body systems and explain their connection to personal health.

Key concepts/skills include

- a) the cardiovascular system;
- b) the digestive system;
- c) the skeletal system;
- d) the muscular system;
- e) the nervous system.

2.2 The student will explain that personal health decisions and health habits influence health and wellness throughout life. Key concepts/skills include

- a) how food choices contribute to a healthy lifestyle;
- b) the harmful effects of drugs, alcohol, and tobacco;
- c) the need for regular health check-ups and screenings;
- d) the importance of learning and using refusal skills to make good decisions;
- e) the use of nonviolent strategies to resolve conflicts.

2.3 The student will describe the influences and factors that impact health and wellness. Key concepts/skills include

- a) heredity;
- b) the environment;
- c) germs and diseases;
- d) different customs and traditions;
- e) self-image related to personal success;
- f) disappointment, loss, grief, and separation.

Information Access and Use

2.4 The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include

- a) health care professionals, resources, and services;
- b) emergency services;
- c) print, audiovisual, and electronic media.

Community Health and Wellness

2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts/skills include

- a) the impact of verbal and nonverbal aggressive behaviors;
- b) the effects of personal health decisions on other individuals.

Grade Three

Students in grade three learn how health habits impact growth and development. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal and community health.

Knowledge and Skills

- 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include
- food and beverage choices based on nutritional content;
 - the benefits of physical activity and personal fitness;
 - safe and harmful behaviors;
 - positive interaction with family, peers, and other individuals.
- 3.2 The student will use decision-making skills to promote health and personal wellness. Key concepts/skills include
- goal setting for personal health;
 - the process of resolving conflicts peacefully;
 - strategies for solving problems related to health.
- 3.3 The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on personal health. Key concepts/skills include
- improper use of medicines;
 - the use of refusal skills to counter negative influences;
 - the effects of nicotine, alcohol, and other drugs on body systems;
 - the use of common household items as inhalants;
 - the effects of mind-altering drugs on behavior.

Information Access and Use

- 3.4 The student will demonstrate the ability to use health information to improve personal health. Key concepts/skills include
- the use of health services and agencies to gain information;
 - the ways in which health care has improved as a result of technology;
 - the use of a variety of print, audiovisual, and electronic media resources.

Community Health and Wellness

- 3.5 The student will explain that customs and traditions may impact community health decisions. Key concepts/skills include
- dietary customs and practices;
 - recreational activities;
 - celebrations and traditions.

Grade Four

Students in grade four learn and apply health skills to the following health areas: disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students begin to recognize the existence of myths related to health information, distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.

Knowledge and Skills

- 4.1 The student will explain how nutrition affects personal health and academic achievement. Key concepts/skills include
- a) the nutrients needed for proper brain functioning;
 - b) the importance of balance, variety, and moderation in a meal plan;
 - c) the effects of malnutrition;
 - d) the impact of nutrients on growth and development;
 - e) the impact of fats, carbohydrates, and proteins on physical performance.
- 4.2 The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills include
- a) development of refusal skills;
 - b) identification and reporting of bullying and aggressive behaviors;
 - c) development of coping skills;
 - d) recognition of harmful or abusive relationships;
 - e) exhibiting self-control.
- 4.3 The student will describe and evaluate the effects of alcohol, inhalants, tobacco, and other drug use on self, family, and community. Key concepts/skills include
- a) the impact on self, family, and community;
 - b) the short- and long-term consequences of drug use;
 - c) acts of violence and the use of weapons;
 - d) laws related to illegal alcohol and tobacco use.
- 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease. Key concepts/skills include
- a) the body's defenses;
 - b) the spread of germs (viruses, bacteria, and fungi);
 - c) the difference between communicable and non-communicable diseases;
 - d) the importance of early detection of health problems;
 - e) the role of regular physical activity, good nutrition, and healthy choices.

Information Access and Use

- 4.5 The student will access and use health resources to improve personal and family health. Key concepts/skills include
- a) the use of health care agencies, printed materials, broadcast media, Internet, and audiovisual materials;
 - b) identification of accurate and inaccurate health information.

Community Health and Wellness

- 4.6 The student will evaluate his/her role in identifying solutions to community health problems. Key concepts/skills include
- a) personal responsibility for exhibiting healthy practices within the school and community setting;
 - b) the benefits of volunteering.
- 4.7 The student will understand the importance of communicating with family about personal and community health issues. Key concepts/skills include
- a) identification of obstacles to communication and solutions to such obstacles;
 - b) the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.

Grade Five

Students in grade five distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. Emphasis is placed on demonstrating interpersonal skills, assuming responsibility for personal health habits, and practicing behaviors that promote active, healthy lifestyles. Students critique advertising and various media displays and work with others to improve community health.

Knowledge and Skills

- 5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include
- the development of positive social skills;
 - the use of refusal and conflict-resolution skills;
 - effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.
- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include
- the relationship between health promotion and disease prevention;
 - the connection between nutritional guidelines and weight management;
 - strategies for managing stress;
 - the importance of exercise and recreation;
 - the effects of personal health habits on cardiovascular fitness;
 - the importance of developing and maintaining a positive self-image.
- 5.3 The student will analyze the risks associated with dependence on and addiction to alcohol, tobacco, inhalants and other drugs. Key concepts/skills include
- the effects on the integrated functioning of the body's systems;
 - the effects on academic performance;
 - the effects on relationships with family, peers, and other individuals.

Information Access and Use

- 5.4 The student will critically evaluate how print media, broadcast media, and Internet technology influence perceptions of health information, products, and services. Key concepts/skills include
- strategies for validating health information;
 - tools for the critical evaluation of advertisements and promotions.

Community Health and Wellness

- 5.5 The student will explain how peers, families, and community groups work together to build a healthy community. Key concepts/skills include
- collaborative support for environmental issues;
 - the existence of customs and traditions;
 - promotion of the value of community health and wellness;
 - examination of community health issues;
 - development of community health projects;
 - promotion of volunteerism and community service.

ELEMENTARY PHYSICAL EDUCATION GUIDLINES

The Physical Education Teachers Schedule

- A. Teaches each grade 1-5 at least two times weekly as enrollment permits.
- B. Teachers are assigned no more than nine classes daily.
- C. Classes should be not more than 30 minutes in duration.
- D. Each physical education class period should have one classroom assigned to it.
- E. Specialists who travel between schools are to have not more than eight classes daily.

EXCUSES

- A. The physical education teacher **MUST** honor all written excuses from the parents or a physician.
- B. All excuses for special health problems (i.e. asthma, allergies, etc.) must be kept on file.
- C. Long term excuses (5 or more school days) must be written by a physician and must state the specific problem. Refer to the Form Section and see Physician Statement for Activity Modification Form posted on the district Health and Physical Education web site at www.rcps.info.

BASIC MOTOR SKILLS

A. Locomotor

Locomotor skills are those movements that cause the body to travel from one space to another

- Rolling is movement that involves a continual transference of weight along adjacent body parts.
- Walking is movement in which there is a shifting of weight from one foot to the other without losing contact with the floor.
- Running is movement in which there is transference of weight from one foot to the other with a momentary loss of contact with the floor.
- Hopping is movement in which there is a spring or push off the ground from one foot and a return to the ground with the same foot.
- Jumping is movement in which there is a spring from the floor into the air from one or both feet and a return to the floor with: both: feet simultaneously.
- Galloping is movement in which there is a combination of a step and a leap, on alternate feet, with the leaping foot always in the lead.
- Skipping is a step forward on one foot and a hop on the same foot, with a rhythm of long step forward and short hop, repeated with, alternate feet.
- Leaping is movement in which there is transference of weight from one foot to the other with a sustained loss of contact with the floor and with greater height and distance than in the run.
- Sliding is movement in which one foot slides in the line of direction, usually sideward, but may be in other directions, and the other foot quickly closes to the leading foot, with a transfer of weight to the closing foot, resulting in a rhythm that is long for the leading foot and short for the closing foot.

Locomotor

1. **Walking**

- a. See how far you can move with five very short (very long) walking steps.
- b. Walk toward me. (away from me)
- c. Walk in circles at the same time you are walking toward me
- d. Walk away from me while you are still facing me.
- e. Walk sideways to your right, (left)
- f. Do something else with your body while you are walking
- g. Walk with a partner (around a partner)
- h. Walk at the same speed as your partner.
- i. Use the same feet at the same time while you are walking with your partner
- j. Walk another way with your partner

2. **Running**

- a. Run toward me. (away from me)
- b. Run to your left? (right)
- c. Take three walking steps and then run
- d. Take five running steps and then walk
- e. Do some things with your body while you are running (e.g., stretch, twist, turn)
- f. Run with a partner* (around a partner)
- g. Run at the same speed as your partner
- h. Run with three or four other children

3. **Hopping**

- a. Hop away from me, and then run toward me.
- b. Hop and twist at the same time
- c. Hop with a partner (around a partner)
- d. Hop with three or four other children

4. Jumping

- a. Show how fast you can jump.
- b. Start jumping fast and end slow
- c. Walk, run, and then jump
- d. Jump and clap your hands in front of (behind, overhead) you.
- e. Touch some part of your body while you are jumping (head, knee, foot)
- f. Jump at the same speed as your partner.
- g. Jump with three or four other children.

5. Skipping

- a. Clap your hands while you are skipping.
- b. Do something also with your hands while you are skipping
- c. Skip at the same speed as your partner
- d. Skip on the same foot as your partner, and at the same time
- e. Skip with, three or four other children.

6. Leaping

- a. Make a very long leap, as though you were going over a river- (short leap)
- b. Leap to your right (Left)
- c. Hold your arms out like airplane wings while you are leaping.
- d. Take three running steps and then leap.
- e. Leap and turn at the same time.
- f. Leap with three or four other children

7. Sliding

- a. Slide very high (low)
- b. Bend at the waist while you are sliding
- c. Slide with a partner (around a partner)
- d. Pretend that you are skating with your partners,
- e. Slide with three or four other children

B. Spatial Awareness

Space Awareness is an understanding of one's relative position in space. Space awareness is concerned with where the Body moves and grouped into the following categories:

- Personal space or the space around the Body that can Be reached, from a stationary position.
- General space refers to the entire area designated for use by the students* It may include the entirety of a large outdoor or indoor space or can be further achieved by the use of boundaries.
- Directions are involved when the body moves in personal and general space. Five basic directions include: forward, backward, sideward, up and down. The Body also moves in space in relation to other persons or objects. These movements include the following directions: in front of, beside, to the rear, closer to, away, near-far, above-below, over-under, top-bottom, higher-lower, between, inside-outside, left-right, middle and center.
- Levels are further classification of space which consists of (1) low-levels moving along the floor or ground, (2) medium levels moving on hands and feet and (3) high levels - such as leaping or cartwheels.
- Pathways are made as one travels through space. Pathways may occur on the floor or in the air. The three basic floor pathways are curved, straight and zigzag.

Space Awareness

- We all take up space. Your head is at the top of your space. What's at the bottom of your space? (feet)
- Put your head at the bottom of your space and one foot at the top.
- Stand with your feet glued to the floor and stretch your body around—that's the aide! of your space!
- Push out one side of your space, new the other side. -
- make your space small, very small.
- Make it big. Bigger, very large.
- How flat and wide can you make your space?
- Make your space narrow like an arrow.
- Make it flat like a pancake.
- Stretch wide like a big, flat pancake.
- What else is narrow? (pencil, stick, ruler)
- Stand in one spot; walk around your own spot; walk away from your own spot and return* without collision.
- Walk to the front of the room; to the back; to the sides.

- Move as quickly as you can in the space available; return to your home on the signal "scat,"
- Find the limits of your own space by stretching in all directions.
- Line up in front of the room; at the door. Do this quickly and without collisions.
- Stand as close to a partner as you can without touching; find different positions without touching your partner.
- Stand in a "Bunch". Without touching, try to move parts of your body in a limited way; see where your "bunch can move in the room without anyone touching each other.
- Have two or three couples at a time, keep five feet distance from each other while moving their arms.

Bubble Game:"

Children move about the room at random, each in his/her own "bubble." The only rule is that they must not touch anyone or the bubble will break. As the children grasp the game, add changes of speed or the way they move; such as run, gallop, or skip. It may be necessary to have a child sit and watch that who-are doing a good job. Allow him/her to start again when you think he/she is ready. Have the children sit and rest a moment and ask them, "Why is it necessary to be careful not to bump into someone?" (So they won't hurt themselves or the other person.) "Who does the Big space belong to?" (Everyone.) Have the children sit in a scattered formation wherever they happen to be when ending the bubble Game. Have them try to reach for the top of the big space, stretch for the sides of the big space, sit on the bottom of the big space, put their feet as close to the top of the big space as possible, etc.

C. Effort

Effort awareness involves an understanding of the qualities of movement. These qualities are:

- Time - refers to the speed of the movement including slow, medium and fast.
- Force - refers to the amount of strength needed for certain movements which include light, heavy, strong and weak.
- Flow - refers to the ability to link one movement with another with control and efficiency.

BASIC NONLOCOMOTOR SKILLS

Body Awareness

I. Introduction

Movement education is the foundation of physical education. Through movement education experiences children are able to develop physical skills and understandings that will enable them to function effectively and efficiently in the many varied activities of life.

The learning experiences that form the content of movement education can be more specifically classified into what the body can do (body awareness), where the body moves (space awareness), and how the body moves (effort awareness).

II. Terminology

A. Body awareness involves recognition of the way in which the body or body parts can be moved and controlled. The categories of body awareness include:

1. Identification of body parts and shapes of the body.
 - a. Identification of body parts includes body surfaces, individual parts, and parts of the head.
 - b. Shapes of the body Involves the turn that the body takes in locomotor and nonlocomotor movements. The four basic body shapes are straight, wide, round and twisted.
2. Actions of the body involve locomotor skills, non-locomotor skills and manipulative skills. These skills should be developed in the first three grades because they are essential for further work and progression in all physical activities.. When locomotor, nonlocomotor and manipulative skills are combined -they develop into specific skills for games, rhythms, gymnastics and other physical education activities.

III. ACTIVITIES

A. Body Awareness

1. Can you shake your head?
2. Can you shake your head a different way?
3. Can you make your shoulders bounce?
4. Can you make your shoulders bounce fast and slow?
5. How big can you make your stomach?
6. How small can you make your stomach?
7. Can you make your knees bend?
8. How fast or (slow) can you bend your knees?
9. Can you twist your ankle?—How fast?
10. Can you bounce on your toes?
11. "Body Part Tap."

Verse A—Head, shoulders, clap-clap; head, shoulders, clap-clap. (Tap head, shoulders, then clap two times, and repeat.) Verse B—One, two, three, four, five, six, seven, eight. (Clap 8 times—counting out loud as they clap.)

Repeat

Variations: a. Shoulder-waist.

- b. Waist-knee.
- c. Knee-ankle.
- d. Ankle-toe.
- e. Head-knees, head-toes; spin around
(Instead of the clapping).

12. "Simon Says."

This is an old game which children still enjoy. The leader gives commands such as, "Simon says touch your toes." Whenever the leader says, "Simon says" do something, the group must do it. If the leader says "Touch your toes," without first saying "Simon says," the group must not do it. The person who moves when the leader does not say "Simon says," is out. The last one left becomes the new leader.

13. "Old McDonald."

Susy, Susy had a body, e-i-e-i-o
and on her body she had a foot, e-i-e-i-o
with a (stomp), (stomp), here and a (stomp), (stomp)
there

Here a (stomp), there a (stomp). Everywhere a stomp, stomp. Susy, Susy had a foot, e-i-e-i-o repeat above using various body parts.

14. "If Your Happy and You Know It"

If your happy and you know it, shake your head.

Repeat.

If you're happy and you know it and you really want to show it

If you're happy and you know it shake your head.

Other Ideas:

- a. Clap your hands.
- b. March your whole body.
- c. Shake your hips.
- d. Touch your toes.
- e. Roll your head.
- f. Wiggle your nose.
- g. Smile really big.

Nonlocomotor Skills

Nonlocomotor skills involve the entire body or body part movements that occur in a fixed position.

- Bending involves the curling movements of the joint of the body, enabling the adjacent parts of the body to Be Brought closer together.
- Falling involves downward movements of the head, arms, shoulders, trunk, legs, and feet, which allow e descent or a drop from a higher to a lower place or position through loss or lack of support.
- Pulling involves large dynamic movements performed as If a resistance were Involved, with the movements directed toward the center of the body. Pulling activities Involve vigorous movements of the trunk, shoulders, arms, hands, legs and feet.
- Pushing involves large dynamic movements performed as if a resistance force were involved, with the movements directed away from the center of the body. Pushing activities involve vigorous movements of the trunk, shoulders, arms, hands, legs and feet.
- Rising Involves the upward, extending movements of the head, arms, hands, shoulders, trunk, legs and feet, which result in a change from a lower to e higher position.
- Stretching (Reaching) involves the upward or outward movements of the joints of the body enabling the adjacent parts of the body to be extended.

- Swaying involves pendulum, rotary, curving movement about a fixed point or line in alternating direction. The base of support is generally below the moving part, and the movement appears to be fixed at one end or resting on a support.
- Swinging involves the pendular, rotary, curving, and/or hanging and supporting movements about a fixed point or line of support in alternating directions. The Base of support is generally above or to the side of the moving part and involves the trunk, legs and arms.
- Turning (Whirling) involves rotary movements of the Body as a whole. The body is revolved in different directions. The feet make small rapid steps in place. Whirling involves revolving movements of the body by rotating rapidly around while the feet make small turning steps in one place or perform pivot whirls on one foot.
- Twisting Involves rotary movements of the body and its parts by turning the parts in opposite directions and/or revolving around or partly around the center, with the base of the feet stationary.

Nonlocomotor

1. Rising and falling

- a. Raise some parts of your body and let them fall, while you are standing* (sitting, kneeling, lying)
- b. Raise your body to a standing position from a sitting position* (from kneeling, squatting, lying)
- c. Raise your head while lying on your stomach*
- d. Raise your head while lying on your back.
- e. What other body parts can you raise while lying on your stomach*
- f. Make your body wide while you are falling* (rising)
- g. Make your body narrow while you are rising, (falling)
- h. Show how fast you can rise* (slow)
- i. Show how you would fall if you were very tired* (excited, hungry)
- j. Rise and fall with a partner*

2. Pushing and Pulling

- a. Show how many parts of your body you can use to push*
- b. Show how you can push while you are standing*(kneeling, sitting, lying)
- c. Pull while you are standing* (kneeling, sitting, lying)
- d. Push and pull with your feet spread apart side—ward* (apart front and back)
- e. Push and pull with your feet very close together*
- f. Show how many directions you can push something with your hands* (legs, elbows, arms, trunk)
- g. Push (pull) in an upward and then a downward direction
- h. Show how fast you can pull* (push)
- i. Show how you would push and pull something that was very heavy, (light)
- j. Hold a partner's hand and push and pull together.

3. Swinging and Swaying

- a. Show how many parts of your body you can swing while you are standing* (sitting, kneeling, lying)
- b. Show how many parts of your body you can sway while standing.
- c. Swing and sway with your feet close together, (as far apart as your shoulders)
- d. Show how many directions you can swing your arms while sitting. (standing, kneeling, lying)
- e. Sway your body from side to side*
- f. Swing and sway at the same time*
- g. Swing your arms in a circle* (a straight line)
- h. Swing your arms very high* (low, middle)
- i. Swing and sway very slowly.
- j. Swing your leg with your partner*
- k. Show how you would swing your arms if you were hitting a ball
- l. Swing and sway as if you were a tree and the wind was blowing*

4. Bending and Stretching

- a. Bend (stretch) many parts of your body while you are standing* (sitting, kneeling, lying)
- b. Change from a bending position to a stretching position without losing your Balance*
- c. Kneel and bend sideways* (Backward, forward)
- d. Face a partner, and bend and stretch in the same direction, (opposite)
- e. Bend your body parts toward the center of your body*
- f. Stretch your body partner away from the center of your Body*
- g. Show how you would stretch if you had just awakened*

5. Twisting, Turning. Whirling

- a. Show how many parts of your body you can twist while you are standing; (sitting, kneeling, lying)
- b. Show how many parts of your body you can turn while standing*
- c. Twist your body to your right* (left)
- d. Twist in two directions at the same time.
- e. Twist your body and touch your right elbow to your left knee. (Left elbow to right knee)
- f. Twist your body while you are very low. (middle level, high)

- g. Turn and move from a low level to a high level*
- h. Make your body wide (narrow) while you were twisting* (turning)
- i. Show how fast you can twist* (turn)
- j. Find which part of your body can twist the fastest*
- k. Twist to the right and then to the left, while your arms are extended like airplane wings*

MANIPULATIVES

Manipulative skills are those used when a child handles some kind of equipment or object*. The majority of these skills involve using the hands and feet; however, other parts* of the body can be used. Manipulative skills include:

- **Rolling** Involves using an underhand motion to move the ball or object along the floor or ground. Extend right arm toward target and step forward on left foot. Look at target throughout activity. Swing arms straight backward and straight forward, keeping them fairly close to body. Apply more force with throwing arm. Release ball to roll along an imaginary (or real) line straight to target. Release ball near ground when right hand is near left foot.
- **Dribbling** Involves applying a continual push with the hand to the ball. Stand with feet in easy stride position, and with one foot slightly forward. Hold ball in both hands, waist high and at a comfortable distance from the body. Keep eyes on the ball. Swing weight to forward foot and bend body forward slightly. Push ball to surface with one or both hands. Catch ball as it bounces back or continue bouncing by pushing it downward again. Extend arm(s) in direction of the push each time the ball is bounced. "Give" with the ball when catching, bringing arms toward body and taking weight on rear foot.
- Throwing involves propelling an object with the hands.
 - Underhand throw** (one hand) Place one foot slightly forward, keeping weight on both feet. Hold ball with right hand under it and left hand on top. Keep eyes on target. Transfer weight to right foot and swing arms backward. Bend knees slightly and swing arms forward, simultaneously stepping forward with left foot. Release ball when right hand is close to right knee. Extend right arm toward target and bring right foot forward so it is even with the left foot.
 - Underhand throw** (two hands) Place feet in stride position with one foot slightly forward. Hold ball with both hands. Keep eyes on target. Bend knees slightly and bring ball down between knees. Bring ball forward and upward, straightening knees at same time. Release ball forward as hands reach waist height. Follow direction of ball with arms and end with fingers pointed forward.
 - Overhand throw** Place left foot one step forward. Hold ball near right shoulder, with right hand behind ball and left hand in front. Keep eyes on target. Rock body back transferring weight to right foot. Move body forward shifting weight to left foot, simultaneously extending right arm vigorously toward target, removing left hand and releasing ball in front of shoulder. Continue looking at target. Finish with right arm extended toward target. If force is used in throw, take a small step with left foot while extending arms toward target.

Catching: Involves reaching the hands to an object, grasping it and giving with the hands and arms to slow the force and to retain it* Stand with feet apart, one foot slightly ahead, knees relaxed, and waist forward. Extend arms, slightly bent, waist high, and with palms toward the ball. Keep eyes on ball as it approaches. Catch ball by closing arms around it, and bring it against body. Bend knees slightly and "give*" with the ball. Swing right arm down and back, transferring weight to right foot. Swing right arm forward, shifting weight to left foot and striking ball with heel of hand. Finish with the right arm extended toward target and weight on left foot.

Striking: Involves imparting a force to an object to propel it.
 a. Batting involves a striking motion applied to an object when using the hand, fist or an Implement. Stand with left side toward target, feet shoulder width apart. Hold ball in left hand about waist high, and slightly to the right. Steady the ball with right hand. Look at target, then look at ball.

Kicking: Involves a striking motion applied to a Ball with any part of one leg or foot. Stand comfortably with the feet apart one step behind and a little to the left of the ball. Keep eyes on Ball. Step forward onto left foot, placing it at the left of Ball. Move arms slightly in opposition, But keep them away from sides for Balance. Bend Body slightly forward. Swing right leg forward, kicking ball By placing right toe under it and lifting it on Instep of right foot. Continue to use arms in opposition end for balance. Extend right leg high in direction of target.

Manipulatives

How many parts of the body can you strike kick. and bat) the ball with?

How slow (fast) can you roll, bounce, kick, bat, throw or catch?

How high (low) can you roll, bounce, kick, bat, throw or catch?

How high can you roll, bounce, kick, bat, throw or catch forward, backward, sideward?

How high with a partner or group of three can you roll, bounce, kick, bat, throw or catch?

Can you roll bounce, kick. bat, throw or catch forcefully (easily) against a target or well?

RHYTHMS K-2

PARACHUTE

1. Umbrella
2. Mountain
3. Igloo (Inside mountain)
4. Number - Cross Under
5. Popcorn
6. Records: Rhythmic Parachute Play
7. Chute the Works Parachute Activities

LUMMI STICKS

1. Single, then double, stick activity
2. Records: Lummi Stick Fun (purple record)

JUMP ROPES

1. Short
2. Long
3. Double Dutch

JUGGLING

1. Scarfs
2. Bean Bags
3. Balls

DANCE

1. Folk
2. Contemporary

ACTIVITY RECORDS

1. Sensory Motor Skills
2. Individualization
3. Perceptual Motor Skills
4. Beat Goes On
5. Hop Palmer Records

BENCHMARKS FOR THE KINDERGARTEN STUDENT

- I. Demonstrates competency in many movement forms and proficiency in a few movement forms.
 - A. Travels in forward and sideways directional using a variety of locomotor (non-locomotor) patterns and changes direction quickly in response to a signal.
 - B. Demonstrates clear contrasts between slow and fast movement while traveling.
 - C. Walks and runs using mature form.
 - D. Tosses a ball and catches it before it bounces twice.
 - E. Kicks a stationary ball using a running step.
 - F. Maintains momentary stillness bearing weight on a variety of body parts.

- II. Applies movement concepts and principles to the learning and development of motor skills.
 - A. Walks, runs, hops, and skips, in forward and sideways directions, and changes direction quickly in response to a signal.
 - B. Identifies and uses a variety of relationships with objects (i.e. over/under, behind, alongside, through).
 - C. Identifies and begins to utilize the technique employed (leg flexion) to soften the landing in jumping.

- III. Exhibits a physically active lifestyle.
 - A. Participates regularly in vigorous physical activity.
 - B. Recognizes that physical activity is good for personal well-being.
 - C. Identifies feelings that result from participation in physical activities.

- IV. Achieves and maintains a health-enhancing level of physical fitness.
 - A. Sustains moderate to vigorous physical activity.
 - B. Is aware of his or her heart beating fast during physical activity.

V. Demonstrates responsible personal and social behavior in physical activity settings.

- A. Knows the rules for participating in the gymnasium and on the playground.
- B. Works in a group setting without interfering with others.
- C. Responds to teacher signals for attention.
- D. Responds to rule infractions when reminded once.
- E. Follows directions given to the class for an all-class activity.
- F. Handles equipment safely by putting it away when not in use.
- G. Takes turn using a piece of equipment.
- H. Transfers rules of the gym to "rules of the playground."

VI. Demonstrates understanding and respect for differences among people in physical activity settings.

- A. Enjoys participation alone and with others.
- B. Chooses playmates without regard to personal difference.

VI. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

- A. Enjoys participation alone and with others.
- B. Identifies feelings that result from participation in physical activities.
- C. Looks forward to physical education classes.

BENCHMARKS FOR THE FIRST AND SECOND GRADE STUDENT

I. Demonstrates competency in many movement forms and proficiency in a few movement forms.

- A. Demonstrates skills of chasing, fleeing, and dodging to avoid others
- B. Combines locomotor patterns in time to music.
- C. Balances, demonstrating momentary stillness, in symmetrical and nonsymmetrical shapes on a variety of body parts.
- D. Receives and sends an object in a continuous motion.
- E. Strikes a ball repeatedly with a paddle.(NASPE, 1993)

II. Applies movement concepts and principles to the learning and development of motor skills.

- A. Ability to throw an object overhand and underhand proficiently.
- B. Uses concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling.
- C. Demonstrates the major characteristics of mature walking, running, hopping, and skipping.

III. Exhibits a physically active lifestyle.

- A. Seeks participation in gross motor activity of a moderate to vigorous nature.
- B. Participates in a wide variety of activities that involve locomotion, nonlocomotion, and manipulation of objects outside of physical education class.

IV. Achieves and maintains a health-enhancing level of physical fitness.

- A. Sustains activity for longer periods of time while participating in chasing or fleeing, traveling activities in physical education, and/or on the playground.
- B. Identifies changes in the body during vigorous physical activity.
- C. Supports body weight for climbing, hanging, and momentarily taking weight on hands.(NASPE, 1993)

VI. Demonstrates understanding and respect for differences among people in physical activity settings.

- A. Displays consideration of others in physical activity settings.
- B. Demonstrates the elements of socially acceptable conflict resolution.

VI. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

- A. Appreciates the benefits that accompany cooperation and sharing.
- B. Accepts the feelings resulting from challenges, successes, and failures in physical activity.
- C. Willingly tries new activities.(NASPE, 1993)

RHYTHMS GRADES 3-5

PARACHUTE

1. Umbrella
2. Mountain
3. Igloo (Inside mountain)
4. Numbers Cross Under
5. Popcorn - using balls or bean bags
6. Records: Rhythmic Parachute Play
7. Chute the Works Parachute Activities

TINIKLING

1. Helpful Hint: Teach pole rhythm and steps separately.

LUMMI STICKS

1. Single, then double, stick activity.
2. Records

JUMP ROPES

1. Short
2. long
3. Double Dutch

DANCE

1. Folk
2. Contemporary
3. Square

BASKETBALL

Skills

Ball Handling

Passing - Chest, Bounce, Overhead

Dribbling

Shooting

Pivoting

Defense - Man to Man, Zone



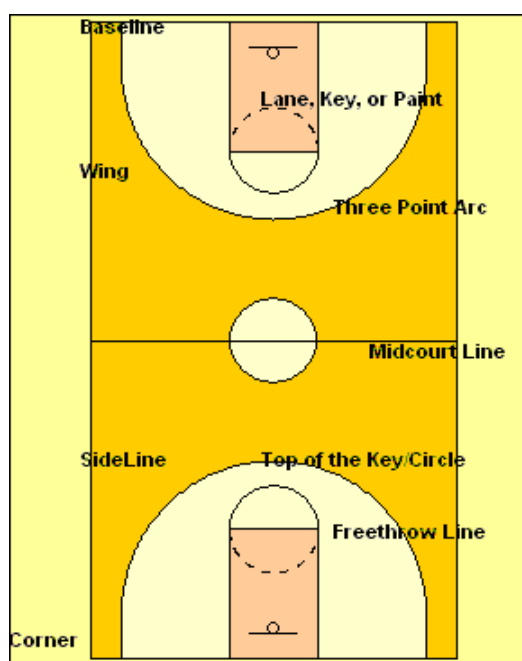
Basketball Rules/ Activities ideas were taken from:

<http://www.breakthroughbasketball.com/basics/basics.html>

Basketball

The Rules

Basketball is a team sport. Two teams of five players each try to score by shooting a ball through a hoop elevated 10 feet above the ground. The game is played on a rectangular floor called the court, and there is a hoop at each end. The court is divided into two main sections by the mid-court line. If the offensive team puts the ball into play behind the mid-court line, it has ten seconds to get the ball over the mid-court line. If it doesn't, then the defense gets the ball. Once the offensive team gets the ball over the mid-court line, it can no longer have possession of the ball in the area in back of the line. If it does, the defense is awarded the ball.



Basketball Court 1

The ball is moved down the court toward the basket by passing or dribbling. The team with the ball is called the offense. The team without the ball is called the defense. They try to steal the ball, contest shots, steal and deflect passes, and garner rebounds.

When a team makes a basket, they score two points and the ball goes to the other

team. If a basket, or field goal, is made outside of the three-point arc, then that basket is worth three points. A free throw is worth one point. Free throws are awarded to a team according to some formats involving the number of fouls committed in a half and/or the type of foul committed. Fouling a shooter always results in two or three free throws being awarded to the shooter. If the shooter was beyond the three-point line, then they would get three shots. Inside the three point line, they will get 2 shots. Other types of fouls do not result in free throws being awarded until a certain number have accumulated during a half. Once that number is reached, then the player who was fouled is awarded a '1-and-1' opportunity. If he makes his first free throw, he gets to attempt a second. If the shooter misses the first shot, the ball is live on the rebound.

Each game is divided into sections. All levels have two halves. In college, each half is twenty minutes long. In high school and below, the halves are divided into eight (and sometimes, six) minute quarters. In the pros, quarters are twelve minutes long. There is a gap of several minutes between halves. Gaps between quarters are relatively short. If the score is tied at the end of regulation, then overtime periods of various lengths are played until a winner emerges.

Each team is assigned a basket or goal to defend. This means that the other basket is their scoring basket. At halftime, the teams switch goals. The game begins with one player from either team at center court. A referee will toss the ball up between the two. The player that gets his hands on the ball will tip it to a teammate. This is called a tip-off. In addition to stealing the ball from an opposing player, there are other ways for a team to get the ball.

One such way is if the other team commits a foul or violation.

Fouls and Violations

FOULS

Personal fouls:

Personal fouls include any type of illegal physical contact.

- Hitting
- Pushing
- Slapping
- Holding

- Illegal pick/screen -- when an offensive player is moving. When an offensive player sticks out a limb and makes physical contact with a defender in an attempt to block the path of the defender.

Personal foul penalties: If a player is shooting while a being fouled, then he/she gets two free throws if his shot doesn't go in, but only one free throw if his shot does go in.

- Three free throws are awarded if the player is fouled while shooting for a three-point goal and they miss their shot. If a player is fouled while shooting a three-point shot and makes it anyway, he is awarded one free throw. Thus, he could score four points on the play.
- Inbounds. If fouled while not shooting, the ball is given to the team the foul was committed upon. They get the ball at the nearest side or baseline, out of bounds, and have 5 seconds to pass the ball onto the court.
- One & one. If the team committing the foul has seven or more fouls in the game, then the player who was fouled is awarded one free throw. If he makes his first shot, then he is awarded another free throw.
- Ten or more fouls. If the team committing the foul has ten or more fouls, then the fouled player receives two free throws.

Charging: An offensive foul that is committed when a player pushes or runs over a defensive player. The ball is given to the team that the foul was committed upon.

Blocking:

Blocking is illegal personal contact resulting from a defender not establishing position in time to prevent an opponent's drive to the basket.

Flagrant foul: Violent contact with an opponent. This includes hitting, kicking, and punching. This type of foul results in free throws plus the offense retains possession of the ball after the free throws.

Intentional foul: When a player makes physical contact with another player with no reasonable effort to steal the ball. It is a judgment call for the officials.

Technical foul: Technical foul. A player or a coach can commit this type of foul. It does not involve player contact or the ball but is instead about the 'manners' of the game. Foul language, obscenity, obscene gestures, and even arguing can be considered a technical foul, as can technical details regarding filling in the scorebook improperly or dunking during warm-ups.

VIOLATIONS

Walking/Traveling: Taking more than 'a step and a half' without dribbling the ball is traveling. Moving your pivot foot once you've stopped dribbling is traveling.

Carrying/palming: When a player dribbles the ball with his hand too far to the side of or, sometimes, even under the ball.

Double Dribble: Dribbling the ball with both hands on the ball at the same time or picking up the dribble and then dribbling again is a double dribble.

Held ball: Occasionally, two or more opposing players will gain possession of the ball at the same time. In order to avoid a prolonged and/or violent tussle, the referee stops the action and awards the ball to one team or the other on a rotating basis.

Goaltending: If a defensive player interferes with a shot while it's on the way down toward the basket, while it's on the way up toward the basket after having touched the backboard, or while it's in the cylinder above the rim, it's goaltending and the shot counts. If committed by an offensive player, it's a violation and the ball is awarded to the opposing team for a throw-in.

Backcourt Violation: Once the offense has brought the ball across the mid-court line, they cannot go back across the line during possession. If they do, the ball is awarded to the other team to pass inbounds.

Time Restrictions: A player passing the ball inbounds has five seconds to pass the ball. If he does not, then the ball is awarded to the other team. Other time restrictions include the rule that a player cannot have the ball for more than five seconds when being closely guarded and, in some states and levels, shot-clock restrictions requiring a team to attempt a shot within a given time frame.

Player Positions

Center: Centers are generally your tallest players. They generally are positioned near the basket.

Offensive -- The center's goal is to get open for a pass and to shoot. They are also responsible for blocking defenders, known as picking or screening, to open other players up for driving to the basket for a goal. Centers are expected to get some offensive rebounds and put-backs.

Defensive -- On defense, the center's main responsibility is to keep opponents from shooting by blocking shots and passes in the key area. They also are expected to get a lot of rebounds because they're taller.

Forward: Your next tallest players will most likely be your forwards. While a forward may be called upon to play under the hoop, they may also be required to operate in the wings and corner areas.

Offensive -- Forwards are responsible to get free for a pass, take outside shots, drive for goals, and rebound.

Defensive -- Responsibilities include preventing drives to the goal and rebounding.

Guard: These are potentially your shortest players and they should be really good at dribbling fast, seeing the court, and passing. It is their job to bring the ball down the court and set up offensive plays.

Offensive -- Dribbling, passing, and setting up offensive plays are a guard's main responsibilities. They also need to be able to drive to the basket and to shoot from the perimeter.

Defensive -- On defense, a guard is responsible for stealing passes, contesting shots, preventing drives to the hoop, and for boxing out

Lead Up Activities

1. Dribble Take Away –

Each student has his/her own ball and are scattered throughout the playing field. The object of the game is for each player to maintain his/her own dribble and to interrupt another player's dribble without body contact. A player is out of the game when he/she loses the dribble.

2. Basketball Snatch Ball –

Each team occupies one side of a basketball floor. The players on each team are numbered consecutively, and must stand in this order. The two balls are placed in two hoops, placed one on each side of the center line. When the teacher calls a number, the player from each team whose number was called runs to the ball, dribbles it to the basket on his/her right, and tries to make the basket. As soon as the basket is made he/she dribbles back and places the ball on the spot where he/she picked it up. The first player to make a basket scores a point for his/her team.

Variations:

- a. Passing can be included in the game by having each team make 3 passes before shooting.
- b. Specify a shooting area.
- c. Use different types of balls - footballs, tennis balls etc.

3. TARGET PASSING FOR ACCURACY

Draw markings on the wall. Students try to see how many times they can hit the circle (circle size will vary with the skill level of the students) with a chest pass standing 10', 15' and 20' standing still, traveling to the left, then to the right. One pass in each circle.

Variation: do bounce passes hitting the floor before hitting the circle. PUT A CHART ON THE WALL FOR THE "RECORD FOR THE DAY". If a student sets a new record he puts his name and record on the sheet.

4. AROUND THE WORLD

Start shooting from the number 1 spot. If shot is made move to spot 2. if shot is missed you have the option to either stay there and next player shoots, or you can chance it and take another shot. If student makes it they move to spot 3, if missed move back to spot 1.

5. HORSE (Vocabulary spellings words)

One student will shoot, if made the second student must shoot from the same spot, if missed the second student will receive a letter. The third person can choose where the next shot must be made from. (If first two make the same shot, the third person must follow etc...)



FOOTBALL

Skills
Passing / Catching
Punting
Kicking
Running with the ball
Centering
Tackling, Pulling the flag, Lead Up Activities



Football Rules/Activities taken from:
<http://www.cwu.edu/~jefferis/unitplans/footbag/>

Flag Football

NUMBER OF PLAYERS: Each team should start the game with 7 players; a minimum of 5 is needed to avoid a forfeit. A player may play on only one team per sport. Please check the Rules of Eligibility for all other rules concerning Intramural Sports.

LENGTH OF GAME: Playing time shall be 44 minutes, separated into two halves of 22 minutes. Half-time shall be 3 minutes. There will be a running clock for the entire first half, and the first 20 minutes of the second half. A coin toss will determine who shall receive the choice of possession or side at the beginning of the game. If only one team is ready to play at game time, they will automatically have the choice. In the case of overtime, there will be a 3-minute intermission prior to starting overtime. Should darkness threaten the completion of a game, periods can be shortened by mutual consent of both captains, the referee, and a supervisor.

MERCY RULE: If a team is 19 points or more ahead (25 points in Co-ed) when the Referee announces the two-minute warning for the second half, the game shall be over. If a team scores during the last two minutes of the second half and that score creates a point differential of 19 or more points (25 points in Coed), the game shall end at that point.

OVERTIME (TIE GAME): If the game score is tied after regulation time, then a coin toss will determine who will get the ball & side. The home team shall call the toss. If additional overtime periods are needed to decide the outcome of the game (more than first overtime), captains shall alternate choices. Each team will have the chance to score in series of four downs from the 10 yard line. If the score is still tied after each team has had a try (including extra point attempts), a second series is played, and so on until a winner is determined. **(Exception: Regular season games will end in a tie if teams are tied after the third series).**

FREE KICK: There will be no free kicks, only punting.

PUNTING: Quick punts are illegal. On fourth down the Referee must ask the Offensive team if they want a protected scrimmage kick. Once the offense has declared their choice, the Referee will inform the Defense of the offense's choice. The only way the Offense can change their decision is to call a time-out, or if a foul occurs anytime prior to or during the down and the down is to be replayed. In the later case the Offensive team will be asked if they want a protected scrimmage kick or not. The kicking team must have all of its players, except for the punter, on the line of scrimmage. No kicking team players may move until the ball is kicked. There are no restrictions to the number of players the defensive team must have on the line. Defensive players MAY attempt to

block the punt by jumping straight up in the air. They may not, however, penetrate the line of scrimmage. If a punt crosses the scrimmage line and touches a player from either team and then hits the ground, the ball is dead at that spot and belongs to the receiving team.

LINE OF SCRIMMAGE: The offensive team must have a minimum of 4 players (5 in Co-ed) set the line of scrimmage at the snap. Players in motion do not count as players on the line of scrimmage. Once the center has placed his hands on the ball no offensive player may enter the neutral zone. Following the ready for play whistle and until a legal snap, no defensive player may encroach, touch the ball, stand in, or in any other way interfere with the offensive team. *Penalty - Dead Ball foul, encroachment, 5 yards from succeeding spot.*

BACKWARD PASSES AND FUMBLES: Any ball that is fumbled during a down will be dead by rule once it has touched the ground. A backward pass or fumble may be caught or intercepted by any player inbounds and advanced. A player may not intentionally throw a backward pass out of bounds to conserve time or to avoid being downed. *This will be penalized as an Illegal pass: loss of 5 yards, loss of down and the clock will start on the ready for play.* Once a ball has touched the ground the ball is considered dead.

FORWARD PASSES AND INTERCEPTIONS: If a player is in the air attempting to catch a ball, the player must contact the ground with at least one foot in-bounds with the ball in their possession prior to going out of bounds, unless contact by an opponent causes the player to first touch out-of-bounds. If possession of the ball is lost simultaneously when they hit the ground, it is not a catch. If a forward pass is caught simultaneously by members of opposing teams, the ball is dead at that spot and belongs to the team that snapped the ball.

PASS INTERFERENCE: Any contact that, in the view of the official, interferes with the attempt to catch a pass (offensive or defensive player) is pass interference unless, in the view of the official, it occurs when two or more eligible receivers make a simultaneous and bona fide attempt to reach, catch, or bat a pass. It is also pass interference if an eligible receiver is deflagged or touched prior to touching the ball on a pass thrown beyond the offense's line of scrimmage. If the pass interference by the defense is intentional and/or unsportsmanlike, the defense may be penalized an additional 10 yards.

SCORING:

Touchdowns = 6 points

Extra Points = 1 point if successful from the 3 yard line

Extra Points = 2 points if successful from the 10 yard line

Extra Points = 3 points if successful from the 20 yard line

Safety = 2 points

Defensive Conversion on Extra Point Attempt = 3 points

Once a team has made their choice on the extra point, they can only change their decision by taking a time-out.

SAFETY: If a player carries the ball across the goal line they are defending and the ball becomes dead while in their team's possession, it is a safety. If a team commits a foul in the end zone where the spot of enforcement is designated as the spot of the foul, it will be declared a safety. **A team recording a safety will receive two points, and the ball shall be snapped by the scoring team at their own 14-yard-line, unless moved by penalty.**

Exception- Momentum Rule - When a player intercepts a forward pass or catches a scrimmage kick between their five yard line and their goal line and their momentum carries them into the end zone where the ball becomes dead, the ball will belong to the receiving team at the spot of the catch or reception.

PERSONAL FOULS: Any act listed below or any other act of unnecessary roughness is a personal foul. Players shall not:

- Punch, strike, strip, steal, or attempt to steal the ball from a player in possession.
- Trip an opponent.
- Contact an opponent who is on the ground.
- Throw the runner to the ground.
- Hurdle another player.
- Contact an opponent either before or after the ball is declared dead.
- Make any contact with an opponent that is deemed unnecessary.
- Deliberately drive or run into a defensive player.
- Clip an opponent.
- Position themselves on the shoulders of a teammate or opponent to gain an advantage.
- Tackle the runner. (Warrants ejection)

SCREEN BLOCKING: Legally obstructing an opponent without using any part of the body to initiate contact. Screen blocking shall take place without contact. The

blocker shall have their hands and arms at their sides or behind their back. A screen blocker cannot use their hands, arms, elbows, legs or body to initiate contact. If they do use contact it will be called a Personal Foul.

Screen blockers may not:

- Take a position closer than a normal step when behind a stationary opponent.
- Make contact when assuming a position at the side or in front of a stationary opponent.
- Take a position so close to an opponent that they cannot avoid contact by stopping or changing direction.

STIFF ARMING: Stiff arming is not allowed; a personal foul will be called, and if warranted an unsportsmanlike conduct or ejection will result.

OBSTRUCTING THE RUNNER: A defensive player shall not hold, grasp, or obstruct the forward progress of the runner when attempting to remove the flag belt.

THE FLAG BELT: All shirts must be tucked in, and are not permitted to hang over the flag belt. Should a player lose their flag belt legally or illegally during a down and should that player gain possession of a live ball, that player will be considered down when a legal tag (one hand touched by the defense between the shoulders and knees, including the hand and arm) is made. When a player scores they must immediately raise their hands and allow an official to remove their flag belt. This is done to insure that the flag belt has not been illegally secured. If the belt has been illegally secured the score is disallowed, the player ejected and a 10 yard Unsportsmanlike Conduct penalty will be administered from the previous spot. Players must have possession of the ball before they can legally be deflagged. It is illegal for a defensive player to intentionally pull a flag from an offensive player who is not in possession of the ball. In cases where a flag belt is removed illegally, play should continue with the option of the penalty of the play (Penalty: Personal foul, 10 yards).

GUARDING THE FLAG BELT: Runners shall not flag guard by using any part of the body or ball to deny the opportunity for an opponent to pull or remove the flag belt. Flag guarding includes but is not limited to:

- Swinging the hand or arm over the flag belt to prevent an opponent from deflagging.
- Placing the ball in possession over the flag belt to prevent an opponent from deflagging.
- Lowering the shoulders in such a manner that flag guards.

OFFICIAL'S AUTHORITY: An official assumes authority 15 minutes prior to the scheduled game time, and until they have left the field. The officials have the authority to rule on any situation not specifically covered in the rules. His/her decision is final. The official has the right to eject players or have them sit out of part or all of the game. Fans, coaches, and spectators are a part of a team and any fouls they commit will go against their team.

ACTIVITIES:

1. Base Football –

Players are divided into teams with each player having a position similar to the positions in baseball. The game then proceeds exactly as a baseball game, except that the football is punted.

2. Five Catches and Score –

The playing field may be a gym area or a field. Players are divided into two teams and begin from a scattered position on one side of the mid-court line. A pass to the opposite team starts the game. The object of the game is to complete five consecutive passes to five different players to score a point. The player with the ball should not be guarded while passing.

3. PASSING FOR ACCURACY

Set out hula hoops on the ground, have them pass to different distances and angles.

MODIFICATION: Students holding the hula hoops, Quarterback is moving and throwing towards a target, The target is moving while the quarterback is still. Both quarterback and target are moving.

4. Four on Four Football –

This game is fantastic for modifying flag football down to four players on a team. This provides an opportunity for more participation. The game begins with one team kicking off The receiver attempts to run past the goal line and score a touchdown. The ball is dead and play stops when:

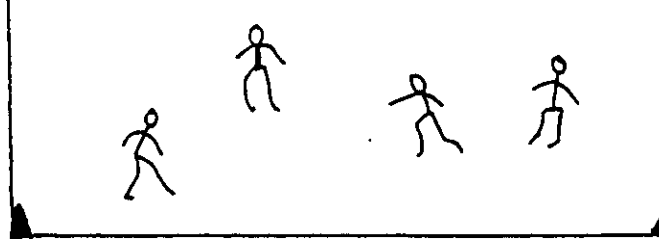
- a. The ball carrier is de-flagged
- b. The ball is thrown, kicked, or carried out of bounds.
- c. There is an incomplete pass.
- d. The ball is fumbled.

Wherever the ball is dead is where play begins again, with centering the ball The offensive team has four plays (downs) to score a touch down. After four downs, the offensive team kicks off to the defensive team.

Games should be played using a Nerf football

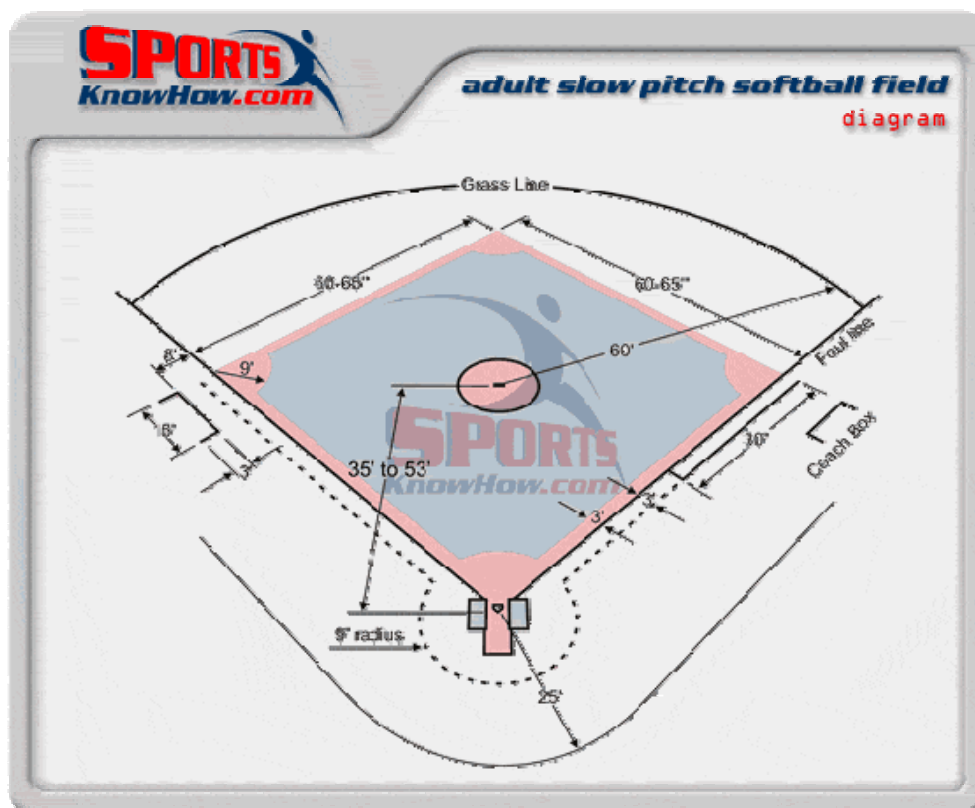
5. FOOTBALL KEEP AWAY WITH RIP FLAGS

Divide your class into two teams. The object is to stay in the playing area and take the flag of the opposing player without losing yours. Once you lose your flag, you are out of the game until only one flag is left. Then all players return to the game.



SOFTBALL

Skills
Throwing / Catching
Fielding
Base running
Batting



Softball

THE GAME

- There are 9 players on a softball team.
- The playing field is divided into the infield and outfield
- The lines between the bases are 60' apart and when joined they form a "diamond", inside the baseline is known as the infield
- Outside the baseline but inside the playing field is called the outfield.
- Any ball going outside the 1st or 3rd base line is a foul ball (runners can not advance and the batter gets another try unless the ball was caught in the air, which translates to an out)
- An official game is 7 innings (an inning is when both teams have had their turn to bat)

PITCHING

- The pitcher must have both feet on the pitcher's rubber and can only take one step forward while pitching.
- The ball must be thrown underhand.
- Both hands must be on the ball at the start of the pitch.

BATTING

- Batters must follow the same order throughout the whole game
- The batter is out if and when:
 - a) Three strikes have been called
 - b) A fly ball is caught
 - c) The batter does not stand in the batter's box

BASE RUNNING

- Runners must touch each base in order
- Runners may overrun 1st base only, all other bases the runner may be tagged and called out if they are off the base.
- Runners can not lead off a base, they must be on base until the ball has left the pitcher's hand

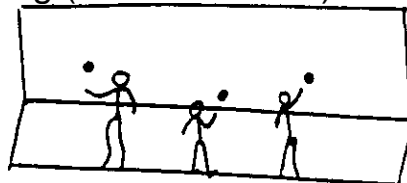
- After a fly ball has been caught the base runner must tag the occupied base before advancing to the next base
- One base runner can not pass another base runner that is ahead of them.
- Stealing a base is not permitted
- A runner is out if:
 - a. they are tagged with the ball before reaching a base
 - b. the ball gets to 1st base before the runner
 - c. they run more than 3 feet out of the base line to avoid being tagged

TERMS:

- Ball- a legally pitched ball that does not enter the strike zone (four balls equals a walk)
- Grounder- A ball that is hit on the ground
- Force out- when the runner has to advance to the next base to make room for the following base runner.
- Fly ball- ball hit up in the air to the infield
- On deck- the next batter
- Pop up- ball hit up in the air to the infield
- Strike- term used when a ball is swung at and missed or is called when the ball enters the strike zone and is not swung at all.
- Strike zone- the ball passes the batter over the plate between their chest and knees

Lead Up Activities

1. Kickball
2. Throwing and catching (with tennis ball)



How many times can you throw and catch your tennis ball against a wall from a distance of 15ft, 20ft, 25ft.



3. THROWING FOR ACCURACY

How many times can you hit a specific target 5,10, or 15 times from different distances. Once students achieve these goals, have them move in different direction aiming for the target.

4. BATTER - UP

Batter hits the ball off of the batting -T or cone. After the ball is hit the batter must run around the base and back to home. This is done one time or can be done as many times as possible before an out is made. An out is made by catching a fly ball. Throwing the ball into the catcher at home (over line) before the runner crosses the line. Foul ball equals an out. The hit ball must stay inside of the foul line cones.



5. TARGET PITCHING

Make targets out of cardboard, plywood or use chalk on the wall. This can be used as a individual or team activity. The object is to score a predetermined number of points. First set the pitching distance, (overhand or underhand method) this will vary according to the age and skill level of the student.

6. PARTNER THROWING AND CATCHING

Students should be facing each other and throwing across the field.



7. PEPPER (PITCHING - BATTING)

The pitcher standing about six feet away tosses the ball to the batter. The object is to bunt the ball directly back to the pitcher. See how many times you can do it without a miss.



8. Throw It and Run Softball –

The game is played very much like softball with the following exception. With one team in the field at regular positions, the pitcher throws the ball to the "batter" who, instead of batting the ball, catches it, and immediately throws it out into the field. The ball is now treated as a batted ball, and regular softball rules prevail. However, no stealing is permitted, and the runners must hold bases until the batter throws the ball. A foul ball is out.

9. Three Team Softball

This game is good for practicing softball skills in small groups. Each group of twelve players are divided into three teams: outfield team (four players), infield team (four players), and batting team (four players).

Regulation softball rules are used with the following exceptions:

- A. After three outs, the teams rotate - outfield to infield, infield to batting, and batting to outfield.
- B. An inning is over when all three teams have batted.
Games should be played with an oversized 16 inch softball

INDOOR FLOOR HOCKEY

Skills
Dribbling
Passing / Receiving
Dodging / Tackling
Shooting



Floor Hockey Rules/ Activites taken from :
uwadmweb.uwyo.edu/WYhpenet/FloorHockeySportEdModel.doc

Floor Hockey

FLOOR HOCKEY RULES:

PLAYERS:

Each team shall consist of FIVE players on the floor (including the goalie). Each team will have one team captain. The Captain will be the only individual allowed to discuss with the officials any questions relating to the rules (NO JUDGMENT DISPUTES). Any player other than the captain (on the bench or on the court) whom makes a protest or interferes with play in any way is subject to an ejection. There are no stipulations as to the number of males or females on the floor at any given time, as long as there are only five players on the floor.

EQUIPMENT:

The equipment shall consist of sticks with plastic blades (wooden or plastic shafts) and a lightweight puck or ball. The sticks **MUST** be wrapped with duct tape or hockey tape so that the floor is protected from direct blade scarring. Players and goalies are recommended to wear the following:

- Rubber soled shoes
- Shin protectors
- Mouth piece

In addition Goalies **MUST WEAR:**

- Helmet
- Blue chest protector
- Baseball glove may be worn on the opposite hand of the stick
- Any full-length leg covering (jeans, sweat pants, wind breakers, etc.)
- Regulation soccer shin pads are optional

GAME:

Each game will consist of three 12-minute periods with a 3-minute break between periods. The clock will run continuously until the final two minutes of the game, at which point the clock will stop on all whistles (goal differential of three or less only). Teams will switch goals at the end of each period. Each team will receive one time out per game. A time out can only be called during a stoppage of play. A face-off will be used to begin play each time play is stopped or to begin a period. Players must be outside the restraining circle on a face-off. Officials may stop play for injuries or extenuating circumstances.

SUBSTITUTIONS:

Free substitution is allowed as long as the floor player is within one foot of the team's bench. First violation of this rule will result in a warning for the offending player - after

the first warning the next violation will result in the offending player receiving a two-minute penalty.

NO OFFSIDES PENALTIES (exception on Face Offs).

NO HIGH STICKING- High sticking is defined as the forward or backward arc of the stick going above waist level. A player must carry the stick at waist level or below. A goal scored from a high stick will not be allowed. ***ANY TIME THE STICK IS ABOVE THE WAIST YOU WILL BE CALLED FOR HIGH STICKING.***

NO BODY CHECKING- Contact should be minimal. Any moderate to heavy contact with the body or stick will be penalized by the official. Any contact with the intent to harm will warrant the official to eject the player in question. Most contact penalties are two minutes unless a player is doing them often or flagrantly which will result in a five-minute penalty or ejection.

SCORING:

A goal shall be scored when the entire puck has completely crossed the back plane of the goal. The puck may deflect off a player or a piece of equipment but cannot be kicked, thrown, or deliberately diverted into the goal by means other than the stick. No offensive players body may be in the goal crease area, and no offensive players stick may be in the goal crease area unless the puck has already entered the crease. Contact between the goalie and offensive player (when the goalie is in the crease area) will result in a penalty to the offensive player.

TIE GAME:

If the game is tied at the end of regulation time then the game will go into a three-minute sudden death period. The first team that scores a goal ends/wins the game. *Regular Season:* If at the end of the five-minute sudden death period no goals have been scored then the game will end in a tie. *Playoffs:* If the game is still tied after the first sudden death period, teams will switch sides and play a second five-minute sudden death period. If no winner is decided, penalty shots will be used. Each team will have three alternating penalty shot attempts using three different players. Teams can only choose from players who were on the floor at the end of the second sudden death period. Whichever team is ahead after these attempts will win the game. If it is tied after the three attempts, the teams will each choose one additional player to take a fourth attempt, then fifth attempt, and so on until a winner is declared.

HANDLING THE PUCK AND THE STICK:

The goalkeeper may use either hands or stick to clear the puck away from the goal. However, the goalie may not throw the puck across the center line. The goalie is not exempt from penalties when they go outside the goal box to play the puck. The goalie has only three seconds to play the puck from the crease, once they have full and controlled possession. If they go over the three-second limit, there will be a face-off in their zone. The goalie is not allowed to have the majority of their body in the goal. On the first offense there will be a warning and a face off in the goalies area. On the second offense it will result in (1) a penalty shot if a goal shot was taken or (2) a two-minute penalty if no goal shots were taken. The puck may be caught by a player and thrown down immediately as long as an advantage is not gained/the puck is not advanced. Hand passes are face offs not penalties.

GOAL CREASE:

No offensive player or his or her stick may enter the goal or break the plane of the crease at any time during the course of play. Exception: If the puck is in the crease, the players' stick may enter the crease. If a player scores a goal, but their momentum carries them or their stick into the crease, the goal will be disallowed and a running foul will be called.

FACE-OFF:

Face - offs will take place at the nearest face-off area (five areas marked with an X; one at center and four inside the basketball boundary lines). A player may cross the plane of the marked X with the blade of their stick. Players must be on their side of the face off dot (plane of the X).

*Last person out of the game is put in the box for this penalty.

**Players may NOT squat down to block a shot/pass or at any time be in an unsafe position in which the official deems as dangerous. If they do it will be a warning or a two-minute penalty under the official's discretion.

Note: Penalties on the goalies may be served by any designated player on the floor at the time of the infraction.

PENALTY SHOTS:

When a penalty shot is being taken, the players on both teams must stand to the sides of the floor behind the center line. The puck shall be placed at the center line. Only one shot allowed - no rebound shots. The backward and forward arc of the stick during the swing of his shot must be kept below the waist. Only one shot permitted. The goalie must remain in the crease until the puck is touched. The goalie may not throw his stick or glove – a goal shall be scored if he is in violation. If during a penalty shot, any player on the opposing team causes a distraction or interference, a second penalty shot shall be awarded (providing the first attempt was unsuccessful).

EJECTIONS:

If a player receives two major penalties or three minor penalties in one game they will be ejected from that contest. Any official who feels a penalty was severe in nature may eject a player at any time. *Fighting will be an automatic ejection and lead to further judicial penalties!*

POWER PLAYS:

*For all discussion of power plays, the goalie is assumed present, and not included in discussion. The numbers of players discussed in this section refer to the number of **FLOOR** players. e.g. "4 on 3" actually refers to 5 players (**4 FLOOR players and a goalie**) vs. 4 players (**3 FLOOR players and a goalie**). * Minor penalties will result in two-minute power plays. Major penalties will result in five-minute power plays. If a team commits a minor penalty, the opposing team will receive a 4-on-3 power play. If the same team commits a second penalty while short-handed, the opposing team will have a 4-on-2 penalty (until the first penalty ends, at which time, it becomes 4-on-3 again). If the same team commits a third penalty while shorthanded, the third penalty will not begin until the first penalty has been expired. At no time may a team have less than two floor players. If a team on a power play commits penalties, they will lose players, enabling both teams to play with as few as two floor players at a time. Each goal scored by a team on a power play releases the player who committed the first minor penalty for the team scored on. However, if a player has a major or flagrant penalty, the person is not released until the end of their penalty time, regardless of how many goals are scored by the opposing team. Also, if a goal is scored at even strength (4-on-4, 3-on-3), NO player is released from the penalty box.

Lead Up Activities

1. Circle Keep Away

This game is great for passing and fielding skills. The object of this game is to keep the player in the center from touching the puck/ball. At the signal, the puck/ball is passed back and forth among team members with emphasis on accurate passing and controlled fielding skills. The player in the center attempts to intercept the puck/ball. If the center player touches the puck/ball, the player who last passed the puck/ball takes the place of the center player. Continue this for a designated period of time. NOTE: This game can be used as a drill for passing and fielding skills.

2. Sideline Hockey

Divide the class in half and have each half line up along a sideline. Have four players from each team go out on the floor on their half. These are the active players. The sideline players help by passing the ball/puck to their active players. This game is a way to use all players, yet with only a few on the floor at a time. This focuses on total teamwork. The game is started with a face-off in the center, and there is a face-off after each goal. Active players change after each goal or after a designated period of time.

3. Dribbling

While keeping the stick low, use short, quick taps, with a backhand and forehand motion out in front of the body to move the puck. The puck and stick should be approximately 18-24 inches from the body. The student moves forwards, backwards, side to side with the making sure the stick is low, and knees are bent.

4. Passing and Receiving

Passing should be done with a short pushing motion. The face of the stick should be flat, and facing the target. Try not to have a high back swing, **KEEP THE STICK LOW**. Pair students up, each pair starts off very close to their partner facing them, after each successful pass and receive each student takes a step back, if pass is not properly received students take a step forward.

Students stand beside each other, each with a hockey stick. Students move beside each other down the court, dribbling and passing back and forth, making sure the puck is under control and student stay beside each other.

5 . Shooting at a target

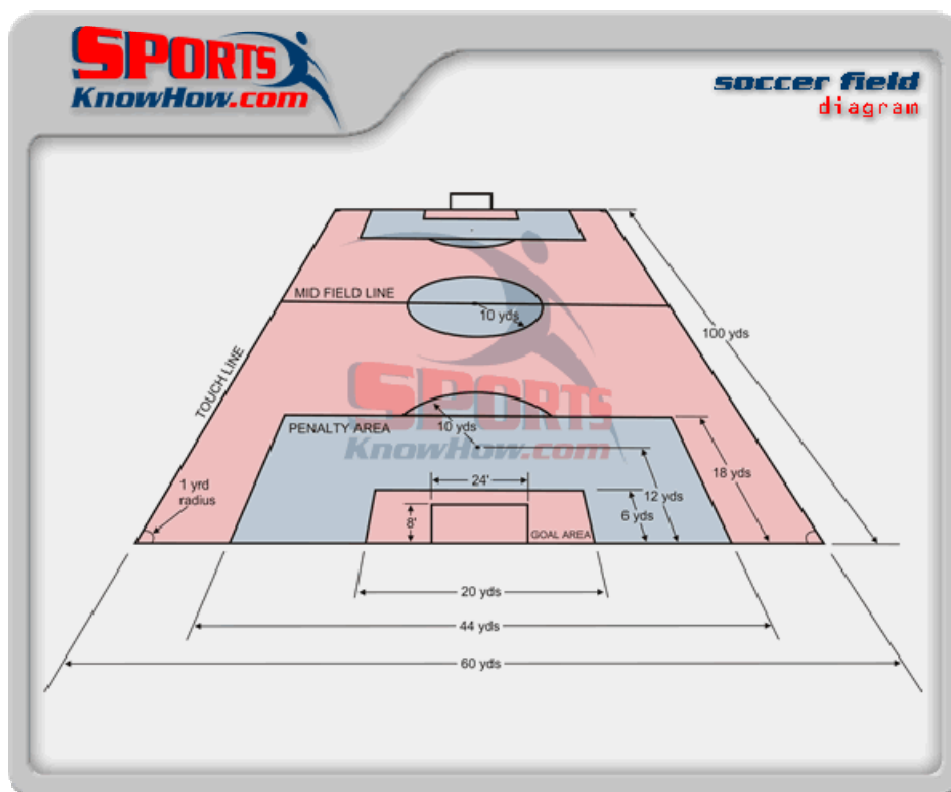
A. Wrist Shot- Student stands with feet shoulder width apart, knees bent, holding the hockey stick facing the target. Student moves stick back, keeping the backswing below the waist in an upward motion. Student then swings in a downwards motion towards the puck, making sure the face of the stick at point of contact is facing the target. (Slap shots are used as short range shots)

B. Slap Shot- Student stands with feet shoulder width apart, holding the stick back slightly above the waist. Student bring the stick forward, quickly with power, while maintain a low stance and control. (This shot is for longer ranges)



SOCCER

SKILLS:
Dribbling
Trapping
Kicking
Passing
Punting
Heading
Throw-Ins
Tackling
Goalkeeping



Soccer Rules/ Activities were taken from:
www.Soccer-fans-info.com/soccer-rules.html

Soccer

1. The Field of Play - The field of play is the surface on which the game of soccer is played on. This law regulates everything regarding line markings, soccer pitch dimensions and how to use them properly. For example, a soccer pitch must be between 90 and 120 meters long and 45 to 90 meters wide. However, it must also have a rectangular shape, so you can't have a square field with a length and width of 90 at the same time.

Other basic rules of soccer and field measurements are specified in this law, such as the dimensions of each goal (7.32 meters long and 2.44 meters high), the diameter of the centre circle (18.30 meters) or the distance between the penalty spot and the goal (11 meters, perpendicularly on the goal).



2. The Ball - Throughout the time, the rules for soccer regarding the football remained the same, but the way in which they were applied was on a constant change. The rules state that the soccer ball must have a circumference between 68 and 70 centimeters and a weight between 410 and 450 grams but they also state that the ball can be made out of "leather or any similar material".

Well that "any similar material" bit constantly improved over time and nowadays soccer balls reached near-perfection. Almost each World Cup brought a new type of soccer ball, with improved characteristics, although all of them stayed inside the official soccer rules stated in the Laws.

3. The Number of Players - According to the official soccer rules, a team can bring in 10 outfield players and one goalkeeper on the pitch and can have several substitutes on the bench. The numbers of benched subs as well as the actual number of substitutions that are allowed in a single match vary with the type of the game played. For example, in official matches only 3 substitutions are allowed, with 5, 7 or 9 players on the bench.



4. The Player's Equipment - Just like with the soccer ball, soccer equipment maintained most of the original rules in the Laws of the Game, but the way people interpret them today is quite different from how they did back in 1863. Basically the rules of soccer say that a player must wear a shirt or jersey, footwear, shin pads, shorts and socks and the two teams must have different equipment so that they can be differentiated on the pitch.

Back then however, a soccer jersey was a largely uncomfortable one and it was very simple, without too many details strapped on it. Today's jerseys are very light and comfortable and on many occasions they have the club's sponsors imprinted on them, they have the number of the player (and the name in some cases) on the back and the club's badge on the chest. These are not enforced by the soccer rules, but they have become common standards in today's game.



5. The Duration of the Match - Standard adult games are limited by the official soccer rules to two halves of 45 minutes each, separated by a 15 minutes break. This is not the actual time of play, since this 90 minute clock ticks even when the ball is out of play, during substitutions and so forth. In order to try to balance this timing a bit, the end of each half also brings a few minutes of "injury time" on the table.

In some cases, when the match must have a winner (a knockout match for example), two extra mini-periods of 15 minutes each, with no break between them are added. If the match is tied at the end of extra time as well, the players go on for a penalty-shootout that will eventually decide the winner.



6. The Start and Restart of Play - There are 8 reasons for which the game can be stopped and similarly, 8 ways to restart it. Each period of time starts with a kick-off **(1)** and the game is also restarted with a kick-off if a team scores a goal. If the ball goes out on the side lines, the player who last touched the ball conceded a throw-in **(2)**. The game is restarted with the other team throwing the ball back into play. The *goal kick* **(3)** is awarded to the defending team, if the attacking team took the ball

out of play on the defending team's goal line. The game is restarted with the goalkeeper kicking it from within the safety box. If the defending team touches the ball last and it goes over their own goal line, outside of the goal itself, then the opposing team earns a corner kick **(4)** and they will be required to restart the game from the corner nearest to where the ball went out.

An *indirect free kick* **(5)** is awarded when a team produces a non-penal foul (dangerous play or offside for example) and the game is restarted with a ground kick that cannot be taken towards goal (if a player scores directly from an indirect free kick, without another player touching the ball, the goal won't stand). A direct free kick **(6)** is caused by a foul or handball and unlike the indirect free kick it can be struck directly towards the goal.

A *penalty kick* **(7)** is similar to a direct free kick in that it is caused by a foul or handball, but the offence occurs inside the defending team's penalty area. The game is restarted with one of the attacking team's players shooting for goal from the penalty spot (11 meters, perpendicularly on goal), with nothing but a goalkeeper to beat.

The last of these eight soccer rules is rarer and it's called the dropped ball **(8)**. The dropped ball occurs when the referee stops the game for a special reason (an injured player, ball becoming defective or the interference of an external factor) and the game is restarted with him dropping the ball from shoulder height in front of two players who will battle for possession (sort of how basketball matches decide initial possession).

LEAD UP ACTIVITIES

1. Circle Soccer - see handout
2. Sideline Soccer - Divide class into two parallel lines approximately 50 feet apart. Number students consecutively from opposite ends. Teacher calls out three numbers. Students meet in the middle of the field and advance the ball trying to score. Outside (sideline) players are allowed to keep the ball in play.

Variations: 1. Players can be lined up on end lines and act as goalies.



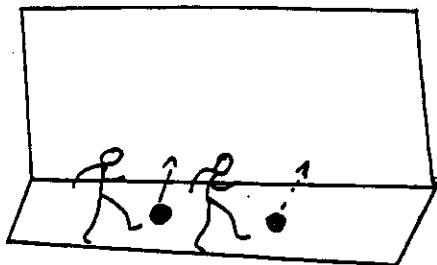
3. Dribble Takeaway

Each player has a ball. The object is to try to kick your opponent's ball out of the playing area while continuing to keep control of your ball. This can be played as an individual game, each player for themselves, or as a team event. Last player with his ball under control wins.

4. Obstacle Dribble

Divide the class into even groups, set up cones in a straight line in front of each group. Student will move through the cones weaving in and out using correct dribbling techniques. The student will go down through the cones and back through passing the ball to the next person in line.

5. WALL VOLLEY OR PASSING



Students should kick the ball against a wall as fast as possible while still maintaining control. Using foam balls helps maintain control.

6. Partner Passing

Student moves down the field beside each other passing the ball back and forth with correct form, and proper speed and trajectory.

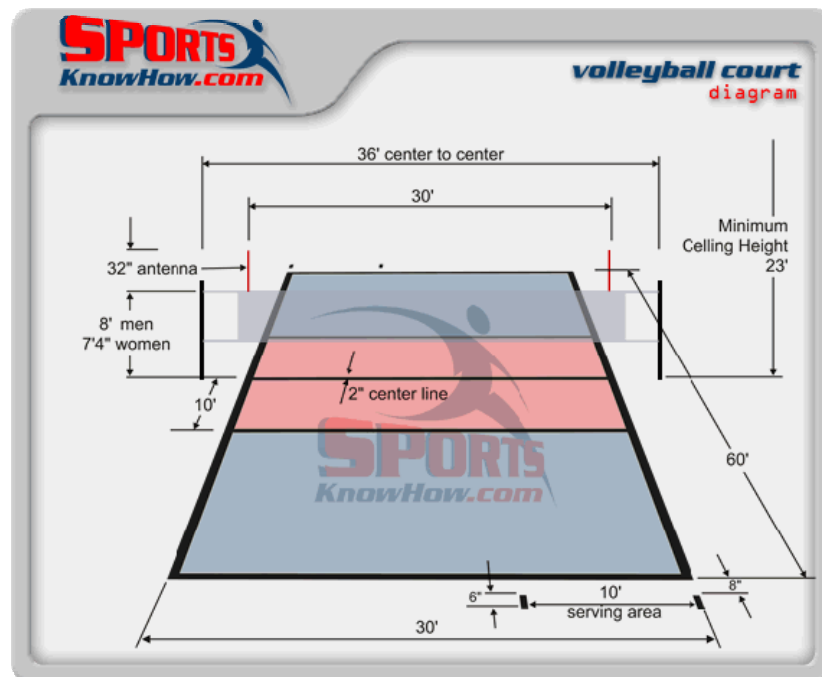
7. TRAPPING

1. Foot Trap- Students receiving the ball will place the bottom of their foot on top, to maintain control of the ball.
2. Chest Trap- If ball is in the air, the student receiving the ball absorbs the impact of the ball with their chest. Simultaneously, when the ball makes contact with the chest, the back should be slightly bent backwards, with the chest out, and ball should drop straight down.
3. Thigh Trap- If ball travels in the air, but not high enough for a chest trap, student would want the impact of the ball to contact the inner thigh, to allow for the ball to drop straight down to the inside of the foot.

VOLLEYBALL

Skills
Bump
Set

Serve - underhand or overhand



Volleyball Rules/Activities were taken from:

http://www.westlake.k12.oh.us/hilliard/whspe/volleyball/volleyball_rules.htm

Volleyball

THE SERVE

- (A) Server must serve from behind the restraining line (end line) until after contact.
- (B) Ball may be served underhand or overhand.
- (C) Ball must be clearly visible to opponents before serve.
- (D) Served ball may graze the net and drop to the other side for point.
- (E) First game serve is determined by a volley, each subsequent game shall be served by the previous game loser.
- (F) Serve must be returned by a bump only. no setting or attacking a serve.

SCORING

- A. Rally scoring will be used.
- B. There will be a point scored on every score of the ball.
- C. Offense will score on a defense miss or out of bounds hit.
- D. Defense will score on an offensive miss, out of bounds hit, or serve into the net.
- E. Game will be played to 25 pts.
- F. Must win by 2 points.

ROTATION

- (A) Team will rotate each time they win the serve.
- (B) Players shall rotate in a clockwise manner.
- (C) There shall be 4-6 players on each side.

PLAYING THE GAME (VOLLEY)

- (A) Maximum of three hits per side.
- (B) Player may not hit the ball twice in succession (A block is not considered a hit).
- (C) Ball may be played off the net during a volley and on serve.
- (D) A ball touching a boundary line is good.
- (E) A legal hit is contact with the ball by a player body above and including the waist which does not allow the ball to visibly come to a rest.

(F) If two or more players contact the ball simultaneously, it is considered one play and the players involved may not participate in the next play.

(G) A player must not block or attack a serve.

(H) Switching positions will be allowed only between front line players. (After the serve only).

BASIC VIOLATIONS

(A) Stepping on or over the line on a serve.

(B) Failure to serve the ball over the net successfully.

(C) Hitting the ball illegally (Carrying, Palming, Throwing, etc.).

(D) Touches of the net with any part of the body while the ball is in play. If the ball is driven into the net with such force that it causes the net to contact an opposing player, no foul will be called, and the ball shall continue to be in play.

(E) Reaching over the net, except under these conditions:

1 - When executing a follow-through.

2 - When blocking a ball which is in the opponents court but is being returned (the blocker must not contact the ball until after the opponent who is attempting to return the ball makes contact). Except to block the third play.

(F) Reaches under the net (if it interferes with the ball or opposing player).

(G) Failure to serve in the correct order.

(H) Blocks or spikes from a position which is clearly not behind the 10-foot line while in a back row position.

THE COURT

PLAYING AREA

Both indoor and outdoor courts are 18 m x 9m (29'6" x 59').

Indoor courts also include an attack area designated by a line 3 m (9'10") back from the center line.

Lines on the court are 5cm (2" wide).

NET HEIGHT

Net height for men, co-ed mixed 6, & outdoor is 2.43 meters or 7'11-5/8".

Net height for women, 7'4-1/8".

The height of the net shall be 8'.

BALL

The ball weighs between 9 and 10 ounces. Ball pressure is between 4.5 and 6.0 pounds

Volleyball Lingo	Translation
"Ace"	When the ball is served to the other team, and no one touches it.
"Side-out"	When the team that served the ball makes a mistake, causing the ball to go to the other team.
"Roof"	When a player jumps above the height of the net, and blocks the ball.
"Stuff"	When a player jumps about the height of the net, blocks the ball, and the ball goes back at the person who attacked (spiked) the ball.
"Dig"	When a player makes a save from a very difficult spike.
"Kill"	When a team spikes the ball and it either ends in a point or a side-out.

Lead Up Activities**1. OVERHEAD VOLLEY**

Mark an 8' tape line on the wall. The object is to see how many times you can volley the ball above the tape.

2. SETTING

From the foul line set the ball to the basket Score one point for each basket made.



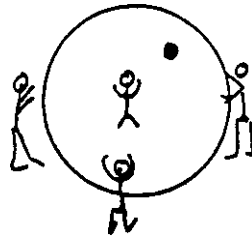
3. VOLLEY TEAM PASS

Number one volleys to number two then follows his pass and goes to the end of the line. Number two volleys to number three etc. It is very important to follow your pass.



4. CIRCLE SETTING

Each student takes a turn being in the center as the leader. See how many consecutive sets you can make without a miss.



5. BUMP CALL BALL

Circle formation all facing the center. The leader bumps the ball into the air and at the same time calls out the name of another player. The player who's name or number is called runs into the circle and must bump the ball either before it hits the ground or after it bounces once. If he is successful, he becomes the new leader.

TENNIS

SKILLS

A. Grips

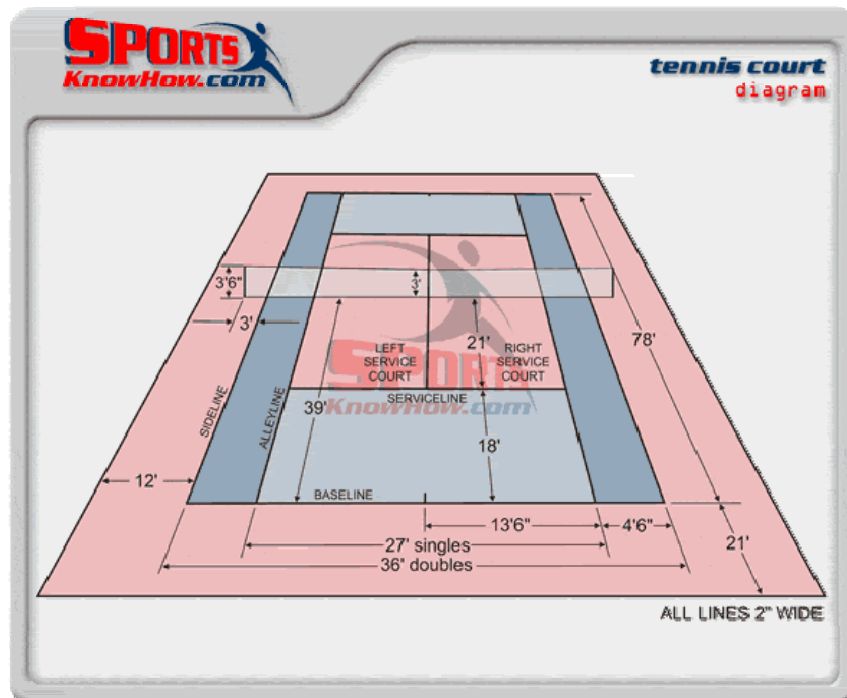
Forehand - Shake hands with your racquet

Backhand - Knuckle on top of your racquet

B. Forehand

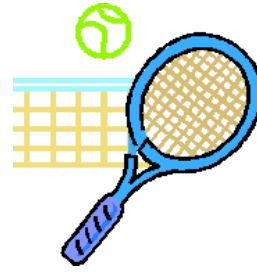
C. Backhand

D. Serve



Tennis Rules/Activities were taken from:
<http://www.coopsports.com/tennis2.shtml>

Tennis Rules Simplified



The rules of tennis are quite simple. The game itself is complex. "

Rule 1. Opponents stand on opposite sides of the court. The player who delivers the ball to start the point is called the **server**. The player who stands opposite and cross-court from the server is the **receiver**.

Rule 2. The right to serve, receive, choose your side, or give the opponent these choices is **decided by a toss** of a coin or racquet. If the choice of service or receiver is chosen, the opponent chooses which side to start.

Rule 3. The server shall stand behind the baseline on the deuce court within the boundaries of the singles court when playing singles and within the doubles sideline when playing doubles. [See court dimensions](#). All even points are played from the deuce court and odd number points played from the advantage court. The server shall not serve until the receiver is ready. Serves are made from the deuce court to the opponents service box on the deuce court. Advantage court to advantage box. If the server misses his target twice, he loses the point. If the ball hits the net and goes in the correct service box, another serve is granted. If the server steps on the baseline before contact is made, the serve is deemed a fault.

Rule 4. The receiver is deemed ready if an attempt is made to return the server's ball. The receiver can stand where he likes but must let the ball bounce in the service box. If the ball does not land in the service box, it is deemed a fault and a second serve is given. If the ball is hit by either opponent before the ball bounces, the server wins the point.

Rule 5. The server always calls his score first. If the server wins the first point, he gets a score of 15. Scoring is done like a clock. See example below. Love means zero in tennis. The second point is called 30. The third point is called 45 (now-a-days known as 40) and game is won when the score goes back to love. If the score is 40-40, also known as **deuce**, one side must win by two points. **Advantage-In** means if the server wins the next point, he wins the game. **Advantage-Out** means the receiver has a chance to win the game on the next point.

LOVE 15-30-40

Rule 5. After the game, the opponents serve. Games equal 1. The first to win 6 games, by two, wins the set. The first to win 2 sets wins the match. If the score is 6-6, a tie-breaker is played. This is scored by one's. The first team to score 7 points winning by two wins the set. The tiebreaker continues until one side wins by two. Hence, Game-Set-Match.

Rule 6. If the ball goes into the net, or outside the boundaries of the court, the player who hit that ball loses the point. If the ball hits the net during the point and goes into the opponents court, the ball is in play. A player loses the point if he touches the net, drops his racquet while hitting the ball, bounces the ball over the net, hits a part of the surroundings such as the roof, or a tree, the ball touches him or his partner, he deliberately tries to distract the opponent.

Rule 7. A **let** is called during the point if a ball rolls on the court or there is a distraction from someone besides the players on the court.

Rule 8. A ball that lands on the line is good.

Rule 9. If players serve out of turn or serve to the wrong person or court, the point or game will stand and order will be resumed following the point or game.

THREE TYPES OF TENNIS GRIPS



Eastern Grip

Step1

Note that the eastern grip is popular with beginners and is widely used with forehands because of its comfort. The grip can also be used to hit backhands, serves and volleys.

Step2

Hold the racket in front of you in your left hand (or right hand if you're a left-handed player).

Step3

Rotate the racket so that the face (strings) of the racket is perpendicular to the ground.

Step4

Lay the palm of your free hand flat on the face of the racket.

Step5

Move your palm toward your body, down the shaft of the racket, until it hits the end of the handle.

Step6

Wrap your fingers around the handle and space them slightly apart. Your thumb and forefinger should lie almost directly on top of the handle, forming a V that points toward your right shoulder (toward your left shoulder if you're left-handed). Your thumb should lie across the top of the handle.



Continental Grip

Step1

Note that the continental grip is used by more advanced players in serving and volleying. Begin by forming an eastern grip.

Step2

Ease your grip and turn the racket with your left hand (or right hand if you're a left-handed player).

Step3

Turn the racket until it is perpendicular to the ground, or pointing to the "12 o'clock" position. Then, if you are right-handed, turn the racket to about the "1 o'clock" position. If you are left-handed, turn the racket to the "11 o'clock" position.

Step4

Wrap your fingers around the handle and space them slightly apart. The V formed by the thumb and forefinger should point toward you, and the thumb should lie along the

length of the handle. The bottom knuckle of your index finger should lie right on top of the racket.



Western Grip

Step1

Note that the western grip is excellent in forehand play but feels awkward for beginners, especially when used for backhands, serves and volleys. Advanced players often use it to enhance their forehand play.

Step2

Start by holding the racket with an eastern grip.

Step3

Relax your grip and turn the racket counterclockwise until the top of the racket points toward the "11 o'clock" position. Left-handed players should turn the racket clockwise to the "1 o'clock" position.

Step4

Wrap your fingers around the handle and space them apart slightly. The V formation should point to your right (or left), and your thumb should lie across the top of the handle.

POSITION

Ready Position is to tennis what the starting blocks are to a sprinter. Except that the tennis player doesn't know which direction she will have to run. So, to be in the Ready Position is to be ready for anything: You are upright — not leaning forward — ready to move either forward or backward. You are on your toes with your weight evenly distributed on both feet, ready to push off with either foot in any direction. You have spring in your knees. You are squared around to face the hitter (not the net). And you are holding your racket up in front of you with both hands. Ready for anything.

FOREHAND

1. Keep your eye on the ball: This may seem like a child's tip but how can you expect to hit what you can't see? Too many times, the ball takes a weird hop off the court and you end up with an ugly mishit. If you want to hit a consistently good forehand you have to make sure you know what you're hitting.

2. Use your legs: In tennis, your forehand depends on more than one arm to create velocity. You can generate more power on your forehand by using your leg muscles. If you bend at the knees before you strike the ball, you can push up during contact to add extra umph to help your forehand.

3. Use topspin: With the use of topspin, you can hit your forehand harder and increase your chance of getting the ball in. When you hit a forehand with topspin, the ball spins like a tire rolling away from you, this causes the ball to drop in the court, even when you whack the forehand extra hard. To add topspin to your forehand, just swing your racquet from below the waist to above the waist, while keeping the stringbed parallel to the net.

4. Rotate your shoulders: The backswing in preparation of a forehand should be made by the shoulders. Get your shoulders back as soon as possible and rotate the upper [body](#) as you swing through the ball. When you make contact with the ball your shoulders should naturally open up, which pumps up your forehand.

5. Follow through: The follow through is one of the most important parts of the modern forehand. Make sure you fully swing through the ball and end high, preferably about chin height, and to the left of the [body](#) (assuming you're right-handed). If you're using topspin, the follow through should finish with the racquet faced toward the ground.

BACKHAND

1. Watch the ball all the way to the strings (watch impact)
2. Maintain firm wrist(s) through the entire stroke; backswing, hit, and follow-through
3. Turn TM2 to the proper o'clock position (turn sideways)
4. Use full strokes; follow-through completely (complete strokes)
5. React quickly; get your racket back and wait (early preparation using a two-step stroke)
6. Hit the ball with an awareness of racket pitch at impact (open racket face at impact)
7. Use the wrist(s) to point the racket low on the backswing
8. Recover quickly back to the ready position
9. Check the grip after each and every shot.
10. Use low to high strokes (let the ball fall into your strings)
11. Special non-dominant hand awareness (two-handers only)

SPECIAL EMPHASIS TECHNIQUES - ONE-HANDED BACKHANDS

1. Offensive Backhands...

- Watch the ball all the way to the strings.
- Maintain a firm wrist through the entire stroke.
- Turn TM2 to the proper o'clock position.

2. Neutral Backhands...

- Use low to high strokes.
- Use full strokes; follow-through completely.
- Watch the ball all the way to the strings.

3. Defensive Backhands...

- Watch the ball all the way to the strings.
- Hit the ball with an awareness of racket pitch at impact.
- Maintain a firm wrist through the entire stroke.

SPECIAL EMPHASIS TECHNIQUES - TWO-HANDED BACKHANDS

1. Offensive Backhands...

- Watch the ball all the way to the strings.
- Special non-dominant hand awareness.
- Maintain firm wrists through the entire stroke.

- Turn TM2 to the proper o'clock position.
- Use full strokes; follow-through completely.

2. Neutral Backhands...

- Special non-dominant hand awareness.
- Turn TM2 to the proper o'clock position.
- Use full strokes; follow-through completely.
- Watch the ball all the way to the strings.

3. Defensive Backhands...

- Watch the ball all the way to the strings.
- Special non-dominant hand awareness.
- Hit the ball with an awareness of racket pitch at impact.
- Maintain firm wrists through the entire stroke.

SERVE

Basic Tennis Serve Tip #1: Where to Stand

A right hander's left foot should be behind the baseline pointing towards the right net post. The right foot is a few inches behind the left, parallel to the baseline.

Basic Tennis Serve Tip #2: The Grip

The racquet's side should be facing you, not the strings. Pretend you're climbing a rope or shaking hands and place your palm on the upper right bevel of the racquet, but not on one of the flat sides. The thumb will be wrapped around the back of the racquet. This is called the Continental grip.

Basic Tennis Serve Tip #3: The Toss

Hold the ball with your opposite hand. Your thumb, index, and middle finger should lightly cradle the ball to the side or slightly below. Bring both hands to meet around the belly button, then lower your ball hand (not past your thigh) while your racquet hand dips. At this point your knees should slightly bend if you'd like more power. Slowly raise your ball hand up and release your fingers as if a rose is blooming. Now your racquet hand is behind your head, pointing near the ground. The toss should be aimed at the opposite net post and about a foot in front of you.

Basic Tennis Serve Tip #4: The Contact

Extend your racquet hand above your head and this is where the point of contact

should be made. Try to toss your ball higher than that though, so you have enough time to bring your racquet to this point. For a basic tennis serve, the racquet should meet the ball in the middle of the strings.

Basic Tennis Serve Tip #5: The Follow Through

After connecting with the ball, the racquet should swing down to the left of your legs (for a right hander). Practicing the tennis serve will [perfect](#) this skill.

GENERAL ACTIVITIES

1. Carry the ball on the face of the racquet while moving.
2. Racquet Rolls - roll the ball on the face of the racquet (change directions.
3. Racquet Quickness - Each student balances a racquet with its head on the ground a few feet away from a partner, who is also balancing a racquet. On command, students attempt to switch racquets before they fall. Distance between racquets can gradually be increased.
4. Inchworm - Students line up shoulder to shoulder in groups of 5 to 8. One ball is passed from racquet to racquet. After passing the ball, each student turns to the outside and moves behind his or her teammates to the front of the line to wait receiving the ball. As a result, the line "inches 11 across the activity area.
5. Downs - Controlled dribbling down.
6. UPS - Controlled hitting up.
7. Alternating UPS and Downs.
8. Dribble Travel - Controlled dribbling while moving.

FOREHAND - BACKHAND ACTIVITIES

1. Drop-Hit-Catch in Pairs - Catchers are stationed around the activity area (preferably with backs to the wall or fences). Hitters stand 10-15 feet away from the catcher, drop the ball and gently hit it to their partners. Progressions: 1. Partner tosses the ball to hitter 2. Use a backhand grip
2. Tennis Baseball -

Equipment needed: one racket/court, 1 ball/court

Tennis baseball can be played on a tennis court, or over a makeshift net on a gym floor. If more than one court is available, simultaneous games should be played.

Each court will have two teams, one fielding and one batting. Note location of pitcher, batter, and fielders in diagram. If possible, teacher or assistant should be official pitcher. The batter will be hitting either forehands or backhands, depending upon the skill development desired. The batter will attempt to hit a tossed ball after one bounce

into the regular playing area of the tennis court. If the ball goes over the net and out of bounds, the batter is out. If the ball is caught in the air by any of the fielders, then the batter is also out. A ball hit into the net is a foul ball. The batter gets three strikes. There are no "balls" on pitches — the batter must attempt to hit every pitch. (This allows some handicapping since the pitcher can give more difficult tosses to the better players.)

The following rules can be used for hits:

Single: A ball clearing the net and landing inside the service boxes.

Double: A ball clearing the net and landing behind the service line and ; inside the baseline of the singles court.

Triple: A ball in the doubles area that is dropped by a fielder.

Home run: A ball landing cleanly in the alley.

Pitcher will keep track of runs using either imaginary base runners, "OK batter, one player on first with two outs...", or have runners move around the court (see diagram). Runners cannot, however, be thrown out They move around the bases simply as a means of keeping track of runners and game score. (10-15 minutes)

Zip-Zip-Zip (Alley-Rally, p. 16, with movement) — Class is divided into pairs. Pairs line up on one side of the gym or court. The object is to rally the ball back and forth while moving towards the net. Each pair must then negotiate a 90 degree turn and continue rallying the same ball, without a miss, over the net. When they reach the opposite end of the net, they make another 90 degree turn and rally to the end of the court (or designated line in the gym). Teams who miss must return to the end of the line. Teams who successfully complete the course stay on the opposite side of the net. If more than one court or makeshift net is available, the game can be competitive with one court against another.

SERVING ACTIVITIES

1. Serve-toss - Students practice tossing a ball into the air and let it bounce. To increase accuracy a target may be placed on the floor in front of the feet.
2. Racquet swing for serve without the ball.
3. Toss-serve to a designated area.

TRACK AND FIELD

SKILLS

- A. Running
 - Sprint
 - Distance
- B. Relays
 - Shuttle
 - Pursuit
- C. Jumps
 - Long jump
 - Triple jump
 - Standing broad jump

Track and Field skills are best taught through the use of stations.



1. Warm-Ups:

A. Abdominal exercise: Lay on your back with your hands behind your head. Then with your knees straight, scissor kick in the air with your legs.

B. Leg and back exercise: From erect position feet shoulder width apart, arms extended sideward, touch left toe with right hand, then touch right toe with left hand, then repeat that motion over again.

C. Hip-Flexibility Exercise: Lay on your back, then lift your legs straight up and put your hands behind your back, so that you are in the candlestick position. Rotate your legs as in riding a bicycle. Start slowly and increase speed.

D. Arm and shoulder girdle exercise: Lay on your chest on the ground. With body your body straight, touch your chest to the ground and then push up to arms-extended position. (The same as push-ups.)

E. Trunk-Stretching exercise: Stand up straight with feet about three feet apart. Then put your arms straight out, and rotate whole upper trunk from waste up, from as far right to as far left as possible. Then repeat that motion

Cool Down:

Following the race the next most important thing an athlete will do that day will be the cool down. It is the first and most crucial part of recovery from the race effort and a good thorough cool down will not only help get you ready for upcoming workouts but will help prevent injury. In practice your body learns to handle stress and develops the ability to recover through moderate exercise. You must use this ability to get ready for future workouts and races. It is important that each athlete cool down at a pace that is comfortable for them but it is also important that it not be too brief. A nice easy distance run of approximately the race distance is a reasonable rule of thumb and with some thorough stretching will help the athlete begin the recovery process and get ready for what lies ahead. Athletes who do a complete cool down always feel better the next day than when they do not do one. They are ready to go out and resume training for the next race.

2. A. Sprints:

Sprinting events include the 100 meter (m), 200 m, and 400 m. In all sprint races, athletes use starting blocks, placed one to three feet behind the starting line. The 100 m and 200 m are sprints demonstrating speed, while the 400 m combines endurance and speed. The 100 m is run on the straightaway, the 200 m starts on the curve, and the 400 m is one full lap around the track.

B. Long Distance:

Distance running includes the 800 m and 3200 m. Strategically, the athletes either keep the same pace throughout the race, or start quickly and try to maintain a reasonable pace to finish. They also usually try to save some energy for the “kick,” a sprint the last 100 m of the race.

3. Long Jump:

The long jump is the simplest jumping event. It requires speed and the ability to leap forward. The long jump takes place on a runway with a sand pit at the end. There is a board or white line, which the athletes cannot step over, 8 to 12 feet before the sand pit on the runway. Long jumpers are incredibly fast, and convert running speed into jumping distance. Some athletes use the “hitchkick,” where the athletes rotate their arms and legs while in the air. Others use the “hang,” where they hold their arms and legs back after takeoff then snap forward and land on their bottoms in the sand. The jump is measured from the end of the board to the closest point at which the jumper lands in the sand. Jumpers have three attempts to log their best jump. The top jumpers advance to the finals and have three more attempts to increase their distance.

4. Relay Races:

The relays are the 400 m (4 x 100), 1600 m (4 x 400), and 3200 m (4 x 800). Each relay team consists of the four fastest sprinters (four men or four women). The anchor, the last person to run, is the fastest; the lead runner is the second fastest. Each runner completes one-fourth of the total distance. The lead runner begins on a starting block with a baton. Once he nears the next runner on his team, that person begins to sprint. The baton must be handed off within a certain area marked by lines on the track, or an official waves a red flag to signify disqualification. If the baton is dropped, the entire relay team is disqualified.

BENCHMARKS FOR THE THIRD THROUGH FIFTH GRADER

- I. Demonstrates competency in many movement forms and proficiency in a few movement forms.
 - A. Throws, catches, and kicks using mature forms.
 - B. Throws a variety of objects demonstrating both accuracy and force.
 - C. Controlled hand foot dribbling.
 - D. Keeps an object going continuously with a partner using a striking pattern.
 - E. Jumps and lands for height/distance using a mature form.
 - F. Places the ball away from an opponent in a sport activity.

- II. Applies movement concepts to the learning and development of motor skills.
 - A. Detects, analyzes and corrects errors in personal movement patterns.
 - B. Identifies proper warm-up and cool-down techniques and reasons for using them.
 - C. Understands that appropriate practice improves performance.

- III. Exhibits a physically active lifestyle.
 - A. Regularly participates in physical activity for the purpose of developing a healthy lifestyle.
 - B. Describes healthful benefits that result from regular and appropriate participation in physical activity.
 - C. Identifies at least one activity that they participate in on a regular basis (formal or informal).
 - D. Identifies opportunities close to home for participation in different kinds of activities.

- IV. Achieves and maintains a health-enhancing level of physical fitness.
 - A. Engages in appropriate activity that results in the development of muscular strength.
 - B. Maintains continuous aerobic activity for a specified time and/or activity.
 - C. Correctly demonstrates activities designed to improve and maintain muscular strength and endurance, flexibility, cardio respiratory functioning, and proper body composition.
 - D. Regularly participates in physical activity for the purpose of improving physical fitness.

- V. Demonstrates responsible personal and social behavior in physical activity settings.
 - A. Takes seriously their role to teach an activity or skill to two other classmates.
 - B. Accepts the teacher's decision regarding a personal rule infraction without displaying negative reactions towards others.
 - C. Assesses their own performance problems without blaming others.
 - D. Uses time wisely when given the opportunity to practice and improve performance.
 - E. Remains on-task in a group activity without close teacher monitoring.
 - F. Chooses a partner that he or she can work with productively.
 - G. Includes concerns for safety in all activities.

- VI. Demonstrates understanding and respect for differences among people in physical activity settings.
 - A. Recognizes differences and similarities in other's physical activity.
 - B. Indicates respect for persons from different backgrounds and the cultural significance they attribute to various games, dances, and physical activities.
 - C. Demonstrates acceptance of the skills and abilities of others through verbal and nonverbal behavior.

- VII. Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.
 - A. Recognizes the role of games, sports and dance in getting to know and understand self and others.
 - B. Identifies benefits resulting from participation in different forms of physical activity.
 - C. Celebrate personal successes and achievements as well as those of others.

GAMES

Boundary Ball

Establish two goal lines sixty feet apart and sixty feet long with a center line drawn between the two goal lines. The groups should be divided into two teams with one team in one half of the area and the other team in the second half. Each team has a ball. At a given signal the players with the ball attempt to throw them across their opponents' goal line and at the same time try to prevent the other ball from crossing their own goal line. The ball must roll or bounce across the end line. Play continues for a definite length of time and at the end of the period, the team scoring the most points wins. Use a Nerf or playground ball.

Circle Dodge Ball

Player's count off by 4's, Three groups form a circle. The circle players try to hit the inside players with the ball. To dodge the ball the center players may jump, stoop, or dodge in any other manner. When hit below the waist, the inside players may either join the circle or sit out until remaining team members are hit. When all players are hit or a designated time limit expires, a new group goes into the middle. Use a foam or playground ball.

Crows and Cranes

Divide the group into two teams and line them up equidistant from and parallel to the end boundary lines. Name one group "crows" and the other "cranes". When you call crows, the crows' line runs for their boundary line and the cranes' line chases and tries to tag crows before they reach the line. When you call "cranes", the cranes' line runs and the crows tag. Tagged players become part of the other team.

PEAKS AND VALLEYS

FITNESS AREA: Cardio respiratory fitness

OBJECTIVES: Improve cardio respiratory fitness and leg muscle endurance

SUGGESTED GRADE RANGE: K and up **EQUIPMENT NEEDS:** Lots of cones, large playing area

ORGANIZATION: Place cones upright in random spots throughout playing areas. Divide the class into 2 teams.

DESCRIPTION: On the teacher's 1st signal "go", the first team scatters and knocks over the cones with their feet. Three seconds later on the second signal the 2nd team scatters and resets the cones with their hands. When the whistle is blown, both teams

return to the starting point The first team who has all their team mates back scores 2 bonus pts. Scoring is as follows: the first team scores a point for each cone down and the second team scores a point for each upright cone. If a student uses his/her feet to move a cone, the other team is awarded a point

SAFETY CONCERNS: Students will be running in different directions. Caution them to watch where they are going. Students who collide with others should be removed from the activity immediately.

Red Light

One player stands on a goal line about forty feet from that rest of the players and with his/her. back to the class counts up to ten as rapidly as possible, than shouts "Red Light" and turns around quickly. While he/she is counting, the others run toward the ' line on which he/she* is standing but try to stop and keep perfectly still while the player who was counting is looking at them. If any player is caught moving he/she is sent back to back (starting line). The first player reaching the goal line is the winner and counts for the next game.

Cut the Pie

Players stand in a circle with hands joined* One person, the "pie cutter," stands in the center of the circle with hands joined with palms together*

He says I am going to cut _____ pie"

(naming a kind of pie and bringing his hands down on the joined hands of two players* These two players drop hands and run in opposite directions around the circle* When they meet on the opposite side of the circle they shake hands and then continue around the circle to the vacant place and into the center and tag the "pie cutters hand* The first person back to tag the "pie cutter's" becomes the new "pie cutter." The other two players go back to the circle* Have several small circles to provide more activity*

Sink the Ship

Teams line up on opposite sides of a rectangle* An object (milk carton) is placed in the center as a target* Place a ball (on a beanbag) in front of each, line* Number the players* Teacher calls a number* Children with the number called roll the ball at the target* If he/she knocks over the target, •he/she sets it up, returns the ball, and then goes back to his/her place in line* If neither player hits the target, each player runs and bowls his/her own ball from the spot where he/she recovers it. Continue until target is hit* Score one point for each hit* Team with the highest score wins* A child must not move out of the spot where he/she recovers his ball when making another roll. Players may not run or take steps while holding the ball before they roll*

Snatch the Bacon

Two teams composed of an equal number of players line up facing each other about thirty feet apart. Number the players of each team starting at opposite ends so that there are no two like numbers standing directly across from each other. Midway between the two lines place a stick, handkerchief knotted towel or softball. The leaders calls a number that player of each team picks up the object and get back to the base without being tagged by the player of the opposing team. If a player succeeds in getting back to his/her place without being tagged a point is scored for his/her team. If he/she fails, a point is scored for the taggers team. The team first scoring 10 points is the winner.

Squat Tag

Running ————— Nona

Playground, multi-purpose room 10 to 30

Players scatter about a designated area and player who is "it" tries to tag another. Runners may escape being tagged by squatting. A player who is tagged becomes "it".

Squirrel in the Tree

The group is divided and numbered in threes. Number 1 and 2 join hands to represent the tree. Number 3 is the squirrel and stands in the circle formed by the other two. There should be one or more odd squirrels without trees. The groups of threes are scattered over the play area. At a signal from the leader, the squirrels change trees and while they are changing the odd squirrels attempt to get into trees. Only one squirrel is allowed in one tree at the same time. Someone is always left without a tree. As soon as all trees are full, the game is repeated.

Two Square

Divide the class into even numbers of teams with two or four players on each team. Each team lines up in file formation behind its end line. The first child stands just inside that end line facing an opponent. Object of the game is to see if team members can continue playing longer than the members of the other team. The game starts with the first player on one team tossing the ball over the line causing it to bounce within the opponents square. The opponent must catch the ball after the first bounce or he is out. Play continues with a player going to the end of his line when he makes an out; all others in the line move up one place.

Outs

Not catching a ball after first bounce.

Catching the ball before it bounces.

Causing the ball to hit the ground before it goes over the line.

Causing the ball to touch a line.

Ball bouncing outside of square.

If a player is able to stay in his square (is not put out) until all members of the other team have played against him, he automatically rotates to the end of his line.

Three Deep

One player chases another around the outside. To avoid being caught the runner steps in front of the player in the inner circle. The outside player in this group of three immediately becomes the new runner and is chased by the tagger.

Guard the Castle

Formation

Ten players stand in a single circle. One player stands in the center, guarding the castle.

Game

A player in the circle throws a ball, trying to knock over the castle. The player in the center guards the castle with his hands, feet, and body so that the castle will not be hit. When the castle is knocked over, the player who threw the ball becomes the guard. After the game is learned, the use of two balls increases the interest and excitement of the game*

Jump the Brook

Mark two lines on the ground to represent the sides of the brook. Make several such markings and vary the width of the brook at different places, the narrowest point being about one foot. Each child runs and jumps over the brook. If he succeeds he turns and makes a standing jump back over the brook.

Kickball

Play area is a softball diamond with bases thirty feet apart and pitcher's box 15 to 20 feet from home plate. Eight to 10 members constitute a team.

The pitcher rolls the ball to the batter, who kicks it into the field. Regular rules of softball apply, and a base runner may not leave the base until the ball has been kicked.

The runner must be tagged with the ball or on a "force out" the base must be touched by a player who has possession of the ball before the runner reaches it.

Duck, Duck, Goose

All players but one stoop or sit in a circle. The odd player walks around the outside of the circle, touching each player lightly on the head and repeating the word "Duck, Duck, Duck." This continues until the "It" player touches a head and says the word, "Goose", whereupon the player jumps up from the circle and as rapidly as possible chases the "It" person. If the chaser succeeds in catching the "It" person before "It" reaches the vacant space in the circle, the chaser may then be the one to be the next "It". If the chaser fails to tag the "It", the student returns to the space in the circle and "It" continues the game. Use two circles if the class is large.

Get the Trash out of My Backyard

Divide playing area in half Place balls on back boundary lines. Students are divided into two teams and placed several feet in front of "their" trash (balls). On the teachers signal each team throws their "trash" out of their yard. After stopping the game, the winner is determined by the team that has the least amount of "trash" in their yard. This game may be played using a center line or a volleyball net. You may also use newspaper/masking tape balls or Nerf balls.

Spud

Each student is assigned a number secretly. Choose a student to be it and stand in the center of the group. This player calls a number. At the same time, the player in the center throws the ball straight up in the air, and runs away with all the players but the one whose number was called. The player whose number was called runs forward, catches or picks up the ball, and yells "Spud". When "Spud" is called, all must stop immediately. The player with the ball then tries to hit any of the other players with it. The player at whom the ball is thrown or rolled may bend or duck to avoid being hit but may not move his/her feet. If hit, the player is assigned a "S", and then becomes "it" as the circle reforms to continue the game. If the player throwing the ball fails to hit anyone, he/she receives a "S". The second time a player is hit or the thrower misses, he/she receives a "P", the third time an "U" and the fourth time a "P" is added to spell SPUD!

Midnight

Students stand in a line side by side. Designate four students to begin as "wicked witches" about 50 feet away from the other students. Game begins with "What time is it, old witches?" The witches may reply with any time. The students take that number of steps forward. When witches reply "midnight" the children all run back to the starting line. The witches give chase. All students tagged become "witches" and the game continues in the same manner.

Crows and Cranes

Divide the group into two teams and line them up equal distance from and parallel to the end boundary lines. Name one group "crows" and the other group "cranes". When you call "crows", the crows' line runs for their boundary line and the cranes' line chases and tries to tag crows before they reach the line. When you call "cranes", the cranes' line runs and the crows tag. Tagged players become part of the other team.

CLASSROOM ACTIVITIES

Introduction

Activities using bean bags are very good for gaining eye-hand coordination in throwing and catching*

Skills and Activities

A. Beginning Bean Bag Skills

1. Keep the eyes on the bean bag*
2. Hold it, feel it, squeeze it*
3. Pass it around the body*
4. Pass it through the legs*
5. Hold it out in front of the eyes, look at it and drop it to the ground, watching it fall. Pick it up and repeat*
6. Toss it up, let it hit the floor* Watch it go up and come down*
7. Place bean bag on a body part and move about*
 - A. Change bean bag and your way of traveling several times:
 - B. Move forward, backward, sideward*
 - C. Change position of bean bag: head* shoulder, arm, knee, etc*
8. Place bean bag on the floor and make it move with different body parts*
Pick up the bean bag with different body parts*
9. Drop bean bag from hand to hand.
10. Push the bean bag along the floor with different body parts*

11. Draw circles or letters in the air with the bean bag.
Pass around the body from hand-to-hand rapidly.
12. Pass around the legs, between the legs, over the shoulders, behind the neck, etc.
13. Make shapes out of your body and balance bean bag on different parts of the body.

B. Activities Using the Hand and Bean Bag

1. Walk with bean bag on hand
2. Run with bean bag on head*
3. Toss bean bag off head into hands.
4. Toss bean bag far forward into hands*
5. With a spring, toss bean bag forward.
6. Toss bean bag backward and sideways*
7. Sit down and lie down with bean bag on head, than stand*

C. Activities Using the Legs and Feet with Bean Bag

1. Place bean bag on instep and walk.
2. Swing lag forward and backward with bean bag on instep.
3. Circle leg with bean bag on foot.
4. Swing bean bag upward and catch.
5. Place bean bag between feet and spring up, releases and catch.
6. Move bean bag on floor with feet.
7. Kick bean bag forward*
8. Hop with bean bag on head, knees and raised foot.

D. Individual Tossing and Catching Activities

1. Toss upward underhand. Catch with two hands. Catch with one hand.
2. Toss progressively higher (stress foot position: right handed, left foot forward; left handed, right foot forward).
3. Toss underhand and overhand for distance. Run and pick up.
4. Hold a bean bag in each hand (or in one hand).
Make large arm circles. Release so bag flies upward. Catch.
5. Toss upward with one hand. Catch with other.
6. Catch bean bag at different levels.
7. Toss two bean bags upward. Catch a bean bag in each hand.
8. Toss rapidly from one hand to the other - in front of the body – behind the body - close the eyes.
9. Toss upward. Catch with hands behind back.
10. Toss upward from behind the body. Catch in front.
11. Toss upward and catch on the back, on the knees, toes, on other parts of the body.
12. Hold at arm's length in front of the body with palms up. Withdraw hand rapidly from under bag and catch it from top with a palm. Down stroke before it hits the floor.

13. Toss upward. Make gesture or movement before catching (e.g., clap hands, touch toss, turn around, beat chest, etc.)

14. Juggle two, then three bean bags.

E. Partner Activities

1. Toss back and forth using different types of throws -right hand, left hand, underarm, over arm* under leg, around the back, etc.

2. Toss bean bag high and catch.

3. Toss with bean bag balanced on head, elbow, knee.

4. Throw bean bag back and forth spelling a letter of your name on each catch. Then spell your partner's name. Call out words for them to spell.

5. Have students count as they catch. More advanced students count by two's or five's.

6. Using two bean bags at a time:

A. Each with a bean bag, throw back and forth at the same time

B. Try tossing both bags at the same time, using various means of throwing.

Lead-up-Games

A. Over-under Relay

Have children get in single file line. Then they pass the beanbag over the head of the first student and between the legs of the next student. May want to start by having all pass it over their heads. The second time everyone's passes between legs and then 3rd time go over and under

B. Throw Bean Bag at a Target:

(A target may be drawn on playground or marked by sticks, hoops or ropes.) Students may work with a partner. One person tosses the bean bags and the other person keeps score. The throwing distance can be increased as the children become more skillful.

C. Bean Bag Elimination

Place bean bags on the ground. Use one less bean bag than the number of participating students. Students move around bean bags by skipping, running, galloping, etc. When leader says freeze, they must stand over the closest bean bag. Student that does not find a Bean bag is eliminated. Remove a bean bag and go again until all students are eliminated.

D. Bean Bag Toss over Net or Through Hula Hoop -

This can be done as a test for accuracy. The number of tosses and the distances can be adjusted according to the ability of the students.

E. Eraser Relay

Arrange students in equal lines of desks. Give the first student an eraser. The eraser must be passed backward to the last student. The last student starts it back to the front the row that gets the eraser to the front first wins.

F. Human Tic-Tac-Toe

Nine chairs are placed in 3 rows of 3. Class is divided into 2 teams. One team may wear pinnies or girls may play boys. Play tic-tac-toe.

G. Over-Under Relay

Students stand in the aisle and use a bean bag or ball. The first person is given a ball which she/he passes over her/his head. The person receiving the ball passes it between her/his legs. Last person to get the ball moves to front of line. The row wins whose first person is the first to return to her/his original position.

H. Seat Dodge Ball

Nerf ball - players are seated in desks and may not leave them unless they are hit with the ball or the teacher calls them to retrieve the ball. All players are seated and one child is given the ball. The object of the game is to hit someone in the room with the ball. If you are hit you are eliminated and must leave the playing area by standing along the side of the room to retrieve the ball if it comes near you.

I. Touch the Ruler

- a. Going up - Teacher holds ruler and students go by attempting to reach it. After each student has attempted, the ruler is raised an inch higher. Keep going until you have only one student left. She/he is the winner.
- b. Going down - Teacher lowers ruler (similar to limbo) and keeps going until only one student is left that can go under without touching the floor with any part of the body except feet.

J. Twenty Passes

One nerf ball per team. Students are divided into two or more groups. Each group standing or sitting has its own area within the classroom. The player holding the ball throws it to any teammate who is not next to her/him. Once the game begins a player, also, may not throw the ball back to the person who just passed to her/him. The object of the game is to complete twenty consecutive throws and catches before an opposing team does. If the ball is dropped or mis-thrown the count must begin again at one.

K. 7-up

Choose 7 students to stand in front of class. The rest of the students put their heads on the desks and close their eyes. The 7 chosen students quietly touch a student and return to front of class. The 7 students who were touched try to guess who touched K^r/him. If s/he does s/he takes the place of the toucher. The Qctme is played again and again until the end of the period.

L. Introduction

Each student should have one sheet of a daily newspaper. Lower grade students only need one half of a sheet of newspaper. You should instruct the students to be careful and not tear their sheet. This activity may be conducted in any formation* It is appropriate for students in grades K-3

Activities

- A. Hold up the sheet of paper with the right hand.
- B. Hold up the sheet of paper with the left hand.
- C. Hold up the sheet of paper with both hands.
- D. Hold the sheet of paper above the head.
- E. Wave sheet and make a breeze.
- F. Put the sheet of paper under your chin.
- G. Put the paper on the floor and stand so it is behind you.
- H. Put the paper on the floor and stand so it is in front of you.
- I. Put the paper on the floor and stand so it is to either side of you.
- J. Tiptoe around the edge of the paper*
- K. Hop around the paper and than hop backwards around the paper.
- L. Skip around the paper and than skip backwards. M. Make bridge across paper with body.
- M. Put one hand on a corner, one foot on another corner, the other hand on another corner, and the other foot on another corner.
- N. Move around the paper so your back is always nearest the paper.
- O. Jump on the paper with one foot, other foot, both feet* Jump off right side, left, front, back.
- P. Jump over the paper.
- Q. Jump on paper so you land facing the other direction. S. Count the corners of the paper.
- R. Stand on the paper so only a tiny part of the body is touching the paper.
- S. Cover as much, of the paper as you can with the body.

- T. Place all or part of body on paper to divide the paper into two squares or two triangles.
- U. Using one hand crumple the paper into a ball.
- V. Toss paper ball with both hands, left hand, right hand, one hand to the other.
- W. Toss paper ball, clap hands before catching, add claps. Toss and turn before catching.
- X. Toss paper Ball with a partner.
- Y. Place the ball between knees and walk.
- Z. Place on top of stomach and crab walk.
- AA. Place on back and crawl.
- BB. Move ball around with feet.
- CC. Blow ball along the floor.
- DD. Throw ball into a container.

FITNESS

Fitness Gram Testing

Five Components of Physical Fitness

(1) Aerobic Capacity- aerobics are exercise activities that are sustained by oxygen. During aerobic activity, muscles are used strenuously between 15-60 minutes or more. As muscles are used, they increase their capacity to use more oxygen efficiently. As the heart (muscle) uses more oxygen, it becomes able to pump more blood to the lungs to obtain more oxygen. The lungs in response increase their capacity to provide oxygen to the blood stream. Heart beats non-stop everyday, everyday 2000 gallons of blood runs through your heart. Heart needs exercise or it will deteriorate.

Cardiovascular- hearts ability to pump blood to brain, organs, muscles of the body.

Cardiovascular Fitness- refers to the heart muscles efficiency in pumping the blood.

Cardiovascular Benefits-Conditions heart and lungs by increasing oxygen available to the body and enables heart to use oxygen more efficiently. Helps control body, (aerobic exercise + strength training + proper diet)increases resistance to fatigue, gives extra energy, tones muscles, decreases tension, sleep better, decreases depression and anxiety, reduces risk of coronary heart disease, and some forms of cancer. Strengthen bones: Running - improves cardiovascular and muscular endurance in the gluteus muscles, hamstrings, and quadriceps; same results with speed walking.

Fitness Gram Test for Aerobic Capacity is the Mile Walk/Run - objective is to run the fastest time as possible. Walking is permitted at a fast pace. Cool down 3-5 minutes. **Muscle group development = gastrocnemius, quadriceps, hamstrings, Gluteus maximus, abdominals, lower back.**

(2) Muscular Strength- maximal force that can be generated by a specific muscle or muscle group one time. A common measure of strength is a 1 repetition maximum or 1RM weight lifting test. A 1RM is the heaviest weight that can be lifted only once (example= bench press).

(3) Muscular endurance- ability of a muscle group to execute contractions repeatedly, for a prolonged period of time, to cause muscular fatigue. A 60 second curl-up test and push-up test are commonly used to assess muscular strength and muscular endurance.

Fitness Gram Test for Muscular Strength and Endurance is the- Push-Up - **muscle group development = bicep, triceps, pectoralis major, latissimus dorsi, trapezius, deltoids.** Push-ups increase muscular hypertrophy (increase in size of muscle fibers) prevents muscle atrophy (muscle dies and shrinks) Push-ups help with everyday living, sports, lifting objects etc. Technique-elbows at 90 degrees, slow, no bouncing, 20 per minute, 1 every 3 seconds, hands under shoulders, fingers stretched, legs slightly apart, back straight.

Fitness Gram Test for Muscular Strength and Endurance is the-Curl-up - muscular strength and endurance. Strong abs = good posture, correct pelvic alignment. Not a full sit-up, don't use your hip flexors, minimize compression of the spine. **Muscles used - rectus abdominus, external oblique, lower abs.** Technique - knees bent, feet flat, slightly apart, arms on lap, raise up until hands, touch knees, slow, no bouncing.

4) Flexibility - flexibility of soft tissues (muscles, ligaments, tendons) around a joint. Muscle and bone comprise the musculoskeletal system of the body. Bones provide posture and structural support for the body and muscles provide the body with the ability to move. The musculoskeletal system provides protection for the bodies internal organs. In order to serve their function, bones must be joined together by something. The point where bones connect to one another is called a joint, and this connection is made mostly by ligaments (also with the help of muscles) muscles are attached to the bone by tendons. Bones, tendons and ligaments, do not possess the ability to make your body move muscles do.

Benefits - improves your posture, prevent low back pain, stretching your hamstrings, quadriceps, hip flexors and low back muscles, regularly, promotes relaxation in the

tissues, reducing strain on your back. Helps maintain healthy joints, stretching increases tissue temperature, blood supply, nutrient transport to tissue and synovial fluid within the joint capsule. Increases range of motion around a joint, prevents injury of muscle strains, ligaments tears, promote circulation. Maintains balance in your body, recover quickly from sport injury, get out of bed without being stiff and sore, decreases muscle soreness.

Fitness Gram Test for Flexibility is the-Shoulder Stretch - both shoulders, touch fingertips together.

(5) Body Composition

Fitness Gram Test for Body Composition is the- Body Mass Index* or BMI. Indication of the appropriateness of a child's weight relative to height.

BMI formula = child's weight (kg) divided by height (squared) in meters. There is a 5%-6% error rate. Does not estimate percent of fat in body.

AEROBIC

What is?

The [American College of Sports Medicine](#) (ACSM) defines aerobic exercise as "any activity that uses large muscle groups, can be maintained continuously, and is rhythmic in nature." It is a type of exercise that overloads the heart and lungs and causes them to work harder than at rest. The important idea behind aerobic exercise today, is to get up and get moving!! There are more activities than ever to choose from, whether it is a new activity or an old one. Find something you enjoy doing that keeps your heart rate elevated for a continuous time period and get moving to a healthier life.

What is the Benefit?

Health Benefits of Exercise and Physical Activity:

- Reduce the risk of premature death
- Reduce the risk of developing and/or dying from heart disease
- Reduce high blood pressure or the risk of developing high blood pressure
- Reduce high cholesterol or the risk of developing high cholesterol
- Reduce the risk of developing colon cancer and breast cancer
- Reduce the risk of developing diabetes

- Reduce or maintain body weight or body fat
- Build and maintain healthy muscles, bones, and joints
- Reduce depression and anxiety
- Improve psychological well-being
- Enhanced work, recreation, and sport performance

Aerobic Dance

Equipment Needed:

- proper foot wear (shoes designed for aerobic dance are recommended)
 - light weight, well ventilated clothing
 - spacious area or room
 - floor surface that provides cushion and stability
 - motivating music
 - tape player
 - music 120-135 beats per minute
 - exercise video tape if at home, or various aerobic shows on TV
-

Variations:

- [Low Impact](#)
- [High Impact](#)
- [Step](#)

Muscle Groups:

- predominately lower body muscles
- upper body muscle groups used predominately to gain added aerobic intensity

Low-Impact Aerobics

Definition:

- aerobic movements (those movements involving large muscle groups used in continuous rhythmic activity) in which at least one foot contacts the ground at all times

- evolved to decrease the lower leg overuse injuries associated with high-impact classes
- ideal for special populations, such as seniors, pregnant women and overweight individuals

Guidelines:

- arm and leg movements should be controlled as participant problems with the knee may occur due to the repetitive use of the flexed knee
- with low impact, more fit individuals may have difficulty achieving adequate intensity and, therefore, must use larger movements
- Using large movements in the upper body will also increase the intensity of the class

High-Impact Aerobics

Definition:

- aerobic dance in which there are moments when the body is moved through space and both feet lose contact with the ground
- high impact aerobics utilizes aerobic movements such as jumping and hopping
- provides great cardiovascular advantages along with good metabolic benefits (i.e., kilocalories utilized per minute of exercise)

Guidelines:

- high impact aerobics has a high reported injury incidence, particularly in the lower body
- high impact aerobics may be inappropriate for individuals with biomechanical or other factors that predispose them to injury in the lower leg and foot regions
- the low impact variation should be shown during class

Step Aerobics

Definition:

- step aerobics utilizes stepping up and down from a platform
- step aerobics can offer a moderate- to high-intensity cardiovascular workout with low impact stresses
- intensity of the class can be individualized by changing the platform height and use of propulsion

Guidelines:

- when stepping up, do not allow any part of the foot to hang over the edge
- when stepping down, step close to the platform and do not bounce or step on the balls of the feet
- make sure to step with the heel first when stepping up and down
- do not pound the feet on and off the platform
- do not constantly focus on the platform or drop the head too far forward while stepping
- do not step down with the back toward the platform
- maintain good posture with abdominals tucked in, back straight,

Jump Rope



Equipment:

- Jump Rope
- Appropriate footwear

Variations:

Low:

- Double foot jump - Both feet take off from the ground slightly and land together.
- Alternate foot jump - The "skipping technique" where feet are alternated up and down while the rope makes it's revolution.

Moderate:

- Alternate foot jump - The "skipping technique." (See above description.)
- Running Step - A slight jog is incorporated while jumping/skipping over the rope. A slightly faster pace with increased intensity.
- High Step - The moderate run with a high knee lift to increase intensity.

High:

- Cross Step - While in the air during the jump phase, cross lower legs slightly and land with legs crossed.
- Side to Side - Alternate landing areas from left to right. Use caution as getting familiar with where the rope might go may take time.

Muscle Groups:

- Legs - Calves and Thighs
- Abdomen
- Chest
- Shoulders
- Back
- Arms

Guidelines:

- Use a floor surface that is even, non abrasive and limits friction.
- The length of the rope - when you step on the middle, the end sections of the rope should fit comfortably in the hands and reach the middle of the chest.
- Remember to lift feet off floor just high enough for the rope to pass quickly.
- Try not to jump high and land hard.
- Keep shoulders relaxed and turn the rope with wrists.
- Have patience. Start slow, then increase slowly.
- Make sure to land on the padded portion or balls of the feet to avoid knee injuries.
- This is an impact sport, so use caution with regard to your knees and ankles.

Running



Equipment:

Running shoes and clothing appropriate for the weather are all you need. A pair shoes will cost anywhere from \$40 to \$120. Make sure you buy shoes that are the proper size. Feet have varied shapes (even on the same person). Running shoes also have different shapes. Visit your local running shoe store and assure yourself (by asking questions) that sales personnel have sufficient knowledge of shoe characteristics and your training plans.

Variations:

Jogging for exercise:

This can be part of a regular routine or a type of cross-training if your primary exercise activity is swimming, aerobics, etc.

Moderate Distance: This includes preparing or training for 5K and 10K runs.

Long Distance: This includes more ambitious distances such as half-marathons (13.1 miles) and marathons (26.2 miles).

Cross Country: Running outdoors on varied terrain over varied distances.

Aqua Running: A good low-impact alternative in which you run in a pool while wearing a flotation vest.

Short Distance: Generally varies from 100 meters to 1 mile and requires faster speeds.

For those seeking social interaction as part of their running activity, local running clubs/organizations offer weekly club runs. Camaraderie among recreational runners is legendary, take advantage of it!

Muscle Groups:

Running involves the lower body (the ankles, knees, and hips). Specifically, running works the hip flexors, the quadriceps, the hamstrings, and the gastrocnemius and soleus muscles.

Guidelines:

- **Risks:** Injury is always a possibility, especially in the area of the knee and foot. If you plan to begin a running program, ease into it gradually. Do not increase distance more than 10 percent per week. Pulled muscles and other related aches and pains can be avoided with a proper warm-up.
- **Safety:** Take your runs in familiar neighborhoods close to home. Try to avoid busy streets and intersections - pedestrians rarely appear on automobile drivers' radar screens. Running at dusk, dawn, or in darkness, when visibility is low, requires that you wear bright and reflective clothing.
- **Concerns:** Do not increase distance or intensity too quickly.

Workout:

Before beginning or continuing a running program, click [Workout](#) to identify your target heart rate training range. Scroll down to view more detailed programs to help you complete races from a 5K to a marathon, or just to improve your running performance.

How would you classify your running?

- **Beginning** - people who use running as a way to meet minimum aerobic fitness requirements. Little interest in pushing the limits of distance or speed.
- **Intermediate/Moderate** - runners who run beyond minimum aerobic fitness requirements, occasionally pushing limits of distance and speed.
- **Competitive/Intense** - runners who train intensely and often push limits (possibly in competition).

Beginner Program:

(no serious competition - possibly 1 to 2 races per year for fun)

- **Frequency:** 3-4 days/week
- **Intensity:** 50-85% VO2 Max or HRR
- **Duration:** 20-35 minutes per workout Mode: continuous running (generally 3 miles or less)
- **Distance:** 10-20 miles per week

Intermediate Program:

(occasional competition)

- **Frequency:** 3-5 days/week
- **Intensity:** 60-85% VO2 Max or HRR
- **Duration:** 20-45 minutes per workout
- **Distance:** 20-40 miles per week
- **Mode:**
 - continuous running (generally 3+ miles per workout)
 - interval training 1-2 sessions per week (for racers)

Competitive Program:

(advanced)

- **Frequency:** 4-6 days/week
- **Intensity:** 70-85% VO2 Max or HRR
- **Duration:** 30-60 minutes
- **Distance:** 40+ miles/week
- **Mode:**
 - continuous running (up to marathon distance)
 - interval running 1-2 sessions per week

Interval Training:

The purposes of interval training are to:

- Improve anaerobic performance, hence speed
- Adapt the body to racing conditions, including race pace and high levels of lactate in the muscles

- Accomplish more overall work with less physiological strain in comparison with continuous running.

There are three types of interval training, all of which require the runner to run at or above race pace for a given time or distance. The first type, fartleks, are sustained bursts of speed during continuous running. The runner increases from a slower pace up to race pace for a predetermined distance or time. After the time or distance has been reached, the runner slows back to the previous training pace. These bouts are repeated at regular intervals through out the run. The second type of interval, repeats, are simply repeat runs at or above race pace for a given distance or time. These intervals vary in distance and speed and may even include hill work. The third type of interval, formal intervals, are run on the track at a given distance with a specific goal time.

The following charts can be used to figure your interval training pace.

Find your racing per mile pace in the left column. Then move to the right to find your interval training pace for the respective distances.

Mile	100m	200m	400m	600m	800m	1,000m	1,200m
4:00	:15	:30	1:00	1:30	2:00	2:29	2:59
5:00	:18	:37	1:15	1:52	2:30	3:06	3:44
6:00	:22	:45	1:30	2:14	3:00	3:44	4:29
7:00	:26	:52	1:45	2:36	3:30	4:21	5:14
8:00	:30	1:00	2:00	3:00	4:00	4:58	5:59
9:00	:33	1:07	2:15	3:22	4:30	5:36	6:44
10:00	:37	1:15	2:30	3:45	5:00	6:12	7:30
11:00	:41	1:23	2:45	4:07	5:30	6:49	8:15

Physiologic Responses of the Body to 5K Running:

Not only is the 5K a race against time and competitors, it is also a race against the loss of metabolic efficiency. Race pace is usually run faster than the athlete's lactate/ventilator threshold pace and this causes rapid rises in blood lactate. This rapid rise in blood lactate results in earlier onset of muscular fatigue which is caused by blood acidosis. The most economical strategy, therefore, is to run an evenly paced race, which will allow blood lactate to stay as low as possible until the end of the race when ready to make that final surge. An evenly paced race will give the runner a feeling of

freshness in the middle of the race when other runners, that went out faster, are beginning to feel stale and fatigued. This will allow a confident second half and a strong all out finish.

Physiologic Responses of the Body to 10K Running:

From a physiological standpoint, running at this distance is very similar to 5K running. The accumulation of lactate in the blood, however, is much intense. 10K running is run at a slower pace and hence a lower % of lactate/ ventilator threshold. This allows runners to insert occasional supra race pace surges as a tactic to break away from the field and increase the likelihood of victory.

Heat and Humidity:

One factor that plays a major role in 10K running is the weather. For example, higher ambient temperatures will cause an increased in blood flow to the skin, to increase cooling. This will detract from the volume of blood sent to skeletal muscle, which will decrease oxygen supply to these working muscles. In high humidity environments, the bodies ability to cool itself is decreased. This is a result of a decreased rate of evaporation which does not allow sweat to evaporate at a high rate. The result is a lowered ability to maintain the usual race pace.

Helpful Hints for 5/ 10K Running:

- **Set Goals:** set specific realistic and attainable short and long term goals for your running
- **Train to Accomplish Goals:** plan and accomplish training sessions that will allow for goal achievement
- **Be Familiar with Pace:** practice recognizing pace, both during easy and hard training. Pace recognition during fatigue is a key to successful running.
- **Prepare for Possible Conditions:** on race day, have shoes/ clothing appropriate for weather conditions, including extreme heat and/ or humidity, cold, rain, snow, and ice.
- **Have a Race Plan:** be sure to have a race plan with specific goal splits and finish time. When used in conjunction with accurate pace judgment and good training, race plans/ goals often come true.
- **Maintain a Good Diet and Good Sleep Patterns:** maintain a diet high in complex carbohydrate and low in fat. Get 7-8 hours sleep every night.
- **Wear Good Shoes and Appropriate Clothing:** wear shoes and clothing that have been worn before and proven not to cause blisters or other irritations. Never wear new shoes for a race.
- **Relax and Be Confident:** resist stress and tension before the race, it will only be detrimental. Relax and think back to the hard training completed and how prepared you are. Your hard training should boost your confidence.

- **Stay Focused and Be Patient:** once the race has started, stay focused on your race plan. Be patient and do not be distracted by other runners who have a race plan different from your own, or those who intentionally try to coerce you into something you did not plan to do.

Years ago, children were more physically active while performing everyday tasks. Most of those tasks have become a simple push of the button today. You probably use remote controls and riding lawnmowers to make your chores and daily activities easier.

The following chapter will teach you some carefully designed exercises that you or anyone may use. Some of them have been around for many years and others are unique to this program. You may modify them if necessary to suit your particular circumstances. Increase or decrease the number of repetitions according to your needs and physical ability. When you first start these exercises, correct form is more important than speed. After you become familiar with them, you may increase the speed at which you perform them. Most of them are considered cardiovascular (aerobic) exercises as well as strength building (anaerobic) exercises. They will also help you develop balance, coordination and agility.

These exercises can be performed just about anywhere with little effort. Parents should try them with their children. A family that exercises together stays healthy together.

These exercises, if performed slowly, may be used as part of a "warm up" or "cool down", or more vigorously with "stretching" and "mental exercises" as a substitute when no sport involvement is available.

Please remember to stretch (see Flexibility) before and after these or any type of exercise or physical activities. Always start an exercise program with the minimum amount of activity, then increase it when it becomes easier for you to perform.

If you have younger brothers or sisters that like to watch you, try some of these exercises with them. Please, make sure you are supervised by an adult when performing any type of physical activity with young children and use a padded mat or similar soft surface.

- soccer ball kicking
- jumping
- rolling
- **beach ball catch**

Exercise #1 **"Jumping Jacks"**

20-50 times

Areas Affected: *leg and arm muscles.*

(When you become comfortable with these exercises, you may increase their effectiveness by adding ankle and wrist weights (1-3 lbs.) when performing them.)

Step #1 Standing straight up with your feet together and your hands down by your side. Slightly bend your knees, then jump straight up while bringing your arms and hands together above your head moving your feet about two feet apart without bending your elbows or knees. Always land on the ball of your feet before your heel touches the floor.

Step #2 from last position in step #1 (hands straight up over your head and feet spread apart), slightly bend your knees and jump up while returning your arms to your side and your feet together.

Exercise #2 **"Squat Thrust with a PUSH"**

5-25 times

Affected Areas: *leg and arm muscles, chest and back.*

Step #1 Standing straight up with your feet about twelve inches apart and your hands down by your side. While keeping your back straight, crouch down by bending your knees until your hands touch the floor in front of your toes. This will be the "squat" position. With your hands flat on the floor in front of your feet, kick your feet straight out in back of you. This will be the "push-up" position.

Step #2 While keeping your legs and back straight, bend your elbows and lower your body until your chest touches the floor. Now straighten your elbows to raise your body back to the "push-up" position.

Step #3 Jump back to a "squat" position while keeping your hands on the floor. Now stand up straight to original "starting" position.

Exercise #3 "Slalom Jump"

20-50 times

Affected Areas: leg muscles.

While standing straight up with your feet together, squat down about half way, leaning slightly forward. Put your left arm in front of you and your right arm in back (running position). Lean and jump to the right while swinging your arms in the opposite position and keeping your feet together. You should now be to the right of your original starting position with your right arm in front of you, your left arm in back and your feet together with your knees bent in a crouched position. Now lean and jump back to your original position while swinging your arms back to their original position. (when you become comfortable with these exercises, you may increase their effectiveness by adding ankle and wrist weights (1-3 lbs.) when performing them.)

Exercise #4 "Ski Jump"

20-50 times

Affected Areas: legs and arms.

From a standing position with your left leg and left arm in front of you and your right leg and right arm in the back, slightly bend your knees (running position). Jump up while swinging your arms and legs in the opposite direction before you land on the floor. You should now have your left leg and arm in back of you and your right leg and arm in the front. Now, jump up again while swinging your arms and legs in the opposite direction before you land on the floor. You should now have your left leg and left arm in front of you and your right leg and right arm in the back (original position). (when you become comfortable with these exercises, you may increase their effectiveness by adding ankle and wrist weights (1-3 lbs.) when performing them.)

Exercise #5 "Alternate Toe Touch"

10-50 times

Affected Areas: *legs, arms, back and shoulders*

From a standing position with your back straight and your feet about two feet apart, put your arms straight out beside you. While keeping your elbows and arms straight, bend forward and twist your body to touch your left toes with your right hand. Your left arm will be straight above you. Now return to your original straight up position with your arms straight out beside you. Repeat this technique to touch your right toes with your left hand, then return to your original position.

Exercise #6 "Stair Climber"

Affected areas: *legs, ankles and feet*

Warning!! Always use extreme caution and never run when using stairs. These exercises may be performed at home, school or whenever you use stairs. Always place your foot in the middle of the stair and keep your back straight.

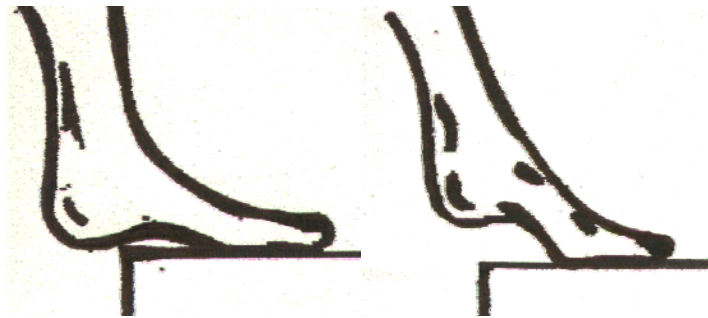


Step #1 (15-25 stairs each way) Walk up the stairs with only the ball of your foot coming in contact with each stair. Try to step smoothly with little or no impact and noise. Walk down the stairs using the same technique.



Step #2 (15-25 stairs each way) Walk up the stairs using the same technique as step #1, but, skip every other stair. Walk down the stairs using the same technique as step #1, but, do NOT skip any stairs on the way down.

Step #3 (30-50 stairs each way) Walk up the stairs while placing your foot flat on each stair with your heel hanging over the edge and pushing yourself up with your toes to the next stair. Walk down the stairs using the same technique as step #1.



Exercise #7
"3-way push ups"

3-15 times

Affected areas: arms, chest, back & legs

From a push-up starting position with your back straight, bend your elbows to lower yourself halfway to the floor. Count to 5 then lower yourself until your chest touches the floor. Push your body back to the half way position using your arms. Hold this position for 5 seconds, then return to your original push up starting position.

Exercise #8 "Arm Circles"

2-4 minutes

Affected areas: arms & shoulders

From a straight standing position with your arms extended straight out from your body, rotate your arms in a forward rotating motion making small circles about 3 inches in diameter at your hands. Gradually increase the diameter of the circles until you are making the biggest circles possible. This should take about 2-4 minutes.

Exercise #9 "Trunk Rotations"

10-30 times each direction

Affected areas: back, sides and hips

From a straight standing position with your hands on your hips, rotate your upper body as far as possible in each direction. This exercise should be done with a smooth even motion. Do not rotate fast or jerk your body.

Exercise #10 "Forward Lunge"

20-50 times

Affected areas: legs, quad muscles, ankles and feet

From a standing position with your back straight up, step forward with your right foot as far as you can while keeping your back straight and your left toes on the floor. While keeping your back straight, slowly bend your right knee, lowering your body until your left knee touches the floor. Hold this position for 5 seconds then slowly straighten your right knee and step back to your original standing position. Repeat this for your left leg.

Exercise #11 "Foot Curl"

5-25 times

Affected areas: feet, ankles and leg muscles.

From a standing position with bare feet on top of a towel, curl your toes to grope the towel under your feet. lift the towel by flexing your feet with your heel on the floor.

"Fun Jumping Exercises"

INTRODUCTION

The following exercises resemble hop scotch, but, with a little twist. They are a watered down version of plyometric exercises which are popular among many professional athletes. I developed these exercises to be fun yet effective for children, athletes or anyone else who wishes to jump into good health.

If you have any problems with your knees, back, legs, ankles or feet, do NOT attempt to do these exercises. If you develop pain after or during these exercises, stop immediately and seek the advice of a qualified physician before continuing.

When performing these exercises, always wear quality running or aerobic shoes, and land on the ball of your foot with as little impact as possible.

PREPARATION

Have a parent or other responsible adult cut a piece of cardboard box or similar material into a 12" x 12" square (18" x 18" for older children and adults) and use it to outline the "jump pattern" (below) on a cellar floor or similar surface. Use chalk or another removable marker. Children should always get parent's permission before drawing on any surface. Number the squares 1 -12 resembling the "jump pattern" and make sure the surface of the pattern is clean and dry, sturdy and unable to move or slide.

A series of exercise patterns are provided. Some of them can be easily memorized. You may want to have someone read the more difficult ones to you as you perform them. You may add some of your own when you get familiar with how the exercise works.

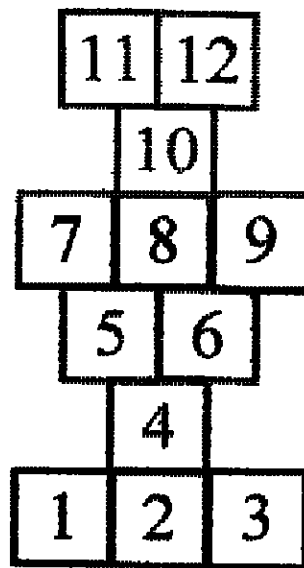
Most of the exercises start with your left foot on number 1 and your right foot on number 3. This is called the "start" position. The numbers indicate the square in which you must land. The letter "L" represents the left foot and "R" represents the right foot. When jumping to the next square be sure to land on the ball of your foot and with as little impact as possible.

Remember to:

- Land on the ball of your foot and NOT your heel.
- Warm up and stretch BEFORE and AFTER these or any exercises.
- Take turns with your friends or family members.
- Use caution when small children are present.

THE JUMP PATTERN

(1' x 1' squares)



Example: 1L+3R/4L/5L+6R

- "1L+3R" means left foot on the #1 square and right foot on the #3 square
- "4L" means just your left foot on the #4 square (only 1 foot on the pattern)
- "5L+6R" means left foot on the #5 square and right foot on the #6 square

Try the carefully designed patterns below, then try some of your own.

RESOURCES

Elementary Physical Education. Roanoke County Public Schools, 1995.
Elementary Teacher's Handbook of Indoor and Outdoor Games. ArtKamiya, 1985.
Moving Into the Future, National Standards for Physical Education: A Guide to Content and Assessment. NASPE. 1995.
Physical Education in Roanoke City's Elementary Schools. Grades K-3, 1978.
Physical Education in Roanoke City's Elementary Schools. Grades 4-6,1978.
Physical Fitness Games and Activities Kit. Mary Kotnour, 1990.
Additional Resources:

1. United States Tennis Association's Schools Program Tennis Curriculum. 729 Alexander Road, Princeton, NJ 08540,1986.
2. United States Tennis Association's Schools Program Tennis Curriculum. 70 West Red Oak Lane, White Plains, NY 10604, 19841

Roanoke City Public School
Middle School
Physical Education
Curriculum

Revised Summer, 2008

Jason Gordon, Grandin Court
Rico Kyle, William Ruffner Middle
Amy Croy, Stonewall Jackson Middle
Beth Boothe, Stonewall Jackson Middle

MIDDLE SCHOOL GUIDLINES

The State of Virginia recommends Physical Education to be an Integral part of the middle school student's course of instruction. The Elementary Physical Education program provides a foundation for basic skills which should be enhanced during middle school years.

Middle school students experience many developmental changes- and physical education assists them during this transitional period.

Therefore it is our belief, that each middle school student should be involved in daily physical education activities.

EXCUSES

- A. The physical education teacher **MUST** honor all written excuses from the parents or a physician.
- B. All excuses for special health problems (i.e. asthma, allergies, etc.) Must be kept on file. Check with the School Nurse.
- C. Long term excuses (5 or more school days) must be written by a physician and must state what the child can do for activity. Refer to the Form section and see Physician Statement for Activity Modification Form that is also posted to the Roanoke City Public Schools web site at www.rcps.info.

**ROANOKE CITY PUBLIC SCHOOLS
MIDDLE SCHOOL PHYSICAL EDUCATION PACING GUIDE**

ACTIVITY/Skill Development	6TH	7TH	8TH	Time Frame	COMMENTS
Fitness Testing – Spring and Fall	Fitness Testing – Spring and Fall (3times)	Fitness Testing – Spring and Fall (3times)	Fitness Testing – Spring and Fall (3times)	September February Late March- April	
Microfit Evaluation	Microfit Evaluation	Microfit Evaluation	Microfit Evaluation	September February Late March- April	
Soccer/Handball	Handball	Soccer	Soccer	September- October	
Dance/Aerobics	Dances Matched with History, Aerobics	Dances Matched with History, Aerobics	Dances Matched with History, Aerobics	December	

Base Sports	Base Sports	Base Sports	Base Sports	May	
Softball Baseball Kickball					
Volleyball	Volleyball	Volleyball	Volleyball	Late October -November	
Ultimate Frisbee/ Lacrosse	Ultimate Frisbee	Lacrosse	Lacrosse		

ACTIVITY/Skill Development	6TH	7TH	8TH	Time Frame	COMMENTS
Track	Track	Track	Track	Late April - May	
Flag Football	Flag Football	Flag Football	Flag Football	October	
Basketball	Basketball	Basketball	Basketball	Late December-January	

Recreational Games	Recreational Games	Recreational Games	Recreational Games	Late February-March
Includes Ultimate Frisbee Lacrosse			Golf, Tennis (Outdoor)	Late May – June
Wrestling/Golf/Tennis	Wrestling/Golf/ Tennis	Wrestling/Golf/Tennis	Wrestling/Golf/ Tennis	Late November- Early December
Floor/Field Hockey/Lacrosse	Floor/Field Hockey/Lacrosse	Floor/Field Hockey/Lacrosse	Floor/Field Hockey/Lacrosse	February

Personal Wellness Fitness Dev. Program Dev. Nutrition	Personal Wellness Fitness Dev. Program Dev. Nutrition	Personal Wellness Fitness Dev. Program Dev. Nutrition	Personal Wellness Fitness Dev. Program Dev. Nutrition	On Going ALL YEAR
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STATE SOLS FOR PHYSICAL EDUCATION

Grade Six

Students in grade six combine fundamental skills into more complex movement forms in modified game, dance, and recreational activities. Cooperative and competitive small-group games are appropriate, emphasis being on developing skills and tactical understanding. Students use feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. Social interaction becomes more complex as peer pressure becomes increasingly pronounced, impacting individual performance. Students solve problems and make responsible decisions as they work together. They identify and seek opportunities to participate in regular physical activity at school and outside the school environment.

Skilled Movement

- 6.1 The student will demonstrate competence in locomotor, non-locomotor, and manipulative skill combinations and sequences in dynamic game, rhythmic, and fitness activities.
- Combine locomotor and manipulative skills into specialized sequences, and apply sequences to partner and small-group game-play.
 - Demonstrate incorporating movement sequences into a rhythmic activity.
 - Demonstrate skill in a variety of individual and team activities representative of different countries.

Movement Principles and Concepts

- 6.2 The student will apply movement principles and concepts to movement-skill performance.
- Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways.
 - Use feedback, including available technology, to improve skill performance.
 - Initiate skill practice to improve movement performance, and apply principles of learning (e.g., whole/part/whole, many short practices vs. one long practice, practice in game-like situations).
 - Understand and apply basic offensive and defensive tactics in noncomplex, modified activities (e.g., partner or small-group cooperative or competitive activities).

Personal Fitness

- 6.3 The student will use personal fitness tools and data to improve physical fitness.
- Use measurement and assessment tools and data (e.g., criterion-referenced health-related fitness standards, Internet, software data-management systems, heart-rate monitors, pedometers, skinfold calipers) to develop goals for improvement in at least two fitness components.
 - Describe and apply basic principles of training (e.g., FITT [Frequency, Intensity, Time, Type], overload, progression) and their relationship to implementing safe and progressive personal fitness programs.

Responsible Behaviors

- 6.4 The student will work independently and with others in physical activity settings.
- Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings.
 - Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill.
 - Follow rules and safety procedures.
 - Use practice time to improve performance.

Physically Active Lifestyle

- 6.5 The student will identify and seek opportunities to participate in regular physical activity at school, at home, and in the community.

Grade Seven

In grade seven, students continue to develop competence in modified versions of various game/sport, rhythmic, and recreational activities. They vary movement during dynamic and changing game situations. Recreational pursuits become an additional curriculum option, broadening lifelong physical activity options. The ability to analyze skill performance through observing and understanding critical elements (small, isolated parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of movement and personal fitness. Students relate the importance of physical activity to health, focusing particularly on obesity and stress. They create plans for improving personal fitness. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness.

Skilled Movement

- 7.1 The student will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities.
- Use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.
 - Display appropriate use of speed, force, and form in a variety of movement activities (e.g., run, sprint, kick, jump, throw).
 - Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).
 - Demonstrate moving to a rhythm in selected folk, country, square, contemporary, and line dances.

Movement Principles and Concepts

- 7.2 The student will understand and apply movement principles and concepts.
- Demonstrate proper use of movement concepts in dynamic game situations (e.g., relationship between opponents, appropriate offensive position with the goal or ball).
 - Apply biomechanical principles (e.g., center of gravity, base of support, trajectory) to understand and perform skillful movements.
 - Use basic offensive and defensive tactics and strategies while playing a modified version of a game/sport.
 - Analyze skill patterns of self and partner, detecting and correcting mechanical errors.
 - Identify similarities in movements across different physical activities (e.g., overhand throw, tennis serve, overhand volleyball serve, and overhead clear in badminton).

Personal Fitness

- 7.3 The student will apply concepts and principles of training to improve physical fitness.
- Identify safe practices for improving physical fitness.
 - Develop a comprehensive personal fitness plan, including goals, strategies, and timeline, for improving at least three self-selected components of health-related fitness.
 - Use a variety of resources, including available technology, to monitor fitness improvement.
 - Analyze the relationships among physical activity, calorie intake, and body composition.
 - Demonstrate correct form when performing physical fitness activities.

Responsible Behaviors

- 7.4 The student will work independently and with others in cooperative and competitive physical activity settings.
- Apply safety procedures, rules, and appropriate etiquette in physical activity settings.
 - Solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner.
 - Demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity.

Physically Active Lifestyle

- 7.5 The student will select and participate in physical activity to produce health-related benefits.
- a) Select and set goals, and participate at school and outside of school in activities that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition.
 - b) Analyze the relationship between physical activity and stress management, and investigate ways to use physical activity to lessen the impact of stress.

Grade Eight

Students in grade eight demonstrate competence in skillful movement in modified, dynamic game/sport situations and in a variety of rhythmic and recreational activities. They transition from modified versions of movement forms to more complex applications across all types of activities. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in a selected game/sport, dance, or recreational pursuit. They demonstrate mature responsibility as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure, and exhibit fair play. Students are able to set goals, track progress, and participate in physical activities to improve health-related fitness. They have a repertoire of abilities across a variety of game/sport, dance, and recreational pursuits and begin to develop competence in specialized versions of lifelong game/sport activities.

Skilled Movement

- 8.1 The student will demonstrate competence in one or more modified versions of various game/sport, rhythmic, and recreational activities.
- 8.2 The student will perform skills in several game/sport, dance, and recreational activities.
 - a) Use skill combinations competently in specialized versions of individual, dual, and team activities.
 - b) Demonstrate skill in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, fishing, archery).
 - c) Demonstrate moving to a rhythm (e.g., devise and perform dance sequences, using set patterns and changes in speed, direction, and flow).

Movement Principles and Concepts

- 8.3 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.
 - a) Adapt skill movements by modifying use of body, space, effort, and relationships to meet complex skill demands.
 - b) Apply biomechanical principles (e.g., spin, rebound, effects of levers) to understand and perform skillful movements.
 - c) Understand and use basic offensive and defensive tactics and strategies while playing specialized games/sports.
 - d) Analyze skill patterns of self and partner.
 - e) Analyze the skill demands in one physical activity, and apply principles of motor learning (e.g., feedback and knowledge of results, whole/part/whole, transfer of learning) to improve performance.

Personal Fitness

- 8.4 The student will apply self-assessment skills to improve or maintain personal fitness.
 - a) Self-assess level of physical activity and personal fitness on all components of health-related fitness, and develop a plan, including goals, strategies, and timeline, for maintenance or improvement.
 - b) Investigate and self-assess the relationship among body composition, nutrition, family history, and levels of physical activity, and develop a plan for maintenance or improvement.
 - c) Use a variety of resources, including available technology, to assess, monitor, and improve personal fitness.
 - d) Demonstrate the ability to calculate resting and target heart rate.
 - e) Monitor heart rate before, during, and after vigorous physical activity.

Responsible Behaviors

- 8.5 The student will work independently and with others in cooperative and competitive physical activity settings.
- a) Exhibit fair play and act responsibly in physical activity settings.
 - b) Identify positive and negative effects of peer influence.
 - c) Exhibit respect for the unique characteristics, diverse backgrounds, and varying abilities of peers.
- 8.6 The student will demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.
- a) Participate regularly in health-enhancing and personally rewarding physical activities during unscheduled times.
 - b) Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle.

TEAM ACTIVITIES FOR THE MIDDLE SCHOOL STUDENT

The following activities are outlined in this guide:

- a. Basketball
- b. Flag Football
- c. Floor Hockey
- d. Lacrosse
- e. Soccer
- f. Softball
- g. Team Handball
- h. Volleyball

BENCHMARKS FOR TEAM SPORTS

The following are the established benchmarks students are expected to demonstrate at the conclusion of their team sports unit:

- A. Use of cooperation and sportsmanship in a modified version of a team sport.
- B. Use of basic offensive and defensive strategies in a modified version of a team sport.
- C. Demonstrate knowledge of basic rules of team sports and their safety concepts.
- D. Ability to proficiently throw and catch various balls and objects with a certain degree of accuracy
- E. Ability to proficiently strike or kick various balls with some accuracy.

BASKETBALL GRADE 6, 7, 8,

Areas of emphasis:

1. Dribbling
2. Ball Handling Drills
3. Passing
4. Pivoting
5. Shooting - Lay-ups, Foul Shots
6. Lead up games
7. Basic Rules
8. Defense - man to man, zone, footwork
9. Blocking out
10. Strategy
11. Game Situations - 4v4, 5v5

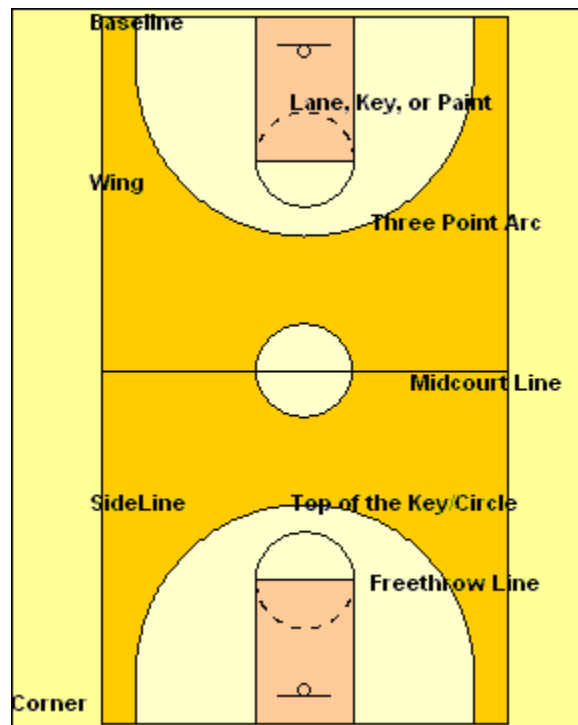
Basketball Rules/Ideas were taken from:

<http://www.breakthroughbasketball.com/basics/basics.html>

Basketball

The Rules

Basketball is a team sport. Two teams of five players each try to score by shooting a ball through a hoop elevated 10 feet above the ground. The game is played on a rectangular floor called the court, and there is a hoop at each end. The court is divided into two main sections by the mid-court line. If the offensive team puts the ball into play behind the mid-court line, it has ten seconds to get the ball over the mid-court line. If it doesn't, then the defense gets the ball. Once the offensive team gets the ball over the mid-court line, it can no longer have possession of the ball in the area in back of the line. If it does, the defense is awarded the ball.



Basketball Court 1

The ball is moved down the court toward the basket by passing or dribbling. The team with the ball is called the offense. The team without the ball is called the defense. They try to steal the ball, contest shots, steal and deflect passes, and garner rebounds.

When a team makes a basket, they score two points and the ball goes to the other team. If a basket, or field goal, is made outside of the three-point arc, then that basket is worth three points. A free throw is worth one point. Free throws are awarded to a team according to some formats involving the number of fouls committed in a half and/or the type of foul committed. Fouling a shooter always results in two or three free throws being awarded to the shooter. If the shooter was beyond the three-point line, then they would get three shots. Inside the three point line, they will get 2 shots. Other types of fouls do not result in free throws being awarded until a certain number have accumulated during a half. Once that number is reached, then the player who was fouled is awarded a '1-and-1' opportunity. If he makes his first free throw, he gets to attempt a second. If the shooter misses the first shot, the ball is live on the rebound.

Each game is divided into sections. All levels have two halves. In college, each half is twenty minutes long. In high school and below, the halves are divided into eight (and sometimes, six) minute quarters. In the pros, quarters are twelve minutes long. There is a gap of several minutes between halves. Gaps between quarters are relatively short. If the score is tied at the end of regulation, then overtime periods of various lengths are played until a winner emerges.

Each team is assigned a basket or goal to defend. This means that the other basket is their scoring basket. At halftime, the teams switch goals. The game begins with one player from either team at center court. A referee will toss the ball up between the two. The player that gets his hands on the ball will tip it to a teammate. This is called a tip-off. In addition to stealing the ball from an opposing player, there are other ways for a team to get the ball.

One such way is if the other team commits a foul or violation.

Fouls and Violations

FOULS

Personal fouls:

Personal fouls include any type of illegal physical contact.

- Hitting
- Pushing
- Slapping
- Holding

- Illegal pick/screen -- when an offensive player is moving. When an offensive player sticks out a limb and makes physical contact with a defender in an attempt to block the path of the defender.

Personal foul penalties: If a player is shooting while a being fouled, then he/she gets two free throws if his shot doesn't go in, but only one free throw if his shot does go in.

- Three free throws are awarded if the player is fouled while shooting for a three-point goal and they miss their shot. If a player is fouled while shooting a three-point shot and makes it anyway, he is awarded one free throw. Thus, he could score four points on the play.
- Inbounds. If fouled while not shooting, the ball is given to the team the foul was committed upon. They get the ball at the nearest side or baseline, out of bounds, and have 5 seconds to pass the ball onto the court.
- One & one. If the team committing the foul has seven or more fouls in the game, then the player who was fouled is awarded one free throw. If he makes his first shot, then he is awarded another free throw.
- Ten or more fouls. If the team committing the foul has ten or more fouls, then the fouled player receives two free throws.

Charging: An offensive foul that is committed when a player pushes or runs over a defensive player. The ball is given to the team that the foul was committed upon.

Blocking:

Blocking is illegal personal contact resulting from a defender not establishing position in time to prevent an opponent's drive to the basket.

Flagrant foul:

Violent contact with an opponent that includes hitting, kicking, and punching. These types of fouls results in free throws plus the offense retaining possession of the ball after the free throws.

Intentional foul: When a player makes physical contact with another player with no reasonable effort to steal the ball. It is a judgment call for the officials.

Technical foul: Technical foul. A player or a coach can commit this type of foul. It does not involve player contact or the ball but is instead about the 'manners' of the game. Foul language, obscenity, obscene gestures, and even arguing can be

considered a technical foul, as can technical details regarding filling in the scorebook improperly or dunking during warm-ups.

VIOLATIONS

Walking/Traveling: Taking more than 'a step and a half' without dribbling the ball is traveling. Moving your pivot foot once you've stopped dribbling is traveling.

Carrying/palming: When a player dribbles the ball with his hand too far to the side of or, sometimes, even under the ball.

Double Dribble: Dribbling the ball with both hands on the ball at the same time or picking up the dribble and then dribbling again is a double dribble.

Held ball: Occasionally, two or more opposing players will gain possession of the ball at the same time. In order to avoid a prolonged and/or violent tussle, the referee stops the action and awards the ball to one team or the other on a rotating basis.

Goaltending: If a defensive player interferes with a shot while it's on the way down toward the basket, while it's on the way up toward the basket after having touched the backboard, or while it's in the cylinder above the rim, it's goaltending and the shot counts. If committed by an offensive player, it's a violation and the ball is awarded to the opposing team for a throw-in.

Backcourt Violation: Once the offense has brought the ball across the mid-court line, they cannot go back across the line during possession. If they do, the ball is awarded to the other team to pass inbounds.

Time Restrictions: A player passing the ball inbounds has five seconds to pass the ball. If he does not, then the ball is awarded to the other team. Other time restrictions include the rule that a player cannot have the ball for more than five seconds when being closely guarded and, in some states and levels, shot-clock restrictions requiring a team to attempt a shot within a given time frame.

Player Positions

Center: Centers are generally your tallest players. They generally are positioned near the basket.

Offensive -- The center's goal is to get open for a pass and to shoot. They are also responsible for blocking defenders, known as picking or screening, to open other players up for driving to the basket for a goal. Centers are expected to get some offensive rebounds and put-backs.

Defensive -- On defense, the center's main responsibility is to keep opponents from shooting by blocking shots and passes in the key area. They also are expected to get a lot of rebounds because they're taller.

Forward: Your next tallest players will most likely be your forwards. While a forward may be called upon to play under the hoop, they may also be required to operate in the wings and corner areas.

Offensive -- Forwards are responsible to get free for a pass, take outside shots, drive for goals, and rebound.

Defensive -- Responsibilities include preventing drives to the goal and rebounding.

Guard: These are potentially your shortest players and they should be really good at dribbling fast, seeing the court, and passing. It is their job to bring the ball down the court and set up offensive plays.

Offensive -- Dribbling, passing, and setting up offensive plays are a guard's main responsibilities. They also need to be able to drive to the basket and to shoot from the perimeter.

Defensive -- On defense, a guard is responsible for stealing passes, contesting shots, preventing drives to the hoop, and for boxing out.

STATION WORK

THREE MINUTES AT EACH STATION ONE MINUTE TO CHANGE (IF YOU ARE READY TO START AT YOUR STATION BEFORE THE ONE MINUTE GO FOR IT)

BASKETBALL**1. FIVE ON FIVE****2. KNOCK OUT**

Students stand in a straight line. First two students have a ball and the object is for the second person makes a shot before the person in front of them makes the shot.

Students continue to shoot and get rebounds until they make a shot, once a shot is made they pass to the next person in line, who then tries to make a basket before the person in front of them.

**3. TARGET PASSING FOR ACCURACY**

Draw markings on the wall. Students try to see how many times they can hit the circle (circle size will vary with the skill level of the students) with a chest pass standing 10'.

Revised Summer 2008

15\ and 20\ standing still, traveling to the left, then to the right. One pass in each circle. Variation: do bounce passes hitting the floor before hitting the circle. PUT A CHART ON THE WALL FOR THE "RECORD FOR THE DAY". If a student sets a new record he puts his name and record on the sheet.

4. AROUND THE WORLD

Start shooting from the number 1 spot. If shot is made move to spot 2. if shot is missed you have the option to either stay there and next player shoots, or you can chance it and take another shot. If student makes it they move to spot 3, if missed move back to spot 1.

5. DRIBBLE TAKEAWAY

All students have a ball. The object is for each student to continue dribbling, while trying to knock another student's ball away with their hand. If the students gets there ball knocked away, they will go get there ball and stand out of bounds and continue stationary dribbling.



6. RUNNING OR STANDING VERTICAL JUMP FOR HEIGHT

Put marks on the wall at different heights, (you may indicate Michael Jordan can jump this high or he is this tall for the younger students.) Make a school record line and a grade level record line for boys and girls.

7. HORSE (Vocabulary spellings words)

One student will shoot, if made the second student must shoot from the same spot, if missed the second student will receive a letter. The third person can choose where the next shot must be made from. (If first two make the same shot, the third person must follow etc...)

8. SIDELINE BASKETBALL

Split class into two teams. Number each side equally. Teacher will call out a number and the two students with that number will run out to center court where they will find two basketballs. Students will then dribble to their goal, first person to make a shot will make a point for their team.

9. LAY-UP AND ONE HANDED JUMP SHOT

Scatter students around the gym with a ball, and have them push the ball up with one hand into the air. Make sure students use both hands (2-3minutes) Have student's pair up one student. One student will hold a hula hoop high in the air; the student uses one hand to push the ball through the hula hoop making sure they are stepping with the correct foot. Right side lay- up use left foot and right hand. Left side lay- up uses the Right foot and left hand.



10. DEFENSIVE GUARDING AND REBOUNDING

Make sure when the students are guarding they are staying in between the ball and the basket. Spread students out around the gym, facing you, give hand directions for them to move. Once all students are low, hands out and knees bent in the correct guarding position. Pair up the students and have one student have the ball and the other trying to guard them. Play 2vs1 games, where one student has to guard two players, and they have to work on situational passing.

11. Offensive strategies

Screening

One on one person defense. Player must position themselves in the pathway of the defender. Proper stance should be wide with hands slightly in front.

Pick and Roll

In teams of 3 you will play a 2vs1 situational game. One student will be dribbling the ball with the defender guarding him. When the offensive student with the ball is ready to go towards the basket his team mate will come stand close to the defensive player to (block) him from being able to follow the ball.

12. Defensive Strategy

One on One defense

This defense is commonly known as man on man. Which means each player is responsible for guarding their opposition the entire game. (they are their shadow)

Zone Defense

In this type of defense a team member is assigned to a specific part of the court versus a specific member of the opposite team. Zones are dependent on a certain part of the court. Some examples of defenses are: 1-2-2, 2-3, 1-4-1

FLAG FOOTBALL GRADES 6, 7, 8

Areas of emphasis:

Passing

Catching

Kicking - Punting, Field Goal, Kick offs

Running pass patterns

Modified rules - no blocking, no shoving

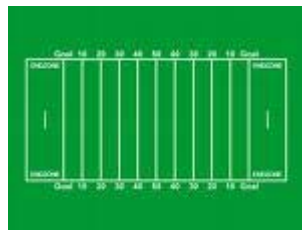
Safety Rules

Offensive/Defensive strategies

Lead up games

Small group games

Flag football



Flag Football Rules/Ideas were taken from:

<http://www.cwu.edu/~jefferis/unitplans/footbag/>

Flag Football

NUMBER OF PLAYERS: Each team should start the game with 7 players; a minimum of 5 is needed to avoid a forfeit. A player may play on only one team per sport. Please check the Rules of Eligibility for all other rules concerning Intramural Sports.

LENGTH OF GAME: Playing time shall be 44 minutes, separated into two halves of 22 minutes. Half-time shall be 3 minutes. There will be a running clock for the entire first half, and the first 20 minutes of the second half. A coin toss will determine who shall receive the choice of possession or side at the beginning of the game. If only one team is ready to play at game time, they will automatically have the choice. In the case of overtime, there will be a 3-minute intermission prior to starting overtime. Should darkness threaten the completion of a game, periods can be shortened by mutual consent of both captains, the referee, and a supervisor.

MERCY RULE: If a team is 19 points or more ahead (25 points in Co-ed) when the Referee announces the two-minute warning for the second half, the game shall be over. If a team scores during the last two minutes of the second half and that score creates a point differential of 19 or more points (25 points in Coed), the game shall end at that point.

OVERTIME (TIE GAME): If the game score is tied after regulation time, then a coin toss will determine who will get the ball & side. The home team shall call the toss. If additional overtime periods are needed to decide the outcome of the game (more than first overtime), captains shall alternate choices. Each team will have the chance to score in series of four downs from the 10 yard line. If the score is still tied after each team has had a try (including extra point attempts), a second series is played, and so on until a winner is determined. **(Exception: Regular season games will end in a tie if teams are tied after the third series).**

FREE KICK: There will be no free kicks, only punting.

PUNTING: Quick punts are illegal. On fourth down the Referee must ask the Offensive team if they want a protected scrimmage kick. Once the offense has declared their

choice, the Referee will inform the Defense of the offense's choice. The only way the Offense can change their decision is to call a time-out, or if a foul occurs anytime prior to or during the down and the down is to be replayed. In the later case the Offensive team will be asked if they want a protected scrimmage kick or not. The kicking team must have all of its players, except for the punter, on the line of scrimmage. No kicking team players may move until the ball is kicked. There are no restrictions to the number of players the defensive team must have on the line. Defensive players MAY attempt to block the punt by jumping straight up in the air.

LINE OF SCRIMMAGE: The offensive team must have a minimum of 4 players (5 in Co-ed) set the line of scrimmage at the snap. Players in motion do not count as players on the line of scrimmage. Once the center has placed his hands on the ball no offensive player may enter the neutral zone. Following the ready for play whistle and until a legal snap, no defensive player may encroach, touch the ball, stand in, or in any other way interfere with the offensive team. *Penalty - Dead Ball foul, encroachment, 5 yards from succeeding spot.*

BACKWARD PASSES AND FUMBLES: Any ball that is fumbled during a down will be dead by rule once it has touched the ground. A backward pass or fumble may be caught or intercepted by any player inbounds and advanced. A player may not intentionally throw a backward pass out of bounds to conserve time or to avoid being downed. *This will be penalized as an Illegal pass: loss of 5 yards, loss of down and the clock will start on the ready for play.* Once a ball has touched the ground the ball is considered dead.

FORWARD PASSES AND INTERCEPTIONS: If a player is in the air attempting to catch a ball, the player must contact the ground with at least one foot in-bounds with the ball in their possession prior to going out of bounds, unless contact by an opponent causes the player to first touch out-of-bounds. If possession of the ball is lost simultaneously when they hit the ground, it is not a catch. If a forward pass is caught simultaneously by members of opposing teams, the ball is dead at that spot and belongs to the team that snapped the ball.

PASS INTERFERENCE: Any contact that, in the view of the official, interferes with the attempt to catch a pass (offensive or defensive player) is pass interference unless, in the view of the official, it occurs when two or more eligible receivers make a simultaneous and bona fide attempt to reach, catch, or bat a pass. It is also pass interference if an eligible receiver is deflagged or touched prior to touching the ball on a pass thrown beyond the offense's line of scrimmage. If the pass interference by the defense is intentional and/or unsportsmanlike, the defense may be penalized an additional 10 yards.

SCORING:

Revised Summer 2008

Touchdowns = 6 points

Extra Points = 1 point if successful from the 3 yard line

Extra Points = 2 points if successful from the 10 yard line

Extra Points = 3 points if successful from the 20 yard line

Safety = 2 points

Defensive Conversion on Extra Point Attempt = 3 points

SAFETY: If a player carries the ball across the goal line they are defending and the ball becomes dead while in their team's possession, it is a safety. If a team commits a foul in the end zone where the spot of enforcement is designated as the spot of the foul, it will be declared a safety. **A team recording a safety will receive two points, and the ball shall be snapped by the scoring team at their own 14-yard-line, unless moved by penalty.**

Exception- Momentum Rule - When a player intercepts a forward pass or catches a scrimmage kick between their five yard line and their goal line and their momentum carries them into the end zone where the ball becomes dead, the ball will belong to the receiving team at the spot of the catch or reception.

PERSONAL FOULS: Any act listed below or any other act of unnecessary roughness is a personal foul. Players shall not:

- Punch, strike, strip, steal, or attempt to steal the ball from a player in possession.
- Trip an opponent.
- Contact an opponent who is on the ground.
- Throw the runner to the ground.
- Hurdle another player.
- Contact an opponent either before or after the ball is declared dead.
- Make any contact with an opponent that is deemed unnecessary.
- Deliberately drive or run into a defensive player.
- Clip an opponent.
- Position themselves on the shoulders of a teammate or opponent to gain an advantage.
- Tackle the runner. (Warrants ejection)

SCREEN BLOCKING: Legally obstructing an opponent without using any part of the body to initiate contact. Screen blocking shall take place without contact. The blocker shall have their hands and arms at their sides or behind their back. A screen blocker cannot use their hands, arms, elbows, legs or body to initiate contact. If they do use contact it will be called a Personal Foul.

Screen blockers may not:

- Take a position closer than a normal step when behind a stationary opponent.
- Make contact when assuming a position at the side or in front of a stationary opponent.
- Take a position so close to an opponent that they cannot avoid contact by stopping or changing direction.

STIFF ARMING: Stiff arming is not allowed; a personal foul will be called, and if warranted an unsportsmanlike conduct or ejection will result.

OBSTRUCTING THE RUNNER: A defensive player shall not hold, grasp, or obstruct the forward progress of the runner when attempting to remove the flag belt

THE FLAG BELT: All shirts must be tucked in, and are not permitted to hang over the flag belt. Should a player lose their flag belt legally or illegally during a down and should that player gain possession of a live ball, that player will be considered down when a legal tag (one hand touched by the defense between the shoulders and knees, including the hand and arm) is made. When a player scores, they must immediately raise their hands and allow an official to remove their flag belt. This is done to insure that the flag belt has not been illegally secured. If the belt has been illegally secured the score is disallowed, the player ejected and a 10 yard Unsportsmanlike Conduct penalty will be administered from the previous spot. Players must have possession of the ball before they can legally be deflagged. It is illegal for a defensive player to intentionally pull a flag from an offensive player who is not in possession of the ball. In cases where a flag belt is removed illegally, play should continue with the option of the penalty of the play (Penalty: Personal foul, 10 yards).

GUARDING THE FLAG BELT: Runners shall not flag guard by using any part of the body or ball to deny the opportunity for an opponent to pull or remove the flag belt.

Flag guarding includes but is not limited to:

- Swinging the hand or arm over the flag belt to prevent an opponent from deflagging.
- Placing the ball in possession over the flag belt to prevent an opponent from deflagging.
- Lowering the shoulders in such a manner that flag guards.

OFFICIAL'S AUTHORITY: An official assumes authority 15 minutes prior to the scheduled game time, and until they have left the field. The officials have the authority to rule on any situation not specifically covered in the rules. His/her decision is final. The official has the right to eject players or have them sit out of part or all of the game. Fans, coaches, and spectators are a part of a team and any fouls they commit will go against their team.

FLAG FOOTBALL



1. PASS and CATCH PATTERNS

Five different pass patterns are introduced. After a pattern is run student will change places with the quarterback. When both finish students will rotate to the next pattern.

1. *Hook in-* receiver runs approximately 10 yards and then hooks in, should look like a fish hook
2. *Hook out-* receiver runs approximately 10 yards and then hooks out making a loop towards the side line
3. *Fly-* Students runs straight down the field
4. *Out-* Students run approximately 10 yards and makes a sharp “L” cut towards the side line (pattern should look like a right angle)
5. *In-* Student runs approximately 10 yards and makes a sharp “L” cut towards the middle of the field. (pattern should look like a right angle)



2. PASSING FOR ACCURACY

Set out hula hoops on the ground, have them pass to different distances and angles.

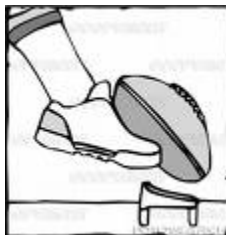
MODIFICATION: Students holding the hula hoops, Quarterback is moving and throwing towards a target, The target is moving while the quarterback is still. Both quarterback and target are moving.

3. PUNTING FOR DISTANCE

Students will line up in one straight line, all with a football. Students will kick the ball for distance to see who can kick the furthest

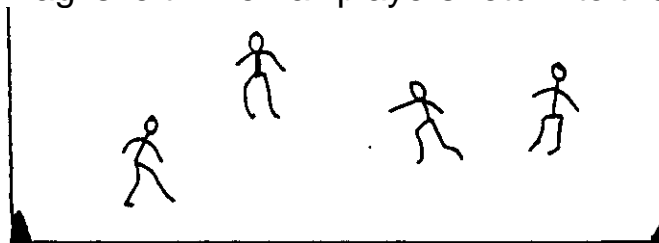
4. KICK AND RETRIEVE

Student kicks the ball, while partner is trying to catch/retrieve the ball. After five kicks have students switch rolls



5. FOOTBALL KEEP AWAY WITH RIP FLAGS

Divide your class into two teams. The object is to stay in the playing area and take the flag of the opposing player without losing yours. Once you lose your flag, you are out of the game until only one flag is left. Then all players return to the game.



VARIATION: Players must pass the football around. The only time you can lose your flag is if you are in possession of the football.

6. Offensive Strategies

The object of the offense is to gain small amounts of yards during each play to systematically move the ball down the field.

1. Toss- Quarterback receives the ball, the running back moves to either the quarterbacks left or right and the quarterback pitches the ball underhand to the running back who takes off down the field
2. Sweep- Quarterback receives the ball , hands off to the running back, then the running back follows team mates down the sidelines.
3. Reverse- Quarterback receives and either hands the ball off to the running back or toss's it to the wide receiver, and staying behind the line of scrimmage the student with the ball runs in the opposite direction while another student crosses paths with them, and the ball gets handed off going the other way secretly)

7. Defensive Strategies

1. Man on Man- each defensive players chooses a offensive player to shadow for the entire play, no matter where on the field that student goes.
2. Zone- each defensive player is responsible for a certain area of the field during play



8. Ultimate Football

Same rules as regular football. Once ball is caught student can not move (**variation :student can take 3 steps**) Student who catches the ball has 5 seconds to throw to another student on his or her team. If the ball is dropped the other team, takes possession. To score, the ball must be caught over the goal line. Once there is a score, students separate and a kickoff or throw off occurs

9. 10 on 10 - FLAG FOOTBALL GAME

Flag football game on reduced field size. Each team will stay at this station for two rotations except the first team (**their second game will be played when they come back to the starting point**) this will enable each team to play two games.



FLOOR HOCKEY GRADES 6, 7, 8

Areas of emphasis:
Dribbling the puck
Passing the puck
Receiving/Controlling the puck
Shooting the puck on goal (remember SAFETY)
Offensive/Defensive strategies
Safety rules involving high sticking
Basic Rules
Game situations



Floor Hockey Rules/Ideas were taken from:

uwadmweb.uwyo.edu/WYhpenet/FloorHockeySportEdModel.doc

Floor Hockey

FLOOR HOCKEY RULES:

PLAYERS:

Each team shall consist of FIVE players on the floor (including the goalie). Each team will have one team captain. The Captain will be the only individual allowed to discuss with the officials any questions relating to the rules (NO JUDGMENT DISPUTES). Any player other than the captain (on the bench or on the court) whom makes a protest or interferes with play in any way is subject to an ejection. There are no stipulations as to the number of males or females on the floor at any given time, as long as there are only five players on the floor.

EQUIPMENT:

The equipment shall consist of sticks with plastic blades (wooden or plastic shafts) and a lightweight puck or ball. The sticks **MUST** be wrapped with duct tape or hockey tape so that the floor is protected from direct blade scarring. Players and goalies are recommended to wear the following:

- Rubber soled shoes
- Shin protectors
- Mouth piece

In addition Goalies **MUST WEAR:**

- Helmet
- Blue chest protector
- Baseball glove may be worn on the opposite hand of the stick
- Any full-length leg covering (jeans, sweat pants, wind breakers, etc.)
- Regulation soccer shin pads are optional

GAME:

Each game will consist of three 12-minute periods with a 3-minute break between periods. The clock will run continuously until the final two minutes of the game, at which point the clock will stop on all whistles (goal differential of three or less only). Teams will switch goals at the end of each period. Each team will receive one time out per game. A time out can only be called during a stoppage of play. A face-off will be used to begin play each time play is stopped or to begin a period. Players must be outside the restraining circle on a face-off. Officials may stop play for injuries or extenuating circumstances.

SUBSTITUTIONS:

Free substitution is allowed as long as the floor player is within one foot of the team's bench. First violation of this rule will result in a warning for the offending player - after the first warning the next violation will result in the offending player receiving a two-minute penalty.

NO OFFSIDES PENALTIES (exception on Face Offs).

NO HIGH STICKING- High sticking is defined as the forward or backward arc of the stick going above waist level. A player must carry the stick at waist level or below. A goal scored from a high stick will not be allowed. ***ANY TIME THE STICK IS ABOVE THE WAIST YOU WILL BE CALLED FOR HIGH STICKING.***

NO BODY CHECKING- Contact should be minimal. Any moderate to heavy contact with the body or stick will be penalized by the official. Any contact with the intent to harm will warrant the official to eject the player in question. Most contact penalties are two minutes unless a player is doing them often or flagrantly which will result in a five-minute penalty or ejection.

SCORING:

A goal shall be scored when the entire puck has completely crossed the back plane of the goal. The puck may deflect off a player or a piece of equipment but cannot be kicked, thrown, or deliberately diverted into the goal by means other than the stick. No offensive players body may be in the goal crease area, and no offensive players stick may be in the goal crease area unless the puck has already entered the crease. Contact between the goalie and offensive player (when the goalie is in the crease area) will result in a penalty to the offensive player.

TIE GAME:

If the game is tied at the end of regulation time then the game will go into a three-minute sudden death period. The first team that scores a goal ends/wins the game. *Regular Season:* If at the end of the five-minute sudden death period no goals have been scored then the game will end in a tie. *Playoffs:* If the game is still tied after the first sudden death period, teams will switch sides and play a second five-minute sudden death period. If no winner is decided, penalty shots will be used. Each team will have three alternating penalty shot attempts using three different players. Teams can only choose from players who were on the floor at the end of the second sudden death period. Whichever team is ahead after these attempts will win the game. If it is tied after the three attempts, the teams will each choose one additional player to take a fourth attempt, then fifth attempt, and so on until a winner is declared.

HANDLING THE PUCK AND THE STICK:

The goalkeeper may use either hands or stick to clear the puck away from the goal. However, the goalie may not throw the puck across the center line. The goalie is not exempt from penalties when they go outside the goal box to play the puck. The goalie has only three seconds to play the puck from the crease, once they have full and controlled possession. If they go over the three-second limit, there will be a face-off in their zone. The goalie is not allowed to have the majority of their body in the goal. On the first offense there will be a warning and a face off in the goalies area. On the second offense it will result in (1) a penalty shot if a goal shot was taken or (2) a two-minute penalty if no goal shots were taken. The puck may be caught by a player and thrown down immediately as long as an advantage is not gained/the puck is not advanced. Hand passes are face offs not penalties.

GOAL CREASE:

No offensive player or his or her stick may enter the goal or break the plane of the crease at any time during the course of play. Exception: If the puck is in the crease, the players' stick may enter the crease. If a player scores a goal, but their momentum carries them or their stick into the crease, the goal will be disallowed and a running foul will be called.

FACE-OFF:

Face - offs will take place at the nearest face-off area (five areas marked with an X; one at center and four inside the basketball boundary lines). A player may cross the plane of the marked X with the blade of their stick. Players must be on their side of the face off dot (plane of the X).

*Last person out of the game is put in the box for this penalty.

**Players may NOT squat down to block a shot/pass or at any time be in an unsafe position in which the official deems as dangerous. If they do it will be a warning or a two-minute penalty under the official's discretion.

Note: Penalties on the goalies may be served by any designated player on the floor at the time of the infraction.

PENALTY SHOTS:

When a penalty shot is being taken, the players on both teams must stand to the sides of the floor behind the center line. The puck shall be placed at the center line. Only one shot allowed - no rebound shots. The backward and forward arc of the stick during the swing of his shot must be kept below the waist. Only one shot permitted. The goalie must remain in the crease until the puck is touched. The goalie may not throw his stick or glove – a goal shall be scored if he is in violation. If during a penalty shot, any player

on the opposing team causes a distraction or interference, a second penalty shot shall be awarded (providing the first attempt was unsuccessful).

EJECTIONS:

If a player receives two major penalties or three minor penalties in one game they will be ejected from that contest. Any official who feels a penalty was severe in nature may eject a player at any time. *Fighting will be an automatic ejection and lead to further judicial penalties!*

POWER PLAYS:

For all discussion of power plays, the goalie is assumed present, and not included in discussion. The numbers of players discussed in this section refer to the number of **FLOOR players. e.g. "4 on 3" actually refers to 5 players (4 **FLOOR** players and a goalie) vs. 4 players (3 **FLOOR** players and a goalie).** Minor penalties will result in two-minute power plays. Major penalties will result in five-minute power plays. If a team commits a minor penalty, the opposing team will receive a 4-on-3 power play. If the same team commits a second penalty while short-handed, the opposing team will have a 4-on-2 penalty (until the first penalty ends, at which time, it becomes 4-on-3 again). If the same team commits a third penalty while shorthanded, the third penalty will not begin until the first penalty has been expired. At no time may a team have less than two floor players. If a team on a power play commits penalties, they will lose players, enabling both teams to play with as few as two floor players at a time. Each goal scored by a team on a power play releases the player who committed the first minor penalty for the team scored on. However, if a player has a major or flagrant penalty, the person is not released until the end of their penalty time, regardless of how many goals are scored by the opposing team. Also, if a goal is scored at even strength (4-on-4, 3-on-3), NO player is released from the penalty box.

1. Dribbling

While keeping the stick low, use short, quick taps, with a backhand and forehand motion out in front of the body to move the puck. The puck and stick should be approximately 18-24 inches from the body. The student moves forwards, backwards, side to side with the making sure the stick is low, and knees are bent.

2. Passing and Receiving

Passing should be done with a short pushing motion. The face of the stick should be flat, and facing the target. Try not to have a high back swing, **KEEP THE STICK LOW.**

1. Pair students up, each pair starts off very close to their partner facing them, after each successful pass and receive each student takes a step back, if pass is not properly received students take a step forward

2. Students stand beside each other, each with a hockey stick. Students move beside each other down the court, dribbling and passing back and forth, making sure the puck is under control and student stay beside each other.

3. Shooting at a target

A. Wrist Shot- Student stands with feet shoulder width apart, knees bent, holding the hockey stick facing the target. Student moves stick back, keeping the backswing below the waist in an upward motion. Student then swings in a downwards motion towards the puck, making sure the face of the stick at point of contact is facing the target. (Slap shots are used as short range shots)

B. Slap Shot- Student stands with feet shoulder width apart, holding the stick back slightly above the waist. Student bring the stick forward, quickly with power, while maintain a low stance and control. (This shot is for longer ranges)



4. Offensive Strategies

Students move around the court, looking to get open, and always ready to receive a pass, or move towards the puck.

5. Defensive Strategies

1. Man on Man- Each student covers a specific player the entire play of the game. Goes wherever their man goes.
2. Zone- Student cover a specific area of the court

6. SIDELINE HOCKEY

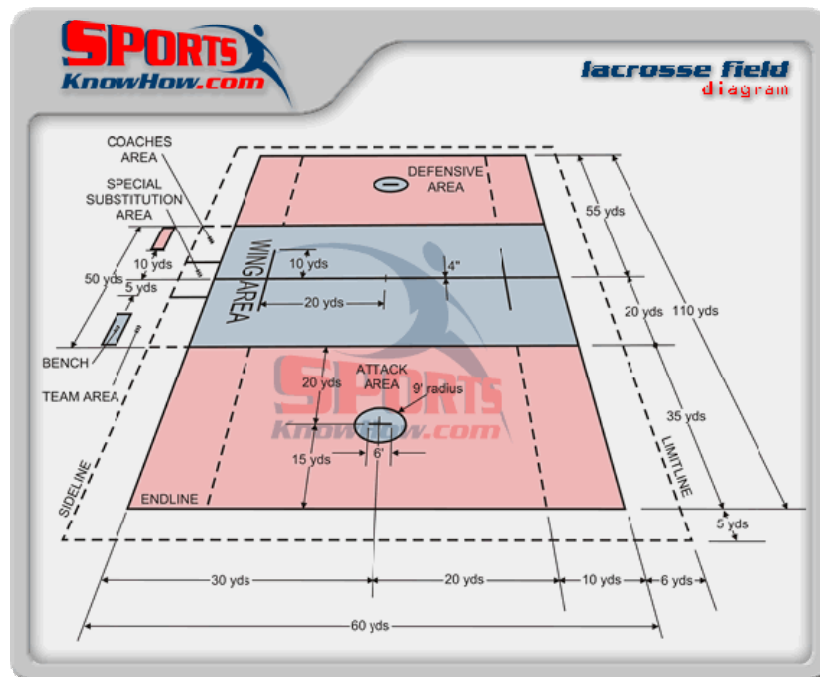
Divide students into two teams then assign them number. Call out a number, the two students with that number runs out to the puck and rags it down and around the cone and back to the center circle. First student to get his puck back into the circle scores one point.

7. Alley Floor Hockey

Divide your playing area into 5 equal lanes using cones or flags, or floor tape. Each lane has 4 players with 2 being goalies, and two players battling in the middle to score. Once a score happens, rotate goalies and players.

LACROSSE

Areas of emphasis:
Throwing
Catching
Scooping
Shooting on goal
Offensive and Defensive strategy
Rules
Methods of scoring
Safety/Checking rules
Modified game



Lacrosse Rules/Ideas were taken from:
http://www.uslacrosse.org/the_sport/womens_rules.phtml
http://www.uslacrosse.org/the_sport/boys_rules.phtml

Lacrosse - Boys

Lacrosse is a contact game played by ten players: a goalie, three defensemen, three midfielders and three attack-men. The object of the game is to shoot the ball into the opponent's goal. The team scoring the most goals wins. Each team must keep at least four players, including the goalie, in its defensive half of the field and three in its offensive half. Three players (midfielders) may roam the entire field.

Generally, high school games are 48 minutes long, with 12-minute quarters. Likewise, youth games are 32 minutes long, with eight-minute quarters. Each team is given a two-minute break between the first and second quarters, and the third and fourth quarters. Halftime is ten minutes long.

Teams change sides between periods. Each team is permitted two timeouts each half. The team winning the coin toss chooses the end of the field it wants to defend first.

The players take their positions on the field: four in the defensive clearing area, one at the center, two in the wing areas and three in their attack goal area.

Lacrosse begins with a face-off. The ball is placed between the sticks of two squatting players at the center of the field. The official blows the whistle to begin play. Each face-off player tries to control the ball. The players in the wing areas can run after the ball when the whistle sounds. The other players must wait until one player has gained possession of the ball, or the ball has crossed a goal area line, before they can release.

Center face-offs are also used at the start of each quarter and after a goal is scored. Field players must use their crosses to pass, catch and run with the ball. Only the goalkeeper may touch the ball with his hands. A player may gain possession of the ball by dislodging it from an opponent's lacrosse with a stick check. A stick check is the controlled poking and slapping of the stick and gloved hands of the player in possession of the ball.

Body checking is permitted if the opponent has the ball or is within five yards of a loose ball. All body contact must occur from the front or side, above the waist and below the shoulders, and with both hands on the stick. An opponent's lacrosse may also be stick checked if it is within five yards of a loose ball or ball in the air. Aggressive body checking is discouraged.

If the ball or a player in possession of the ball goes out of bounds, the other team is awarded possession. If the ball goes out of bounds after an unsuccessful shot, the player nearest to the ball when and where it goes out of bounds is awarded possession.

An attacking player cannot enter the crease around the goal, but may reach in with his stick to scoop a loose ball.

Personal Fouls

Slashing: Occurs when a player's stick viciously contacts an opponent in any area other than the stick or gloved hand on the stick.

Tripping: Occurs when a player obstructs his opponent at or below the waist with the lacrosse, hands, arms, feet or legs.

Cross Checking: Occurs when a player uses the handle of his lacrosse between his hands to make contact with an opponent.

Unsportsmanlike Conduct: Occurs when any player or coach commits an act which is considered unsportsmanlike by an official, including taunting, arguing, or obscene language or gestures.

Unnecessary Roughness: Occurs when a player strikes an opponent with his stick or body using excessive or violent force.

Illegal Crosse: Occurs when a player uses a lacrosse that does not conform to required specifications. A lacrosse may be found illegal if the pocket is too deep or if any other part of the lacrosse was altered to gain an advantage.

Illegal Body Checking: Occurs when any of the following actions takes place:

a. body checking an opponent who is not in possession of the ball or within five yards of a loose ball.

b. avoidable body check of an opponent after he has passed or shot the ball.

c. body checking an opponent from the rear or at or below the waist.

d. body checking an opponent above the shoulders. A body check must be below the shoulders and above the waist, and both hands of the player applying the body check must remain in contact with his lacrosse.

Illegal Gloves: Occurs when a player uses gloves that do not conform to required specifications. A glove will be found illegal if the fingers and palms are cut out of the gloves, or if the glove has been altered in a way that compromises its protective features.

Technical Fouls

Holding: Occurs when a player impedes the movement of an opponent or an opponent's lacrosse.

Interference: Occurs when a player interferes in any manner with the free movement of an opponent, except when that opponent has possession of the ball, the ball is in flight and within five yards of the player, or both players are within five yards of a loose ball.

Off sides: Occurs when a team does not have at least four players on its defensive side of the midfield line or at least three players on its offensive side of the midfield line.

Pushing: Occurs when a player thrusts or shoves a player from behind.

Screening: Occurs when an offensive player moves into and makes contact with a defensive player with the purpose of blocking him from the man he is defending.

Stalling: Occurs when a team intentionally holds the ball, without conducting normal offensive play, with the intent of running time off the clock.

Warding Off: Occurs when a player in possession of the ball uses his free hand or arm to hold, push or control the direction of an opponent's stick check.

Lacrosse Skills

Catching: The act of receiving a passed ball with the lacrosse.

Checking: The act of attempting to dislodge the ball from an opponent's stick.

Poke Check: A stick check in which the player pokes the head of his stick at an opponent's stick through the top hand by pushing with the bottom hand.

Slap Check: A stick check in which a player slaps the head of his stick against his opponent's stick.

Wrap Check: A one-handed check in which the defender swings his stick around his opponent's body to dislodge the ball. (This check is only legal at the highest level of play.)

Cradling: The coordinated motion of the arms and wrists that keeps the ball secure in the pocket and ready to be passed or shot when running.

Cutting: A movement by an offensive player without the ball, toward the opponent's goal, in anticipation of a feed and shot.

Feeding: Passing the ball to a teammate who is in position for a shot on goal.

Passing: The act of throwing the ball to a teammate with the lacrosse.

Scooping: The act of picking up a loose ball with the lacrosse.

Screening: An offensive tactic in which a player near the crease positions himself so as to block the goalkeeper's view of the ball.

Shooting: The act of throwing the ball with the lacrosse toward the goal in an attempt to score.

DRILLS

Drill #1: Learn How To Cradle (Need One Stick And Ball For Every 8 Kids)

The kids are going to run with two hands on the stick and the ball in the stick. Some kids hold the stick up close to their head; some hold it close to their waist. Whichever way is most comfortable for them, just let them run and develop a feel for the ball in the stick. Kids should have one hand close to the head of the stick (top hand). The top hand grabs the stick with the palm facing up loosely. The other hand (bottom hand) holds the end of the stick with the palm facing down. Cradling is the back and forth motion of bringing the stick from your waist up to your head and back down or bringing the stick from your right side across your body to your left side and back again. Have

the kids try both cradling styles and EXAGGERATE the motions. Have the kids try right handed and left handed cradles (by switching the top hand from the right hand to the left hand). Then have the kids start running and the cradling motion will feel natural for them. As the kids get better with practice, the cradling motion will get smaller and smaller – the arm will barely move and just the wrist of the top hand will move back and forth. The best beginner's drill is to split into groups of four and have the groups face each other across the gym floor. Have one kid run to the other group and pass off the stick to the person in the front of that line. The first kid goes to the back of that line. When the second kid gets to the first group, he hands off the stick again and moves to the back of that line. That way, there will always be four kids in each group. This drill continues for 10-15 minutes. One advanced variation is to have the kids carry the stick in their right hand going one way and carry it in their left hand going back. Another advanced variation is to setup an obstacle course with cones and have the kids run through it. When finished, they hand off their stick to the next kid and move to the end of the line.



Drill #2: Learn How To Throw and Catch (Need 1 Stick & Ball For Every 4 Kids)

Have the groups (of four kids) face the gym wall. Tell the first kid in line to pick a spot on the wall and try to throw the ball at that spot and catch the ball on the rebound. After completing 3-4 catches, the first kid hands the stick to the next kid in line. One advanced variation is to have the kids throw 3-4 catches with their right hand and then 3-4 catches with their left hand. Like dribbling in basketball, the kids will need to get comfortable using both their right and left hands to play lacrosse. Another advanced variation is to have two groups face each other and throw the ball back and forth in a game of catch. After 3-4 catches, the next kids in line take their turn. This drill continues for 10-15 minutes. Point #1: It's easier to play catch against a wall than to play catch with someone else. The throws are more accurate which makes catching easier. Point #2: Teaching the kids to pick a spot on the wall will help them later on when they are shooting on goal and aiming for a corner of the net.



Drill # 3 Learn How to shoot

the ball

Incorporate fundamentals from throwing the ball, and move into a harder throw towards the goal.

Drill #4: Learn How To Scoop (Need 1 Stick & Ball For Every 4 Kids)

This is the hardest drill (although you'd think it was the easiest). It's also one of the most important. I like to tell the kids the team that wins the most ground balls usually wins the game. Have the groups face each other across HALF of the gym floor. (Using the full gym floor won't work with beginners.) The first kid rolls the ball (with his hand) to the kid in the other line who tries to pick up the ball as it comes to him. This is called picking up a ground ball or scooping a loose ball. The key to picking up a ground ball is (1) staying low to the ground with knees bent like you were picking up a grounder in baseball. The difference in lacrosse is you've got your right foot forward and left foot back if scooping with your right hand (similar to shoveling snow) and reversed if scooping with your left hand. One advanced variation would be alternating scoops with your right hand and left hand. Another advanced variation would be teaching the kids to scoop with the ball rolling away from them. For beginners, it can't be done. In this drill the second kid in line rolls the ball out for the first kid to chase down and scoop from behind. (Use the full gym for this drill.) After scooping, the kid cradles the ball and sprints to the end line. When he gets to the next line, he hands off the ball to the second kid in line who rolls it out for the first kid in that line. Both lines are facing each other and alternating the scoop drill. Good luck with this one, but remember it's a lot of fun and extremely enjoyable for the kids. This drill continues for 10-15 minutes.

Game Time: Simple Rules (Two 10-Minute Halves Running Time)

6-On-6 with no goalie. Home team starts the game with a pass to one of its players. **NO STICK CHECKING** (one minute penalty for violation). Team must complete two consecutive passes before trying to shoot on goal. On a loose ball, the first kid to cover the ball with his stick gets to keep possession. If the ball goes out of bounds, possession goes to the other team. If there is a goal, possession goes to the other team. It's a great game – and a good way for kids to learn the basic skills of lacrosse.

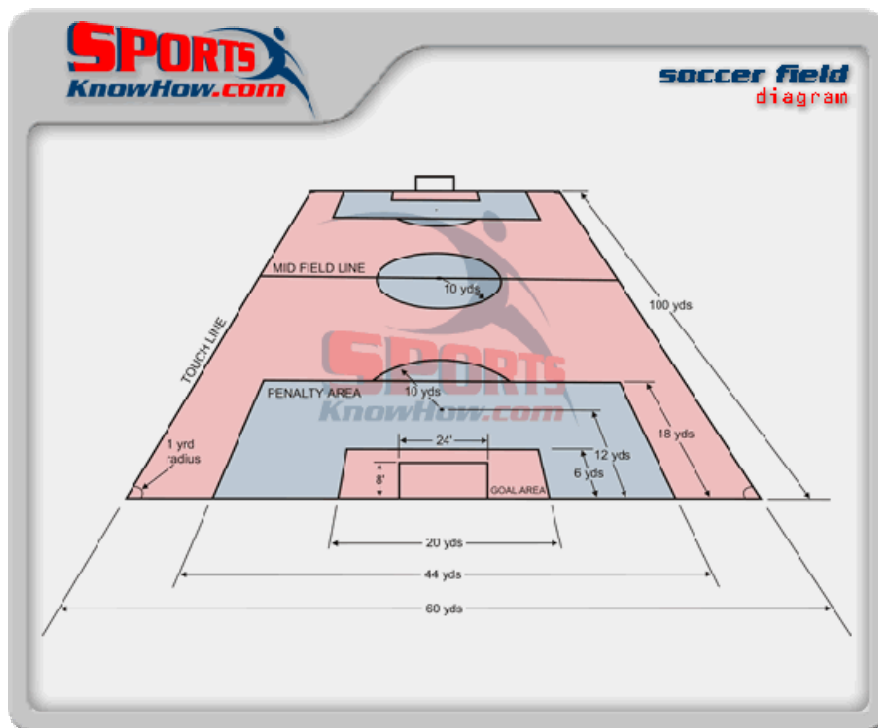
SOCCER GRADES 6,7,8

Areas of emphasis:

Kicking
Passing
Dribbling
Trapping
Throw-In's
Lead up games
Small group games
Rules

GRADE 8

Additional skills:
Positions and game strategy
Regulation game (7 or 8)



Soccer Rules/Ideas were taken from:

www.Soccer-fans-info.com/soccer-rules.html

Soccer

1. The Field of Play - The field of play is the surface on which the game of soccer is played on. This law regulates everything regarding line markings, soccer pitch dimensions and how to use them properly. For example, a soccer pitch must be between 90 and 120 meters long and 45 to 90 meters wide. However, it must also have a rectangular shape, so you can't have a square field with a length and width of 90 at the same time.

Other basic rules of soccer and field measurements are specified in this law, such as the dimensions of each goal (7.32 meters long and 2.44 meters high), the diameter of the centre circle (18.30 meters) or the distance between the penalty spot and the goal (11 meters, perpendicularly on the goal).



2. The Ball - Throughout the time, the rules for soccer regarding the football remained the same, but the way in which they were applied was on a constant change. The rules state that the soccer ball must have a circumference between 68 and 70 centimeters and a weight between 410 and 450 grams but they also state that the ball can be made out of "leather or any similar material".

Well that "any similar material" bit constantly improved over time and nowadays soccer balls reached near-perfection. Almost each World Cup brought a new type of soccer ball, with improved characteristics, although all of them stayed inside the official soccer rules stated in the Laws.

3. The Number of Players - According to the official soccer rules, a team can bring in 10 outfield players and one goalkeeper on the pitch and can have several substitutes on the bench. The numbers of benched subs as well as the actual number of substitutions that are allowed in a single match vary with the type of the game played. For example, in official matches only 3 substitutions are allowed, with 5, 7 or 9 players on the bench.



4. The Player's Equipment - Just like with the soccer ball, soccer equipment maintained most of the original rules in the Laws of the Game, but the way people

interpret them today is quite different from how they did back in 1863. Basically the rules of soccer say that a player must wear a shirt or jersey, footwear, shin pads, shorts and socks and the two teams must have different equipment so that they can be differentiated on the pitch.

Back then however, a soccer jersey was a largely uncomfortable one and it was very simple, without too many details strapped on it. Today's jerseys are very light and comfortable and on many occasions they have the club's sponsors imprinted on them, they have the number of the player (and the name in some cases) on the back and the club's badge on the chest. These are not enforced by the soccer rules, but they have become common standards in today's game.



5. The Duration of the Match - Standard adult games are limited by the official soccer rules to two halves of 45 minutes each, separated by a 15 minutes break. This is not the actual time of play, since this 90 minute clock ticks even when the ball is out of play, during substitutions and so forth. In order to try to balance this timing a bit, the end of each half also brings a few minutes of "injury time" on the table.

In some cases, when the match must have a winner (a knockout match for example), two extra mini-periods of 15 minutes each, with no break between them are added. If the match is tied at the end of extra time as well, the players go on for a penalty-shootout that will eventually decide the winner.



6. The Start and Restart of Play - There are 8 reasons for which the game can be stopped and similarly, 8 ways to restart it. Each period of time starts with a kick-off **(1)** and the game is also restarted with a kick-off if a team scores a goal. If the ball goes out on the side lines, the player who last touched the ball conceded a throw-in **(2)**. The game is restarted with the other team throwing the ball back into play.

The *goal kick* **(3)** is awarded to the defending team, if the attacking team took the ball out of play on the defending team's goal line. The game is restarted with the goalkeeper kicking it from within the safety box. If the defending team touches the ball last and it goes over their own goal line, outside of the goal itself, then the opposing

team earns a corner kick **(4)** and they will be required to restart the game from the corner nearest to where the ball went out.

An *indirect free kick* **(5)** is awarded when a team produces a non-penal foul (dangerous play or offside for example) and the game is restarted with a ground kick that cannot be taken towards goal (if a player scores directly from an indirect free kick, without another player touching the ball, the goal won't stand). A direct free kick **(6)** is caused by a foul or handball and unlike the indirect free kick it can be struck directly towards the goal.

A *penalty kick* **(7)** is similar to a direct free kick in that it is caused by a foul or handball, but the offence occurs inside the defending team's penalty area. The game is restarted with one of the attacking team's players shooting for goal from the penalty spot (11 meters, perpendicularly on goal), with nothing but a goalkeeper to beat.

The last of these eight soccer rules is rarer and it's called the dropped ball **(8)**. The dropped ball occurs when the referee stops the game for a special reason (an injured player, ball becoming defective or the interference of an external factor) and the game is restarted with him dropping the ball from shoulder height in front of two players who will battle for possession (sort of how basketball matches decide initial possession).

1. DRIBBLING

Students have the soccer ball at their feet. Each student works the ball with their inside foot back and forth for a set period of time. Students then work to move the ball using both inside and outside of foot down the field in a straight line. Have the student work to moving in all directions using any dribbling technique.



1. Dribble Takeaway

Each player has a ball. The object is to try to kick your opponent's ball out of the playing area while continuing to keep control of your ball. This can be played as an individual game, each player for themselves, or as a team event. Last player with his ball under control wins.

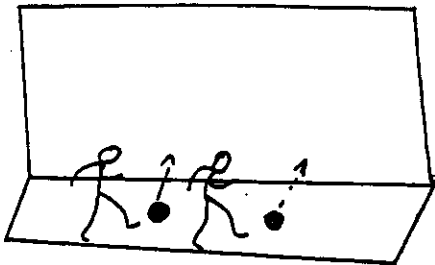
2. Obstacle Dribble

Divide the class into even groups, set up cones in a straight line in front of each group. Student will move through the cones weaving in and out using correct dribbling techniques. The student will go down through the cones and back through passing the ball to the next person in line.

2. PASSING

Passing is the sending of the ball to a teammate down the field or within their playing area. Student use the inside or outside of their foot as a striking implement, making sure whichever side they are striking with is facing the target. Students head should be up, looking at where the ball is going.

1. WALL VOLLEY OR PASSING



Students should kick the ball against a wall as fast as possible while still maintaining control. Using foam balls helps maintain control.

2. Partner Passing

Student moves down the field beside each other passing the ball back and forth with correct form, and proper speed and trajectory.

3. SHOOTING

Students should be focusing on balance and hand placements while contacting the ball with the inside or laces of the shoe. During the motion of shooting, the non kicking foot should be beside the ball. Head should be down looking at the foot contacting the ball. Make sure the inside of the foot and or laces are facing the target during contact with the ball and the leg continues to follow through after contact.

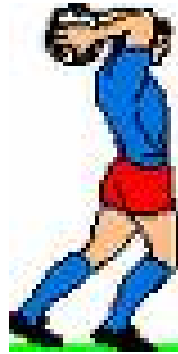
4. TRAPPING

1. Foot Trap- Students receiving the ball will place the bottom of their foot on top, to maintain control of the ball.

2. Chest Trap- If ball is in the air, the student receiving the ball absorbs the impact of the ball with their chest. Simultaneously, when the ball makes contact with the chest, the back should be slightly bent backwards, with the chest out, and ball should drop straight down.
3. Thigh Trap-If ball travels in the air, but not high enough for a chest trap, student would want the impact of the ball to contact the inner thigh, to allow for the ball to drop straight down to the inside of the foot.

Throw-In's

When the ball is kicked out of bounds, to resume play a student from the opposite team must use two hands in an over head throw to resume play. The student wants to throw the ball to their own teammate.



5. ALLEY SOCCER

Divide the field into five lanes. Have four students in each lane. There will be two goalies and two offensive players in each lane. The two players will be battling to score on their side. Once a score occurs student will rotate.

6. TEN ON TEN SOCCER GAME

Each team will stay at this station for two rotations except the first team, (their second game will be played when they come back to the starting point) this will enable each team to play two games.

SOFTBALL GRADES 6,7,8

Areas of emphasis:

Throwing

Catching

Hitting

Running the bases

Combination Skills (fielding and throwing)

Techniques for catching fly balls and fielding ground balls

Lead up games

Basic rules

Safety practices

Small group games



Softball

THE GAME

- There are 9 players on a softball team.
- The playing field is divided into the infield and outfield
- The lines between the bases are 60' apart and when joined they form a "diamond", inside the baseline is known as the infield
- Outside the baseline but inside the playing field is called the outfield.
- Any ball going outside the 1st or 3rd base line is a foul ball (runners can not advance and the batter gets another try unless the ball was caught in the air, which translates to an out)
- An official game is 7 innings (a inning is when both teams have had their turn to bat)

PITCHING

- The pitcher must have both feet on the pitcher's rubber and can only take one step forward while pitching.
- The ball must be thrown underhand.
- Both hands must be on the ball at the start of the pitch.

BATTING

- Batters must follow the same order throughout the whole game
- The batter is out if and when:
 - a) Three strikes have been called
 - b) A fly ball is caught
 - c) The batter does not stand in the batter's box

BASE RUNNING

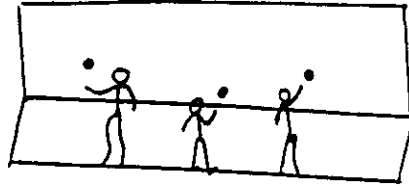
- Runners must touch each base in order
- Runners may overrun 1st base only, all other bases the runner may be tagged and called out if they are off the base.
- Runners can not lead off a base, they must be on base until the ball has left the pitcher's hand
- After a fly ball has been caught the base runner must tag the occupied base before advancing to the next base
- One base runner can not pass another base runner that is ahead of them.
- Stealing a base is not permitted
- A runner is out if:
 - a. they are tagged with the ball before reaching a base
 - b. the ball gets to 1st base before the runner
 - c. they run more than 3 feet out of the base line to avoid being tagged

TERMS:

- Ball- a legally pitched ball that does not enter the strike zone (four balls equals a walk)
- Grounder- A ball that is hit on the ground
- Force out- when the runner has to advance to the next base to make room for the following base runner.
- Fly ball- ball hit up in the air to the infield
- On deck- the next batter
- Pop up- ball hit up in the air to the infield
- Strike- term used when a ball is swung at and missed or is called when the ball enters the strike zone and is not swung at all.
- Strike zone- the ball passes the batter over the plate between their chest and knees

SOFTBALL

1. Throwing and catching (with tennis ball)



How many times can you throw and catch your tennis ball against a wall from a distance of 15ft, 20ft, 25ft.



2. THROWING FOR ACCURACY

How many times can you hit a specific target 5,10, 15 times from different distances. Once students achieve these goals, have them move in different direction aiming for the target.

3. BATTER - UP

Batter hits the ball off of the batting -T or cone. After the ball is hit the batter must run around the base and back to home. This is done one time or can be done as many times as possible before an out is made. An out is made by catching a fly ball. Throwing the ball into the catcher at home (over line) before the runner crosses the line. Foul ball equals an out. The hit ball must stay inside of the foul line cones.



4. TARGET PITCHING

Make targets out of cardboard, plywood or use chalk on the wall. This can be used as a individual or team activity. The object is to score a predetermined number of points. First set the pitching distance, (overhand or underhand method) this will vary according to the age and skill level of the student.

5. PARTNER THROWING AND CATCHING

Students should be facing each other and throwing across the field.



6. PEPPER (PITCHING - BATTING)

The pitcher standing about six feet away tosses the ball to the batter. The object is to bunt the ball directly back to the pitcher. See how many times you can do it without a miss.



7. HOT BOX (THROWING, CATCHING, AND BASE RUNNING)

Runner tries to get to the base being safe while the throwers try to run the base runner down and throw the ball to the base players so an out can be made. (it is similar to monkey in the middle)



TEAM HANDBALL

Grades 6, 7, 8

Areas of emphasis:

Pass (emphasize pivot, protect and pass to the open man)

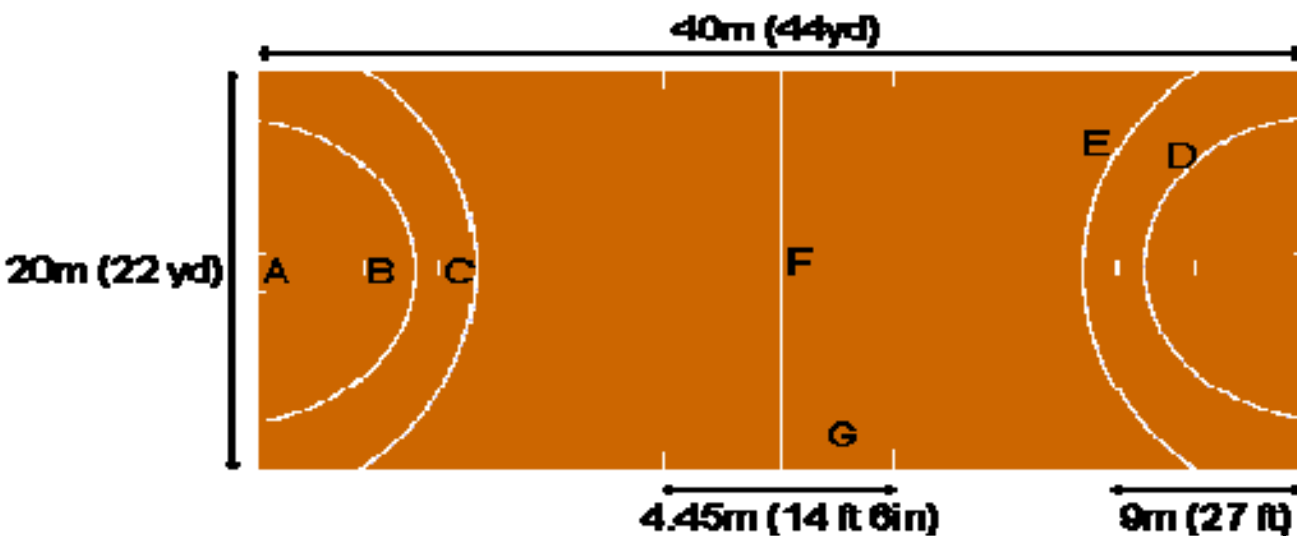
Throwing to score

Defense (man to man, zone)

Rules - Court area, Violation, Fouls

Safety Considerations

- a. Modify the ball
- b. No diving for loose balls
- c. No rough play
- d. Encourage bouncing shots



Team Handball Rules/Ideas were taken from:

<http://members.tripod.com/usadth/rules.html>

Team Handball

The Playing Court: The court measures 20 meters (65' 7") by 40 meters (131' 3"). The court is larger than a basketball court, but the length may be shortened when space is limited. The goal area line, or 6-meter line (19' 8"), is the most important line. No one except the goalie is allowed to stand in the goal area. The goal opening is 2 meters by 3 meters. Players may jump into the area if the ball is released before landing in the area.

The Ball: Team handball is played with a 32-panel leather ball. For women, the ball is 54 to 56 centimeters and 325 to 400 grams. For men, it is 58 to 60 centimeters and 425 to 475 grams.

Number of Players: There are seven players on each team (six court players and one goalie). A maximum of 12 players may dress and participate in a game for each team. Substitutes may enter the game at any time through own substitution area as long as the player they are replacing has left the court.

Uniform of the Players: Player numbers are 1 to 20. Uniform shirts and shorts are the same color. The goalkeeper must wear a different color shirt from teammates and opponents. No jewelry is allowed.

Referees: There are two referees, a court referee and a goal line referee. Referees have complete authority: Their decisions are final. The referees are assisted by a timer and a scorer.

Duration of the Game: For players 18 years and over, the game consists of 2, 30-minute halves with 10-minute half-time. For tournament and youth games 2, 15-minute or 2, 20-minute halves. This is running time except for injury or one team time-out per half. The teams change benches at half-time. The game ends in a tie unless the game demands a winner. (Tournament rules dictate that a winner must be determined.) Overtime consists of 2, 5-minute periods).

Passive Play: It is illegal to keep the ball in a team's possession without making a recognizable attempt to attack and to try to score. In other words, a team cannot stall (free-throw awarded to the other team).

Throw-Off: A throw-off is taken by the team that wins the coin toss and chooses to start the game with the ball. Each team must be in its own half of the court with the defense 3 meters away from the ball. Following a whistle, the ball is passed from center court to a teammate and play begins. Throw-off is repeated after every goal scored and after half-time.

Scoring: A goal is scored when the entire ball crosses the goal line inside the goal. A goal may be scored from any throw (free-throw, throw-in, throw-off, goal-throw).

Playing The Ball

A player is allowed . . . -To run with the ball for 3 steps -To hold the ball for 3 seconds - Unlimited dribble with 3 steps allowed before and after dribbling (no double-dribble).

A player is NOT allowed . . .

To endanger an opponent with the ball.

To pull, hit or punch the ball out of the hands of an opponent.

To contact the ball below the knee.

To dive on the floor for a rolling or stationary ball.

Defending the Opponent: A player is allowed to use the torso of the body to obstruct an opponent with or without the ball. However, using the outstretched arms or legs to obstruct, push, hold, trip or hit is NOT allowed. The attacking player is not allowed to charge into a defensive player.

Throw-In: A throw-in is awarded when ball goes out of bounds on the sideline or when the ball is last touched by a defensive player (excluding the goalie) and goes out of bounds over the end-line. The throw-in is taken from the spot where the ball crossed the sideline, or if it crossed the end-line, from the nearest corner. The thrower must place one foot on the sideline to execute the throw. All opposing players must stay 3 meters away from the ball.

Referee Throw: A referee throw is awarded when . . . The ball touches anything above the court after a simultaneous infringement of the rules after simultaneous possession of the ball.

The Referee throws the ball vertically between two opposing players. The jumping players may grab the ball or tap it to a teammate. All other players must be 3 meters away from the throw. The referee throw is always taken at center court.

Free-Throw: For a minor foul or violation, a free-throw is awarded to the opponent at the exact spot it took place. If the foul or violation occurs between the goal area line and the 9-meter line, the throw is taken from the nearest post outside the 9-meter line. The thrower must keep one foot in contact with the floor, then pass or shoot.

7-Meter Throw: The 7-meter throw is awarded when . . .

A foul destroys a clear chance to score

The goalie carries the ball back into his or her own goal area

A court player intentionally plays the ball to his or her own goalie in the goal area and the goalie touches the ball

A defensive player enters his or her goal area to gain an advantage over an attacking player in possession of the ball.

All players must be outside the free-throw line when the throw is taken. The player taking the throw has 3 seconds to shoot after referee's whistle. Any player may take the 7-meter throw.

Goal-Throw: A goal-throw is awarded when . . . The ball rebounds off the goalkeeper over the end-line The ball is thrown over the end-line by the attacking team.

The goalie takes the throw inside the goal area and is not restricted by the 3-step/3-second rule.



1. THROWING

1. Throwoffs- This type of throw starts the game. The team that has the ball has three seconds to throw the ball in to their own team. A throw in can be used with one or both hands. When a throw in occurs on foot must be stationary at all times. The defensive player must be 10 feet away.
2. Free Throw-are awarded by infractions done by the goalie or the court players. A free throw is executed where the infraction situation a free throw is a pass to another player with the defender 10 feet away.
3. Throw Ins- If the ball goes out of bounds a throw-in occurs. Throw-in must be taken within three seconds of the whistle. One foot must be stationary. The ball may be thrown with either one or two hands.
4. Goal Throw- Once a ball is thrown to goal, and the goalie retrieves they can throw it out to one of their players

2. PASSING

Make sure the ball is resting on the hands, do not grip like a softball, fling the ball by snapping the wrist, for passing or shooting, make short passes often. Each pass should be made within three seconds of catching the ball.



3. DEFENDING

The defender wants to maintain position between the offensive player and the goalie. The defender should position their body to block passing lanes and goal shooting opportunities. Students defending the ball should not touch or push their opponent. Defenders should use raised arms and jumps to block down passes.

VOLLEYBALL grades 6, 7, 8

Areas of emphasis:

Passing

Setting

Footwork for passing, setting

Underhand serve

Overhand serve

Rules

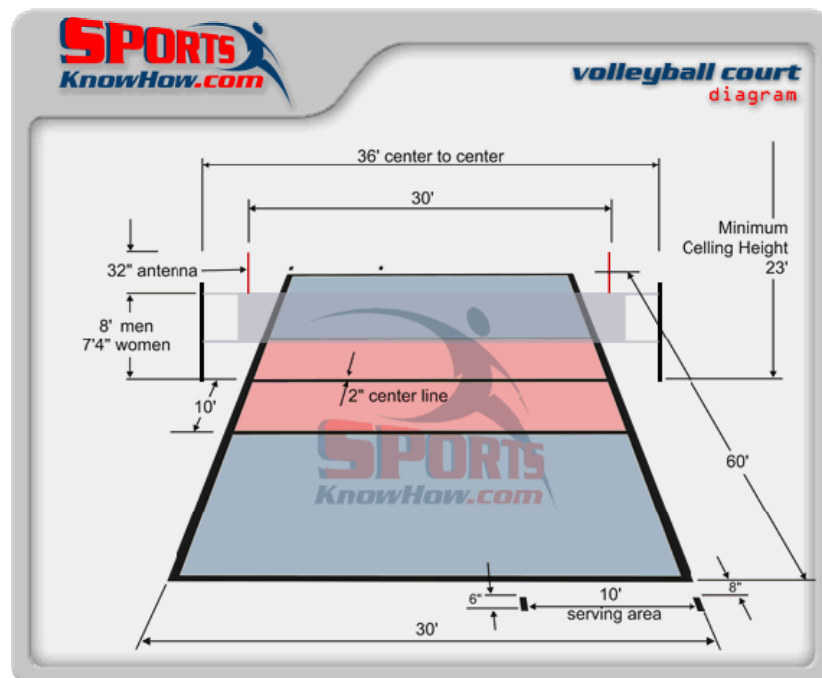
Rotation

Spiking arm swing

Spiking footwork

Introduce blocking technique

Game situations



Volleyball Rules/Ideas were taken from:

http://www.spikeopaths.org.uk/rules_basic_volleyball.php

Volleyball

THE SERVE

- (A) Server must serve from behind the restraining line (end line) until after contact.
- (B) Ball may be served underhand or overhand.
- (C) Ball must be clearly visible to opponents before serve.
- (D) Served ball may graze the net and drop to the other side for point.
- (E) First game serve is determined by a volley, each subsequent game shall be served by the previous game loser.
- (F) Serve must be returned by a bump only. no setting or attacking a serve.

SCORING

- G. Rally scoring will be used.
- H. There will be a point scored on every score of the ball.
- I. Offense will score on a defense miss or out of bounds hit.
- J. Defense will score on an offensive miss, out of bounds hit, or serve into the net.
- K. Game will be played to 25 pts.
- L. Must win by 2 points.

ROTATION

- (A) Team will rotate each time they win the serve.
- (B) Players shall rotate in a clockwise manner.
- (C) There shall be 4-6 players on each side.

PLAYING THE GAME (VOLLEY)

- (A) Maximum of three hits per side.
- (B) Player may not hit the ball twice in succession (A block is not considered a hit).
- (C) Ball may be played off the net during a volley and on serve.
- (D) A ball touching a boundary line is good.
- (E) A legal hit is contact with the ball by a player body above and including the waist which does not allow the ball to visibly come to a rest.
- (F) If two or more players contact the ball simultaneously, it is considered one play and the players involved may not participate in the next play.

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(G) A player must not block or attack a serve.

(H) Switching positions will be allowed only between front line players. (After the serve only).

BASIC VIOLATIONS

(A) Stepping on or over the line on a serve.

(B) Failure to serve the ball over the net successfully.

(C) Hitting the ball illegally (Carrying, Palming, Throwing, etc.).

(D) Touches of the net with any part of the body while the ball is in play. If the ball is driven into the net with such force that it causes the net to contact an opposing player, no foul will be called, and the ball shall continue to be in play.

(E) Reaching over the net, except under these conditions:

1 - When executing a follow-through.

2 - When blocking a ball which is in the opponents court but is being returned (the blocker must not contact the ball until after the opponent who is attempting to return the ball makes contact). Except to block the third play.

(F) Reaches under the net (if it interferes with the ball or opposing player).

(G) Failure to serve in the correct order.

(H) Blocks or spikes from a position which is clearly not behind the 10-foot line while in a back row position.

THE COURT

PLAYING AREA

Both indoor and outdoor courts are 18 m x 9m (29'6" x 59').

Indoor courts also include an attack area designated by a line 3 m (9'10") back from the center line.

Lines on the court are 5cm (2" wide).

NET HEIGHT

Net height for men, co-ed mixed 6, & outdoor is 2.43 meters or 7'11-5/8".

Net height for women, 7'4-1/8".

The height of the net shall be 8'.

BALL

The ball weighs between 9 and 10 ounces. Ball pressure is between 4.5 and 6.0 pounds

Volleyball Lingo	Translation
"Ace"	When the ball is served to the other team, and no one touches it.
"Side-out"	When the team that served the ball makes a mistake, causing the ball to go to the other team.
"Roof"	When a player jumps above the height of the net, and blocks the ball.
"Stuff"	When a player jumps about the height of the net, blocks the ball, and the ball goes back at the person who attacked (spiked) the ball.
"Dig"	When a player makes a save from a very difficult spike.
"Kill"	When a team spikes the ball and it either ends in a point or a side-out.

VOLLEYBALL

1. OVERHEAD VOLLEY

Mark an 8' tape line on the wall. The object is to see how many times you can volley the ball above the tape.

2. SETTING

From the foul line set the ball to the basket Score one point for each basket made.



3. VOLLEY TEAM PASS

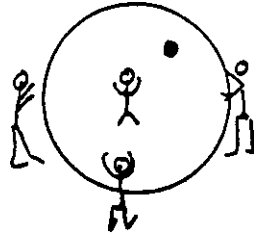
Number one volleys to number two then follows his pass and goes to the end of the line. Number two volleys to number three etc. It is very important to follow your pass.



4. CIRCLE SETTING

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Each student takes a turn being in the center as the leader. See how many consecutive sets you can make without a miss.



5. BUMP CALL BALL

Circle formation all facing the center. The leader bumps the ball into the air and at the same time calls out the name of another player. The player who's name or number is called runs into the circle and must bump the ball either before it hits the ground or after it bounces once. If he is successful, he becomes the new leader.

6. SPIKING

Spike a tossed ball back over the net
(Modification: Larger, softer ball for 6th and 7th)



7. BLOCKING

Block a tossed ball from coming on your side of the net.

8. SERVING

1. Overhand- With knees slightly bent, the student wants to toss the ball three feet above their shoulder. Rotate arm upwards, so palm of the hand faces the ball. Students want to meet the ball above the head at an slightly upward angle so the ball will travel over the net.



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2. Underhand- With knees bent, student holds the ball in their non dominant hand. Student will then swing dominant backwards, at the moment dominant moves forward, the dominant hand replaces the non dominant striking the ball at an angle to send it over the net.



3. Asteroids- Split the class into two teams. Both teams are on their own service line. If a student serves it and misses their serve, they must go to the other team's side and sit down in their court, until someone from your team hits you with the ball.. Keep going until one side has no servers left.

Individual activities for the middle school student

The following activities are outlined in this guide:

- a. Golf
- b. Rhythms and Dance
- c. Tennis
- d. Track and Field

Individual Activity Unit:

- A. Recognize the role of individual recreational activities and the socialization of individuals of different backgrounds.
- B. Uses time wisely when given the opportunity to practice and improve performance.
- C. Chooses a partner that he or she can work with productively.
- D. Shows concerns for safety in self-designed activities.
- E. Performs a variety of simple dance steps.
- F. Displays the basic skills and safety procedures to participate in an individual activity or sport.
- G. Identifies positive and negative peer influence.

Golf

Areas of emphasis:

Grip

Stance

Swing

Putting

Types and uses of the different clubs

Scoring

Terminology

Safety

Etiquette



Golf Rules/Ideas were taken from:

http://westlake.k12.oh.us/hilliard/whspe/golf/basic_rules.htm

Golf Rules
and
Terminology

Golf Terminology

Addressing the Ball - Taking a stance and grounding the club (except in a hazard)

Away - Ball furthest from the hole

Birdie - One stroke under the designated par of a hole

Bogey - Usually one stroke over the designated par of a hole

Divot - Turf displaced by player's club when making a swing

Dog-leg - A hole in which the route of play angles to the right or left before reaching the putting surface

Eagle - Two strokes under par for a hole

Fairway - Closely mowed route of play between teeing area and putting green

Fore - A warning cry to any person in the way of play

Green - The putting surface

Handicap - A deduction from a player's gross score devised to match his score against par to equate differential abilities to other players

Hazard - A term used to designate bunkers(sand traps or water areas)

Hook - A stroke made by a right-handed player which curves the ball to the left of the target

Match play - Type of competition in which each hole is a contest

Par - A numerical standard of scoring excellence hole based on yardage and two putts per green

Stroke play - Competition based on total number of strokes taken

Basic Rules

1. When driving from the tee you must tee up between the markers and not more than two club lengths behind the markers never in front
2. If the ball falls off the tee before you take a forward swing you may replace it without penalty
3. If you swing and miss after addressing the ball it counts one stroke
4. If you top the ball and knocked it off the tee- it counts as a stroke and must play it where it lies.
5. You may not improve your lie by moving, breaking, or bending growing vegetation
6. You may move loose ,natural impediments (tree branches, fallen leaves or stones)
7. If you play the wrong ball, except in a hazard you loose the hole in match play or are penalized two strokes in stroke play
8. When the ball must be dropped you must face the hole, stand erect, and drop the ball behind you over your shoulder
9. In match play, an opponent must take a penalty stroke if he moves a players ball .In both match and stroke play the player must replace the player must place the ball on the spot from which it was moved
10. In stroke play there is no penalty if a players ball moves an opponent ball the ball moved must be replaced. When both balls lie on the putting green the player whose ball strikes the other players ball must take a two stroke penalty

Obstructions and Out of Play

- 1) A ball is lost if it cannot be found within 5 minutes after your side begins to search for it or when another ball is played under the rules. Signal any players behind you to go thru while you look for your ball
- 2) If your ball is found after you have played another, you must continue to play the second ball
- 3) If your ball lies up against a tree or in some other equally bad spot, you yourself must decide weather you can play it from there or not. If you decide it's playable, you must play it as it lies, But if you decide it isn't you may go back to the spot from which you hit it and play a ball adding one penalty stroke to your score for that hole and counting all strokes played or under a one-stroke penalty you may drop a ball within two club-lengths of the point where the ball lay, but not nearer the hole.
- 4) If you think your ball may be lost outside a water hazard or out of bounds, to save time you may play a provisional ball providing
 - a) You do so before going forward to look for your ball and (2)
 - b) You tell your opponent what you intend to do before playing it.
- 5) If a ball touches an artificial obstruction such as a hose, you may move the hose.
- 6) If your ball touches some immovable artificial obstruction, like a bench of drinking fountain you may drop the ball within one club-length of the nearest point of relief but no nearer the hole.
- 7) If anywhere on the course except in a hazard or a putting green
 - a) Casual water
 - b) Ground under repair or
 - c) A hole made by a burrowing animal
- 8) You may without penalty pick the ball up and drop it outside the area, within one-club-length of the nearest point of relief which is not nearer the hole. But in a bunker your ball lies in casual water, ground under repair or a hole made by a burrowing animal you have a choice of playing as it lies or lifting without penalty and dropping it without penalty in the hazard
- 9) If you are certain that your ball is "lost" in ground under repair or in casual water or in a hole made by a burrowing animal you do not have to take a penalty stoke for a lost ball

- 10) If a ball is completely covered by sand, fallen leaves or the like in a water hazard or sand trap, you may remove as much of the material as necessary so you can see the top of the ball.
- 11) If your ball lands in the sand trap you may not touch the hazard with your hand or club and clear away excess sand.
- 12) If you hit your tee shot into the water you may hit again from the tee with a one stroke penalty
- 13) If your ball is in a water hazard and you think you can play it as it lies you may do so

Golf Etiquette

- 1) When you reach the green leave your bag off the green
- 2) If your ball lies against the pin and all of it does not lie below the level of the lip of the hole it cannot be counted as being in the cup
- 3) When you pull the pin out the ball drops in it is counted as "holed out"
- 4) If the ball falls away from the pin the ball is placed on the lip of the hole
- 5) If your ball strikes an unattended flagstick after you play from the green you incur a penalty of loss of hole in match play or two strokes in stroke play
- 6) In match play, if your ball hits a pin that has been removed you lose the hole. In stroke play you have to take a two-stroke penalty and you must then play the ball as it lies
- 7) In match play if your ball hits the pin when it has been removed or while anyone is holding the pin you lose the hole
- 8) In stroke play you take a two-stroke penalty and play the ball as it lies
- 9) If leaves or other loose impediments lie on the green you may remove them without penalty. If your ball moves after a loose impediment has been touched, it shall be replaced without penalty.
- 10) You must not touch the ground in your line of putt except that you may
 - a) Repair a ball mark or an old plug
 - b) Lift the ball for cleaning
 - c) Remove a loose impediment
- 11) If you land on the wrong green you must pick your ball up and drop it within one club length at the nearest point of relief but not nearer the

hole

- 12) In match play if your opponent's ball lies within your line of putt you may ask to have it picked up and marked
 - 13) If your ball knocks your opponent's ball into the cup he is considered to have holed out on his previous stroke.
 - 14) In stroke play when both balls lie on the putting green if your ball strikes a fellow-competitor's ball you must take a penalty of two strokes and the other player's ball must be returned to its original position.
 - 15) On the putting green you may lift and clean your ball without penalty
 - 16) When finished putting player should immediately leave the green.
 - 17) The most players to play a hole at one time is a foursome
 - 18) The "course" is the whole area within which play is permitted
 - 19) Bare patches, scrapes, roads, tracks and paths are not hazards
- The "hole" shall be $4\frac{1}{4}$ inches in diameter and at least 4" deep

GOLF ACTIVITIES

GRIP

The hands must work together as a single unit when striking a ball with power. There are three common and fundamentally sound grips from which to choose, which are pictured on the following pages.

In addition to the type of grip you choose, another characteristic of a sound grip is light grip pressure. Gripping the club too tight can cause thin, weak shots that slice. A lighter grip enhances wrist hinge - a vital power source in the swing. This light pressure also increases the amount of clubface rotation, thus improving your chance of squaring the club at impact.

On a scale of 1 to 10, where 1 is light and 10 is tight; use a pressure of 4 or 5. This allows the club to be swung with power and control. At address, feel relaxed and tension-free in your hands and forearms.



Vardon Overlap Interlocking, Ten Finger

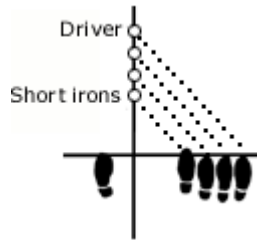
Golf Stance



A square setup will encourage a square impact. A square stance means the feet are parallel to the target line. Imagine railroad tracks. Your feet are touching one rail and the ball is on the other rail.



A closed stance will encourage an inside-to-outside swing path, causing a draw. An open stance may encourage an outside-to-inside swing path by giving your arms and shoulders more freedom.



Position the ball a couple of inches inside the left heel for most shots. A consistent position helps develop a repeatable swing. Playing the ball too far forward in your stance tends to open the shoulders encouraging an outside-to-inside swing, often causing a slice.

GOLF SWING

Your hips start the forward swing. Your left hip shifts all your weight directly over your left foot. This produces a whip-like effect, where your hips are pulling your shoulders, which pull your arms, and finally the club. As a result, the club head is moving much more rapidly than your hips, arms, or hands.

Your shoulders follow your hips, and your arms follow your shoulders. Follow means they come behind. Never push with your hands or arms. The arms must come behind the hips and shoulders to reach their maximum velocity. Maximum club head velocity is good, very good. Because this is where you get distance.

At impact your back and legs look like a letter “K.” The left side of your body is straight, and the right side is angled in.

After impact, your hips will continue to rotate toward the target, your shoulders and arms will follow. About 95 percent of your weight will be on the left.

The Mechanics of Putting

- Posture is generally the same as in a full swing: Back straight, bending at the hips, your knees may flex a little more than in the full swing if you like.
- Stance can vary from shoulder width to feet almost being together. There is a lot of flexibility here.
- A neutral grip is preferred. A grip is very individual in putting, there isn't one particular grip that is best.
- Your arms and shoulders form a triangle. Whether your arms are straight or bent doesn't matter. It's that you maintain the way you're holding your arms throughout the stroke. So if they're straight, keep them straight; if they're bent, keep them bent. Don't change the angle of your arms during the putt.
- Ball position: There isn't one prescribed ball position, but most of the better players have a ball position that is toward the instep of the left foot.
- Eyes directly over the ball.

Rhythms and Dance

Areas of emphasis:
Contemporary Dance - i.e. The Train, YMCA
Electric Slide, Macarena
Line Dance
Jump Rope to Music, student developed routines
Square Dance



ELECTRIC SLIDE

THREE SLIDING STEPS RIGHT & CLAP

1. Step side right with RF and slide LF to RF
2. Repeat step 1
3. Repeat step 1
4. Touch LF next to RF and clap

THREE SLIDING STEPS LEFT & CLAP

5. Step side left with LF and slide RF to LF
6. Repeat step 5
7. Repeat step 5
8. Touch RF next to LF and clap

THREE STEPS BACK AND TOUCH

9. Step back with RF
10. Step back with LF
11. Step back with RF
12. Touch LF in place

ROCKING FORWARD, BACK, FORWARD & 1/4 TURN LEFT

13. Rock forward on LF
14. Touch RF in place
15. Rock back on RF
16. Touch LF in place
17. Rock forward on LF and make 1/4 turn left
18. Touch RF next to LF

REPEAT

MACARENA

- Beat 01:** Place R arm straight out in front of you at shoulder height, palm facing down.
- Beat 02:** Place L arm straight out in front of you at shoulder height, palm facing down.
- Beat 03:** Place R arm straight out in front of you at shoulder height, palm facing up.
- Beat 04:** Place L arm straight out in front of you at shoulder height, palm facing up.
- Beat 05:** R hand grasps the inside of L arm at the elbow.
- Beat 06:** L hand grasps the outside of R arm at the elbow.
- Beat 07:** Place R hand behind R back of neck.
- Beat 08:** Place L hand behind L back of neck.
- Beat 09:** Place R hand on L front hip.
- Beat 10:** Place L hand on R front hip.
- Beat 11:** Place R hand on R back buttock.
- Beat 12:** Place L hand on L back buttock.
- Beat 13:** Swing your hips to the left.
- Beat 14:** Swing your hips to the right.
- Beat 15:** Swing your hips to the left.
- Beat 16:** Clap your hands and jump turn 90 degrees to the right.

That's all there is to it!

SQUARE DANCE

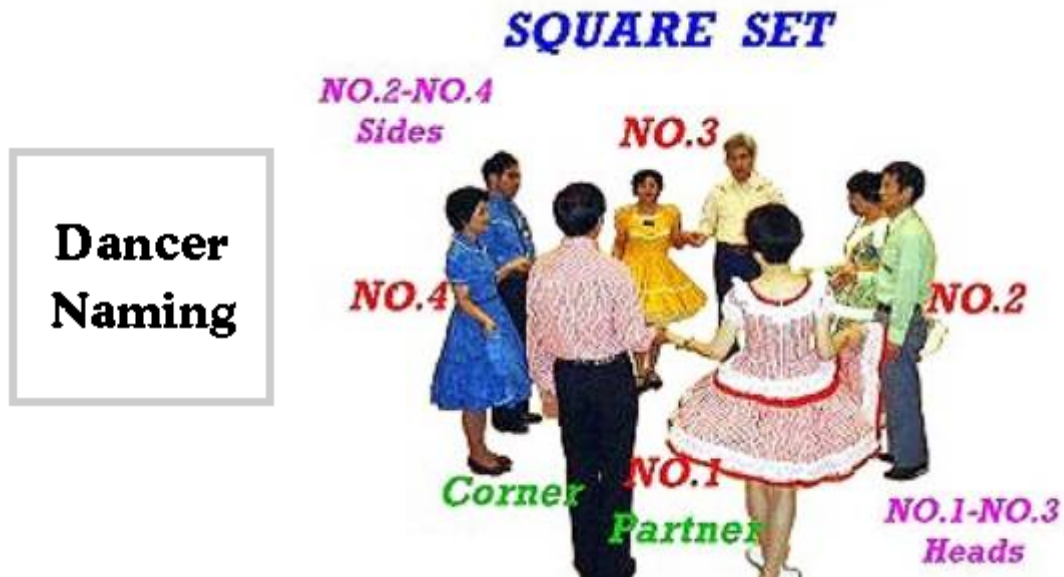
This document contains basic square dancing instructions for the Unnamed Facility Square Dancing Club. We dance pretty much the same as other square dancers, but when there's any difference with other groups, we use our own rules above others' variations.

WHO'S WHO IN THE SQUARE

A square consists of four **couples**, with one couple stationed on each of the four sides of the square. Everyone starts facing the center of the square. Each couple consists of a **"boy"/"man"** and a **"girl"/"lady"**, with the boy standing on the left. The actual sex of the dancer is unimportant as long as everyone remembers who is the "boy" and who is the "girl". Each member of a couple is the other member's **partner**. The lady on a man's left is his **corner**, and conversely the man on a lady's right is her **corner**. Couples are numbered 1, 2, 3, and 4 starting with the couple closest to the caller and moving counterclockwise. Couples 1 and 3 are the **heads**, and 2 and 4 are the **sides**.

When drawing square dance figures, it is traditional to specify men as squares and women as circles, with small protuberances denoting the front of the body. When the

Unnamed Facility club draws square dancing figures, couple 1 is blue, couple 2 is red, couple 3 is green and couple 4 is yellow.



Square dances begin in the square formation. As the dance progresses, new formations occur, and you might find yourself at some points in the dance with a partner who is not your original partner. At any particular point in time, your **partner** is the person standing alongside you, and your **corner** is the person across the corner as described above. For example, a call to "swing your partner" would mean to swing your current partner, NOT your original partner from the starting square if that is different from your current partner. However, your designation as man, lady, head, side, or couple 1, 2, 3, or 4 will remain with you throughout the entire dance from your position in the starting square.

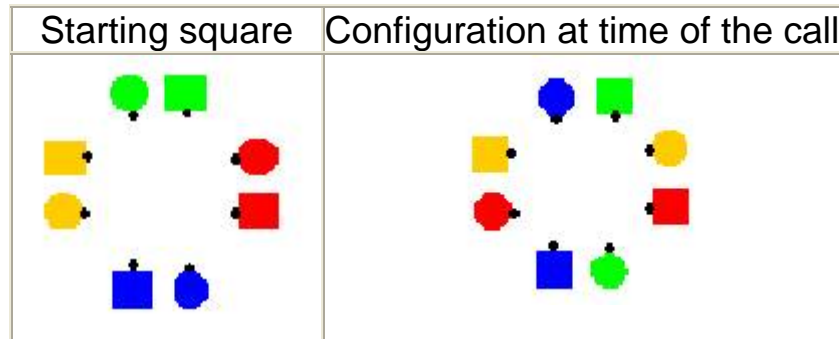
THE CONCEPT OF CALLING

A **caller** at a square dance is responsible for calling out the instructions to the dancers. These instructions are at heart a sequence of **figures** which have unambiguous definitions as to the pattern of moves to be performed. Some popular figures and their definitions are described in the Glossary.

Any given call might be modified by an instruction specifying which dancers should do this particular call, such as "heads promenade." The other dancers (in this case the sides) watch appreciatively and maintain whatever position they were in before while the specified dancers complete the figure, unless the particular figure specifically calls for the other dancers to do something. If there is no modifier specifying particular dancers, it means that everyone does the figure. Calls might also contain a modifier

describing how many times (or fraction of a time) the call is performed, such as "promenade $\frac{1}{2}$ "). These modifications are described with the individual figures.

So what happens if you are separated from your original partner but the caller asks for you to do something? These calls might occur in instances where the meaning is unambiguous, and you should follow the instructions. For example, the caller might ask for "heads" or "sides" to do something, as in the following case:



If "heads" are called upon to do something here, all of the original head dancers (blue and green) will perform the call even though the couples are mixed up. However, it is improbable that the caller would ask "couple 1" to do something in this situation, since couple 1 as a unit does not exist in this configuration.

There are some conventions that are not called but are simply known. One of these is the **passing rule**, which states that whenever two dancers are walking toward each other and want to get by each other, they pass right shoulders.

TOUCHING

Two people standing side by side are partners. Partners are said to form a couple if they are facing the same direction, or a mini-wave if they are facing opposite directions. Partners should always join inside hands, even if they are facing opposite directions. Note however, being at a 90 degree angle with someone does not count; for example, in the starting square, the 2 dancers on any 1 side of the square form a couple and hold hands, but a dancer and his/her corner are NOT considered to be partners and they do NOT hold hands. Also note that facing dancers are NOT partners since they are directly opposite each other, not side to side.



Multiples of couples or mini-waves in a straight line, whether facing the same or in opposite directions, should all join hands:



Figures are performed exactly as they are described in this manual. However, at the end of each figure, dancers should assess if they are in a couple or mini-wave formation and take the appropriate handhold. Even if they are in position for only a brief moment, they should take up a handhold. If dancers are in a different handhold upon arrival into a couples or mini-wave formation, they drop that handhold and take up the normal couples handhold.

Handholds are maintained until the couple or mini-wave is destroyed by a change of relative position of one or both of the partners. If multiple figures are called that do not change the couple's (or mini-wave's) relative position, then the handhold is maintained through the multiple figures (NOT dropped and picked up again between figures). Note that a couple's actual position on the floor can change without the handhold being destroyed, if they walk as a unit (couple) and therefore their positions relative to each other do not change.

In summary, handholds are greedy: if you are not in a handhold you look for an opportunity to form one according to the rules above, but if you are in one you do not drop it until you absolutely must due to a change in position. So when dancing, maintain your handhold from the last figure until you know that the next figure will break it.

TOKEN MOVEMENT DURING SQUARE DANCING

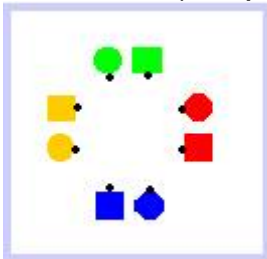
- A handhold consists of a hand from one dancer joining a hand of a different dancer. A handhold is broken when the hands no longer touch each other, even if the dancers who formed the handhold are still touching through other body parts.
- BFTs are passed from one dancer to another whenever a handhold is formed between a hand holding a BFT and a hand from another dancer. A handhold is necessary for a pass; hand-to-back, hip-to-hand, etc. passing DOES NOT occur.
- Token movement from one dancer to another is considered to occur the instant the aforementioned handhold is formed. After a token moves, the handhold in question must be broken before the token can move again. When a new handhold is formed after this activation, the BFT MUST move as described above.

- If a handhold is formed between 2 hands, each of which has a BFT, then the above rules still apply and each token is considered to move to the other hand.
- At the start of a square dance, dancers take up their tokens BEFORE entering the square starting formation. This means that if a lady starts with a BFT in her left hand, or a man starts with one in his right, the BFT moves when the dancers take starting position and before the first figure is called.
- In cases where four hands form a handhold, as in the Four Ladies Chain, the token moves from 1 hand to the hand directly OPPOSITE in the star.
- The BFT exerts its functional effect only in the final formation after the sequence ends. It has no functional effect during the dance sequence.
- Two BFTs are functionally equivalent to zero BFTs.

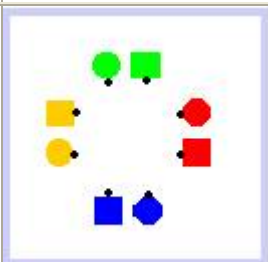
AN EXAMPLE SEQUENCE

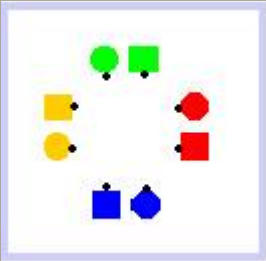
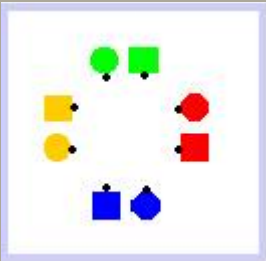
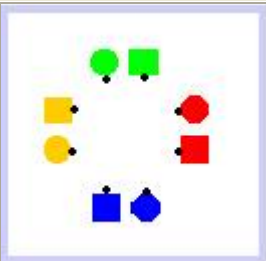
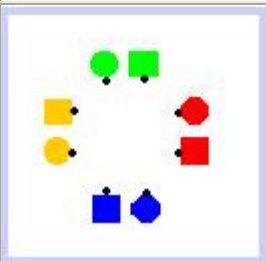
Token starts: Lady 1 left hand, Man 3 left hand

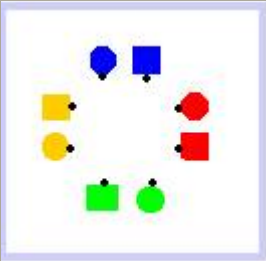
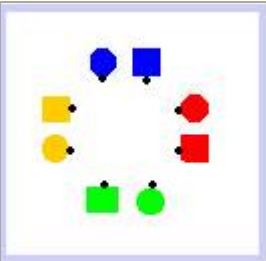
Starting formation (couple 1 = blue; couple 2 = red; couple 3 = green; couple 4 =

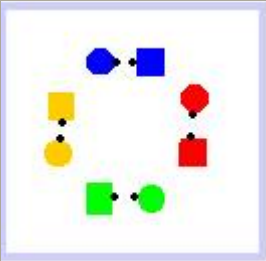
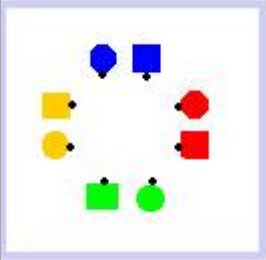


yellow):

Step	Token locations after step ends	Formation after step ends	Comments
Couples enter the square	Man 1 Right hand, Man 3 left hand		When the dancers get into formation and take up couples handhold, a BFT passes from Lady 1 left hand to Man 1 Right hand. The other token does not move.

<p>Bow to your partner, Bow to your corner.</p>	<p>Man 1 Right hand, Man 3 left hand</p>		<p>No change.</p>
<p>Heads forward and back</p>	<p>Man 1 Right hand, Lady 1 right hand</p>		<p>Couples touch outside hands when they do the forward and back, so a BFT goes from Man 3 Left to Lady 1 Right</p>
<p>Sides forward and back.</p>	<p>Man 1 Right hand, Lady 1 right hand</p>		<p>No change</p>
<p>Circle left</p>	<p>Man 1 Right hand, Man 2 Left hand</p>		<p>When hands are joined in the circle, a new handhold is joined between all corners, and a BFT moves from Lady 1 right hand to Man 2 left hand.</p>

<p>(All) swing your partner</p>	<p>Lady 1 left hand, Man 4 left hand.</p>	 <p>The diagram shows four couples in a circle, represented by colored shapes: a blue circle (Lady 1), a blue square (Man 2), a red circle (Lady 3), and a red square (Man 4) on the right side; and a yellow circle (Lady 2), a yellow square (Man 1), a green circle (Lady 4), and a green square (Man 3) on the left side. A small black dot with a line, representing the BFT, is positioned between the blue circle and the blue square.</p>	<p>The swing move breaks the couples handhold between the lady's left hand and the man's right hand, thereby activating the BFT in Man 1's right hand to move again. When the swing move has completed and the couples take up the couples handhold again, this BFT moves to Lady 1's left hand. In addition, the swing move involves a handhold between the man's left hand and the lady's right. Therefore, the BFT in Lady 4's right hand moves to Man 4's left hand.</p>
<p>Heads promenade 1/2</p>	<p>Man 1 Right hand, Lady 4 Right hand</p>	 <p>The diagram is identical to the one above, showing four couples in a circle with a BFT in Man 1's right hand.</p>	<p>As the heads promenade, the sides do a forward and back, touching outside hands in the process. A BFT moves to Lady 4 right hand.</p>

<p>Allemande left</p>	<p>Man 4 left hand, Lady 1 left hand</p>		<p>The BFT in Lady 1's left hand is activated when the handhold with Man 1 is broken, and then passes to Man 4's left hand during the allemande. The BFT in Man 4's left hand passes to Lady 1's left hand during the allemande.</p>
<p>Promenade</p>	<p>Man 4 left hand, Man 1 right hand</p>		<p>When the couples handhold is formed, a BFT passes from Lady 1's left hand to Man 1's right hand.</p>

TENNIS:

Areas of emphasis:

Grip

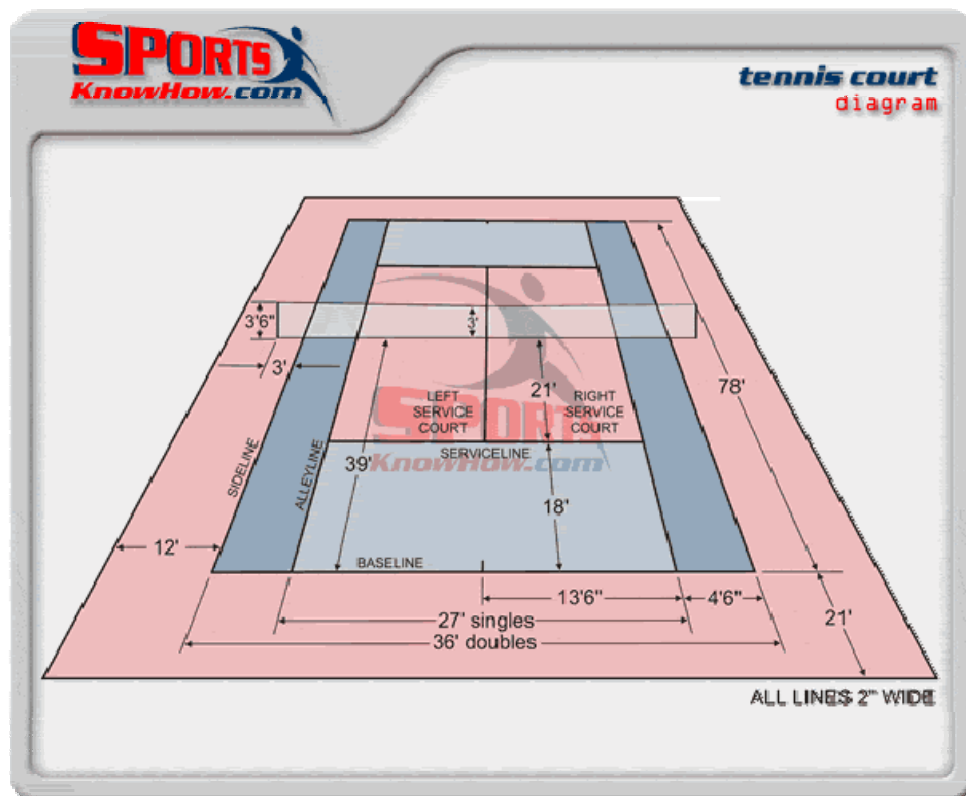
Ready Position

Forehand

Backhand

Serve (Goal is to strike the ball successfully in a controlled manner using the racquet and the ball)

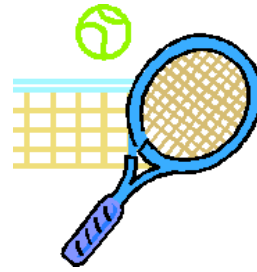
Safety - student spacing, proper use of racquet



Tennis Rules/ideas were taken from:

<http://www.coopsports.com/tennis2.shtml>

Tennis Rules Simplified



The rules of tennis are quite simple. The game itself is complex. "

Rule 1. Opponents stand on opposite sides of the court. The player who delivers the ball to start the point is called the **server**. The player who stands opposite and cross-court from the server is the **receiver**.

Rule 2. The right to serve, receive, choose your side, or give the opponent these choices is **decided by a toss** of a coin or racquet. If the choice of service or receiver is chosen, the opponent chooses which side to start.

Rule 3. The server shall stand behind the baseline on the deuce court within the boundaries of the singles court when playing singles and within the doubles sideline when playing doubles. [See court dimensions](#). All even points are played from the deuce court and odd number points played from the advantage court. The server shall not serve until the receiver is ready. Serves are made from the deuce court to the opponents service box on the deuce court. Advantage court to advantage box. If the server misses his target twice, he loses the point. If the ball hits the net and goes in the correct service box, another serve is granted. If the server steps on the baseline before contact is made, the serve is deemed a fault.

Rule 4. The receiver is deemed ready if an attempt is made to return the server's ball. The receiver can stand where he likes but must let the ball bounce in the service box. If the ball does not land in the service box, it is deemed a fault and a second serve is given. If the ball is hit by either opponent before the ball bounces, the server wins the point.

Rule 5. The server always calls his score first. If the server wins the first point, he gets a score of 15. Scoring is done like a clock. See example below. Love means zero in tennis. The second point is called 30. The third point is called 45 (now-a-days known as 40) and game is won when the score goes back to love. If the score is 40-40, also known as **deuce**, one side must win by two points. **Advantage-In** means if the server wins the next point, he wins the game. **Advantage-Out** means the receiver has a chance to win the game on the next point.

LOVE 15-30-40

Rule 5. After the game, the opponents serve. Games equal 1. The first to win 6 games,

by two, wins the set. The first to win 2 sets wins the match. If the score is 6-6, a tie-breaker is played. This is scored by one's. The first team to score 7 points winning by two wins the set. The tiebreaker continues until one side wins by two. Hence, Game-Set-Match.

Rule 6. If the ball goes into the net, or outside the boundaries of the court, the player who hit that ball loses the point. If the ball hits the net during the point and goes into the opponents court, the ball is in play. A player loses the point if he touches the net, drops his racquet while hitting the ball, bounces the ball over the net, hits a part of the surroundings such as the roof, or a tree, the ball touches him or his partner, he deliberately tries to distract the opponent.

Rule 7. A **let** is called during the point if a ball rolls on the court or there is a distraction from someone besides the players on the court.

Rule 8. A ball that lands on the line is good.

Rule 9. If players serve out of turn or serve to the wrong person or court, the point or game will stand and order will be resumed following the point or game.

THREE TYPES OF TENNIS GRIPS



Eastern Grip

Step1

Note that the eastern grip is popular with beginners and is widely used with forehands because of its comfort. The grip can also be used to hit backhands, serves and volleys.

Step2

Hold the racket in front of you in your left hand (or right hand if you're a left-handed player).

Step3

Rotate the racket so that the face (strings) of the racket is perpendicular to the ground.

Step4

Lay the palm of your free hand flat on the face of the racket.

Step5

Move your palm toward your body, down the shaft of the racket, until it hits the end of the handle.

Step6

Wrap your fingers around the handle and space them slightly apart. Your thumb and forefinger should lie almost directly on top of the handle, forming a V that points toward your right shoulder (toward your left shoulder if you're left-handed). Your thumb should lie across the top of the handle.



Continental Grip

Step1

Note that the continental grip is used by more advanced players in serving and volleying. Begin by forming an eastern grip.

Step2

Ease your grip and turn the racket with your left hand (or right hand if you're a left-handed player).

Step3

Turn the racket until it is perpendicular to the ground, or pointing to the "12 o'clock" position. Then, if you are right-handed, turn the racket to about the "1 o'clock" position. If you are left-handed, turn the racket to the "11 o'clock" position.

Step4

Wrap your fingers around the handle and space them slightly apart. The V formed by

the thumb and forefinger should point toward you, and the thumb should lie along the length of the handle. The bottom knuckle of your index finger should lie right on top of the racket.



Western Grip

Step1

Note that the western grip is excellent in forehand play but feels awkward for beginners, especially when used for backhands, serves and volleys. Advanced players often use it to enhance their forehand play.

Step2

Start by holding the racket with an eastern grip.

Step3

Relax your grip and turn the racket counterclockwise until the top of the racket points toward the "11 o'clock" position. Left-handed players should turn the racket clockwise to the "1 o'clock" position.

Step4

Wrap your fingers around the handle and space them apart slightly. The V formation should point to your right (or left), and your thumb should lie across the top of the handle.

POSITION

Ready position is to tennis what the starting blocks are to a sprinter. Except that the tennis player doesn't know which direction she will have to run. So, to be in the Ready Position is to be ready for anything: You are upright — not leaning forward — ready to move either forward or backward. You are on your toes with your weight evenly distributed on both feet, ready to push off with either foot in any direction. You have spring in your knees. You are squared around to face the hitter (not the net). And you are holding your racket up in front of you with both hands. Ready for anything.



FOREHAND

. Keep your eye on the ball: This may seem like a child's tip but how can you expect to hit what you can't see? Too many times, the ball takes a weird hop off the court and you end up with an ugly mishit. If you want to hit a consistently good forehand you have to make sure you know what you're hitting.

2. Use your legs: In tennis, your forehand depends on more than one arm to create velocity. You can generate more power on your forehand by using your leg muscles. If you bend at the knees before you strike the ball, you can push up during contact to add extra umph to help your forehand.

3. Use topspin: With the use of topspin, you can hit your forehand harder and increase your chance of getting the ball in. When you hit a forehand with topspin, the ball spins like a tire rolling away from you, this causes the ball to drop in the court, even when you whack the forehand extra hard. To add topspin to your forehand, just swing your racquet from below the waist to above the waist, while keeping the stringbed parallel to the net.

4. Rotate your shoulders: The backswing in preparation of a forehand should be made by the shoulders. Get your shoulders back as soon as possible and rotate the upper [body](#) as you swing through the ball. When you make contact with the ball your shoulders should naturally open up, which pumps up your forehand.

5. Follow through: The follow through is one of the most important parts of the modern forehand. Make sure you fully swing through the ball and end high, preferably about chin height, and to the left of the [body](#) (assuming you're right-handed). If you're using topspin, the follow through should finish with the racquet faced toward the ground.

BACKHAND

1. Watch the ball all the way to the strings (watch impact)
2. Maintain firm wrist(s) through the entire stroke; backswing, hit, and follow-through
3. Turn TM2 to the proper o'clock position (turn sideways)
4. Use full strokes; follow-through completely (complete strokes)
5. React quickly; get your racket back and wait (early preparation using a two-step stroke)
6. Hit the ball with an awareness of racket pitch at impact (open racket face at impact)
7. Use the wrist(s) to point the racket low on the backswing
8. Recover quickly back to the ready position
9. Check the grip after each and every shot.
10. Use low to high strokes (let the ball fall into your strings)
11. Special non-dominant hand awareness (two-handers only)

SPECIAL EMPHASIS TECHNIQUES - ONE-HANDED BACKHANDS

1. Offensive Backhands...

- Watch the ball all the way to the strings.
- Maintain a firm wrist through the entire stroke.
- Turn TM2 to the proper o'clock position.

2. Neutral Backhands...

- Use low to high strokes.
- Use full strokes; follow-through completely.
- Watch the ball all the way to the strings.

3. Defensive Backhands...

- Watch the ball all the way to the strings.
- Hit the ball with an awareness of racket pitch at impact.
- Maintain a firm wrist through the entire stroke.

SPECIAL EMPHASIS TECHNIQUES - TWO-HANDED BACKHANDS

1. Offensive Backhands...

- Watch the ball all the way to the strings.
- Special non-dominant hand awareness.
- Maintain firm wrists through the entire stroke.

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- Turn TM2 to the proper o'clock position.
- Use full strokes; follow-through completely.

2. Neutral Backhands...

- Special non-dominant hand awareness.
- Turn TM2 to the proper o'clock position.
- Use full strokes; follow-through completely.
- Watch the ball all the way to the strings.

3. Defensive Backhands...

- Watch the ball all the way to the strings.
- Special non-dominant hand awareness.
- Hit the ball with an awareness of racket pitch at impact.
- Maintain firm wrists through the entire stroke.

SERVE

Basic Tennis Serve Tip #1: Where to Stand

A right hander's left foot should be behind the baseline pointing towards the right net post. The right foot is a few inches behind the left, parallel to the baseline.

Basic Tennis Serve Tip #2: The Grip

The racquet's side should be facing you, not the strings. Pretend you're climbing a rope or shaking hands and place your palm on the upper right bevel of the racquet, but not on one of the flat sides. The thumb will be wrapped around the back of the racquet. This is called the Continental grip.

Basic Tennis Serve Tip #3: The Toss

Hold the ball with your opposite hand. Your thumb, index, and middle finger should lightly cradle the ball to the side or slightly below. Bring both hands to meet around the belly button, then lower your ball hand (not past your thigh) while your racquet hand dips. At this point your knees should slightly bend if you'd like more power.

Slowly raise your ball hand up and release your fingers as if a rose is blooming. Now your racquet hand is behind your head, pointing near the ground. The toss should be aimed at the opposite net post and about a foot in front of you.

Basic Tennis Serve Tip #4: The Contact

Extend your racquet hand above your head and this is where the point of contact should be made. Try to toss your ball higher than that though, so you have enough time to bring your racquet to this point. For a basic tennis serve, the racquet should meet the ball in the middle of the strings.

TRACK AND FIELD

Area of Emphasis:

- Warm-Ups and Cool Downs
- Running events: sprint, long distance
- Long Jump
- Relay races
- Shot-Put



1. Warm-Ups:

A. Abdominal exercise: Lay on your back with your hands behind your head. Then with your knees straight, scissor kick in the air with your legs.

B. Leg and back exercise: From erect position feet shoulder width apart, arms extended sideward, touch left toe with right hand, then touch right toe with left hand, then repeat that motion over again.

C. Hip-Flexibility Exercise: Lay on your back, then lift your legs straight up and put your hands behind your back, so that you are in the candlestick position. Rotate your legs as in riding a bicycle. Start slowly and increase speed.

D. Arm and shoulder girdle exercise: Lay on your chest on the ground. With body straight, touch your chest to the ground and then push up to arms-extended position. (The same as push-ups.)

E. Trunk-Stretching exercise: Stand up straight with feet about three feet apart. Then put your arms straight out, and rotate whole upper trunk from waste up, from as far right to as far left as possible. Then repeat that motion

Cool Down:

Following the race the next most important thing an athlete will do that day will be the cool down. It is the first and most crucial part of recovery from the race effort and a good thorough cool down will not only help get you ready for upcoming workouts but will help prevent injury. In practice your body learns to handle stress and develops the ability to recover through moderate exercise. You must use this ability to get ready for future workouts and races. It is important that each athlete cool down at a pace that is comfortable for them but it is also important that it not be too brief. A nice easy distance run of approximately the race distance is a reasonable rule of thumb and with some thorough stretching will help the athlete begin the recovery process and get ready for what lies ahead. Athletes who do a complete cool down always feel better the next day than when they do not do one. They are ready to go out and resume training for the next race.

2. A. Sprints:

Sprinting events include the 100 meter (m), 200 m, and 400 m. In all sprint races, athletes use starting blocks, placed one to three feet behind the starting line. The 100 m and 200 m are sprints demonstrating speed, while the 400 m combines endurance and speed. The 100 m is run on the straightaway, the 200 m starts on the curve, and the 400 m is one full lap around the track.

B. Long Distance:

Distance running includes the 800 m and 3200 m. Strategically, the athletes either keep the same pace throughout the race, or start quickly and try to maintain a reasonable pace to finish. They also usually try to save some energy for the “kick,” a sprint the last 100 m of the race.

3. Long Jump:

The long jump is the simplest jumping event. It requires speed and the ability to leap forward. The long jump takes place on a runway with a sand pit at the end. There is a board or white line, which the athletes cannot step over, 8 to 12 feet before the sand pit on the runway. Long jumpers are incredibly fast, and convert running speed into jumping distance. Some athletes use the “hitchkick,” where the athletes rotate their arms and legs while in the air. Others use the “hang,” where they hold their arms and legs back after takeoff then snap forward and land on their bottoms in the sand. The jump is measured from the end of the board to the closest point at which the jumper lands in the sand. Jumpers have three attempts to log their best jump. The top jumpers advance to the finals and have three more attempts to increase their distance.

4. Relay Races:

The relays are the 400 m (4 x 100), 1600 m (4 x 400), and 3200 m (4 x 800). Each relay team consists of the four fastest sprinters (four men or four women). The anchor, the last person to run, is the fastest; the lead runner is the second fastest. Each runner completes one-fourth of the total distance. The lead runner begins on a starting block with a baton. Once he nears the next runner on his team, that person begins to sprint. The baton must be handed off within a certain area marked by lines on the track, or an official waves a red flag to signify disqualification. If the baton is dropped, the entire relay team is disqualified.

5. Shot-Put:

The shot is a round metal ball, weighing about 9 pounds for girls and 12 pounds for boys. The shot is “put” by using either the “glide” or “spin” technique. With the glide, the athlete faces away from the throwing area, crouches, and leans over one foot. He then pushes back and turns, uses his legs to explode upwards, and releases the shot at about a 40-degree angle. The spin is similar to discus, but the shot is held with the arm bent at the elbow and held close to the neck. If the shot is in the right hand, the thrower spins counterclockwise.

Benchmarks for Special Activities

The following are the established benchmarks students are expected to demonstrate at the conclusion of their special activities unit:

- A. Explain the role of lifetime activities in getting to know and understand other of similar and dissimilar background.
- B. Recognize the value in participating in new and different activities.
- C Recognize the value in participating in large and small group cooperation.

Special Activities:

The following activities are outlined as possible areas of interest for the middle school student:

BOWLING

Scoring

Basic technique

Steps

Etiquette

Show video on basic steps

Safety rules

Field trip to bowling alley

ROLLER SKATING/ SKATE NIGHT

Rules/etiquette

Field trip to skating arena

JUMP ROPE FOR HEART DAY

Students sign up for a team (10-12 per team)

Divide teams by grade level

Use music to jump by

Conduct contests during the jumping: forward jump, backward jump, criss cross, partner jump, double dutch

FIELD DAY

Program should emphasize what has been taught

Be imaginative

Emphasize FUN

Be organized

Biking

Rules

Safety

Video on Biking

Basic Technique

Benchmarks for Outdoor Activities

The following are the established benchmarks students are expected to demonstrate at the conclusion of their outdoor activity unit:

- A. Explain the importance of preserving the outdoor environment
- B. Participation in three lifetime wellness activities
- C. Enjoyment in the aesthetic and creative aspects of performance
- D. Demonstrate basic canoe strokes
- E. Demonstrate basic rock climbing techniques
- F. Explain the lifetime value of hiking

Outdoor Activities

Areas of emphasis:

- 1. **Outside Resources**
 - a. Local parks and recreation
 - b. YMCA
 - c. Sporting goods companies
 - d. Institutions of higher education
- 2. **Rock Climbing**
 - a. Basic technique
 - b. Equipment
 - c. Safety
 - d. Field trip to a climbing wall
- 3. **Hiking/ Walking the Trail**

RESOURCES

Generalized Rubric

Criteria	Never 0	Sometimes 1	Usually 2	Always 3
1. Calls for the implement when appropriate (communicates with teammates).				
2. Uses the correct skill at the correct time.				
3. Demonstrates the correct court position when on offense.				
4. Demonstrates the correct court position when on defense.				
5. Officiates (calls ins and outs) using principles of fair play.				

Fair Play in Small-sided or Full Game Play					
Assessor _____	Name of Player/Team _____				
Assess the game etiquette demonstrated by the player(s). Circle the most appropriate response for each criterion.					
1. Encourages others (says things like nice shot, good hustle, etc.).	1	2	3	4	5
2. Wins or loses gracefully (doesn't throw temper tantrums; shakes opponent's hands after the game).	1	2	3	4	5
3. Both partners on the team played equally (one person didn't hog the court and try to dominate play).	1	2	3	4	5
4. Correct calls were made; they didn't attempt to cheat.	1	2	3	4	5
5. Courteous to others (we really enjoyed playing the other team because they were so nice).	1	2	3	4	5
<u>Levels of Performance</u>					
1 Student never demonstrates criterion.					
2 Student demonstrates criterion in less than 50% of the opportunities presented.					
3 Student demonstrates criterion in more than 50% of the opportunities presented, but less than 75%					
4 Student demonstrates criterion in more than 75% of the opportunities presented, but less than 100%					
5 Student always demonstrates criterion.					

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STUDENT RECORD FORM										
Name of Students	Dribbling with Feet									
	1	2	3	4						
Bichette, Dante										
McGuire, Mark										
Sosa, Sammy										
Vaughn, Mo										
Walker, Larry										
etc.										
<i>Legend</i>										
Advanced Performance = AP; Proficient Performance = PP; Partially Proficient Performance = PPP										

Dribbling Self-assessment Task Sheet

Name _____

Directions: Record the date at the top of the column. Record how you think you are doing by placing 1, 2, or 3 in the appropriate space.

- 1 = I still need to practice at this skill.
- 2 = I'm good at this skill.
- 3 = I would like my teacher to see this skill.

TASKS/SKILLS	Date	Date	Date	Date	Date
1. Dribbling in self-space with preferred hand.					
2. Dribbling in self-space switching hands.					
3. Dribbling while traveling.					
4. Dribbling while traveling and switching hands.					
5. Keeping my head-up while dribbling.					
6. Controlling the ball while dribbling.					

Test for Understanding

The critical skill cues for dribbling are:

a. _____

b. _____ c. _____

d. _____ e. _____

INTERNET RESOURCES

www.pecentral.com

www.pelinks4u.com

www.aahperd.org

www.vahperd.org

www.walksmartvirgina.com

www.bikevirginia.org

www.educationworld.com/pe_health/pe.shtml

www.pe4life.org

www.fitnessforlife.org

www.aahperd.org/naspe/

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2. Graham, George and Shirley Ann Holt/Hale, Melissa Parker. Children Moving. Mountain View, California; Mayfield Publishing Company,
3. Scicchitano, Jerry. To Set Your Students Afire. You Need the Riyht Match. Newport News, Virginia; Newport News HPE Department, 1992
4. Graham, George. AMTP Pedagogy Course Study Guide. Champaign, Illinois; Human Kinetics Publishers, 1992
5. North Carolina Physical Education Curriculum. Raleigh. North Carolina; North Carolina Department of Public Instruction, Revised edition, 1992
6. Middle School Physical Education Curriculum Action Plan. Prince William County Public Schools. Prince William County, Virginia; Prince William County Public Schools, 1988
7. Line Dancing Is It!. P.E. Productions, Route 11, Box 492-A, Winston-Salem, North Carolina 24107
8. Fit All Over. Get Strong. Bend and Stretch and Every Body's Fitness Book. 3S Fitness Group. Box 5520, Station B, Victoria, British Columbia V8R6S4. (604)598-1426
9. International Rope Skipping Organization. P.O. Box 3307, Boulder Colorado 80301. Rope skipping supplies and video tapes. (303)530-7179
10. American Heart Association: Jump Rope for Heart Video, 4217 Park Place Court, Glenn Allen, Virginia 23060
11. Roanoke Citv Middle Schools Health Curriculum: Grades 6,7, and 8. 2008
12. Zakrajsek, B. Dorothy; Carnes, A. Lois; Pettigrew, Jr. Frank. Quality Lesson Plans for Secondary Physical Education. Human Kinetics Publishers, 2003.

HIGH SCHOOL PHYSICAL EDUCATION
CURRICULUM

REVISED SUMMER, 2008

Revised BY:

Jason Gordon
Rico Kyle

GUIDELINES

The state of Virginia requires high school students to successfully complete 1 credit of Physical Education (P.E. 9 and P.E. 10). The high school program is an extension of the middle school program.

We believe that each high school student should:

- A. Achieve a physically active lifestyle
- B. Maintain a health-enhancing level of fitness
- C. Understand that physical activity can provide a lifetime of enjoyment and physical well-being

Benchmarks for team activities

The following are the established benchmarks students are expected to demonstrate at the conclusion of their team activities units:

- A. Demonstrates competence (basic skills, strategies, rules) in a variety of team activities
- B. Plays a game using the basic skills of the sport
- C. Exhibits shooting/hitting skills in the designed team activity.
- D. Demonstrates kicking, dribbling (includes stick), passing skills in appropriate team sport activities
- E. Demonstrates responsible personal behavior by following safe practices, rules, procedures, and etiquette in all physical activity settings. The student recognizes their role in positively influencing the behavior of others.
- F. Contributes in a positive manner to the achievement of a team.

EXCUSES

- A. The physical education teacher MUST honor all written excuses from the parents or a physician.
- B. All excuses for special health problems must be honored.
- C. Long term excuses (5 or more school days) must be written by a physician and must state what the child is able to do. Refer to the Form section and see Physician Statement for Activity Modification Form posted on the Division health and PE website at www.rcps.info.

STANDARDS OF LEARNING

Grade Nine

In grade nine, students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. They demonstrate the ability to use basic skills, strategies, and tactics. Students demonstrate more specialized knowledge in identifying and applying key movement concepts and principles. They assess their skill performance and develop a personal physical activity program aimed at improving it. They apply their understanding of personal fitness to lifelong participation in physical activity. Students demonstrate independence of others in making choices, respect all others, avoid conflict but are able to resolve it appropriately, and use elements of fair play and ethical behavior in physical activity settings. Students demonstrate the ability to plan for and improve components of fitness and achieve and maintain a health-enhancing level of personal fitness.

Skilled Movement

9.1 The student will perform all basic movement skills and demonstrate competence in at least two self-selected, lifelong, skill-related physical activities from individual, dual, or team game/sport, dance, and recreational pursuit categories.

- a) Apply competencies in all locomotor, non-locomotor, and manipulative skills to appropriate game/sport, dance, and recreational activities.
- b) Design, implement, evaluate, and modify a plan for at least two self-selected, lifelong, skill related physical activities. Key concepts include analysis of performance, application of principles of movement and training, and focus on goal setting and improvement of personal skills.

Movement Principles and Concepts

9.2 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.

- a) Explain and apply selected scientific principles (e.g., physiological [warm-up, cool down, overload, specificity, and progression], biomechanical [levers, types of muscle contractions, and force]) that aid in the improvement of movement skills.
- b) Use movement principles and concepts to improve the movement performance of self and others

Personal Fitness

9.3 The student will demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.

- a) Demonstrate program-planning skills by setting goals, devising strategies, and making timelines for a personal physical activity plan.
- b) Apply the FITT (Frequency, Intensity, Time, Type) principle and other principles of training such as overload, specificity, and progression, in accordance with personal goals.
- c) Include scientific principles and concepts (e.g., methods of stretching, types of muscular contractions) as strategies for improvement of personal fitness.
- d) Use a variety of resources, including available technology, to assess, design, and evaluate a personal fitness plan.
- e) Identify consumer issues related to selection, purchase, care, and maintenance of personal fitness equipment.

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Responsible Behaviors

9.4 The student will demonstrate appropriate behaviors in all physical activity settings.

- a) Act independently, and resist negative peer influences in physical activity settings.
- b) Exhibit respect for the unique characteristics and abilities of peers.
- c) Act responsibly to avoid conflict.

Physically Active Lifestyle

9.5 The student will participate in school and community physical activities that are challenging and health-enhancing and that provide opportunities for social interaction.

- a) Maintain a record of daily participation in physical activities.
- b) Develop and evaluate progress toward personal physical activity goals within and outside of physical education class.
- c) Analyze long-term physiological and psychological benefits that may result from regular participation in physical activity.

Grade Ten

Students in grade ten are proficient in all fundamental movement skills and skill combinations and are competent in self-selected physical activities that they are likely to participate in throughout life. They understand and apply key movement and fitness principles and concepts for all activities in which they demonstrate competence. Students are good leaders and good followers, respect others, and anticipate and avoid unsafe physical activity situations. They develop the ability to understand and anticipate how physical activity interests and abilities change across a lifetime. Students demonstrate competency in at least three lifelong physical activities and plan, implement, self-assess, and modify a personal fitness plan. Students are prepared to lead a physically active lifestyle.

Skilled Movement

10.1 The student will demonstrate proficiency in all basic movement skills and patterns and competency

in at least three self-selected, lifelong, skill-related physical activities.

- a) Apply competencies in all movement skills to appropriate game/sport, dance, and recreational activities.
- b) Design, implement, evaluate, and modify a plan for three or more lifelong, skill-related physical activities. Key concepts include analysis of performance, application of principles of movement and principles of training, setting of goals, improvement of personal skills, and planning for future physical activity beyond school years.

Movement Principles and Concepts

10.2 The student will apply movement principles and concepts to skill performance.

- a) Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms.
- b) Integrate movement principles and concepts to analyze and improve the performance of self and others in specialized movement forms.

Personal Fitness

10.3 The student will demonstrate the ability to independently apply basic principles of training and scientific concepts and principles to increase physical activity and improve personal fitness.

- a) Select and apply appropriate principles of training (mode, intensity, duration, frequency, progression) in a chosen game/sport, dance, recreational pursuit, or fitness activity to increase regular physical activity and/or improve performance.
- b) Use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness.

Responsible Behaviors

10.4 The student will demonstrate appropriate behavior in all physical activity settings.

- a) Initiate and maintain appropriate personal behaviors in physical activity settings.
- b) Exhibit leadership and the ability to follow others when working with a group.
- c) Anticipate and avoid potentially dangerous situations in physical activity settings.
- d) Explain the role of sport in understanding the perspectives of other cultures.
- e) Demonstrate respect for differences among people in physical activity settings.

Physical Education Standards of Learning for Virginia Public Schools – January 2008

Physically Active Lifestyle

10.5 The student will analyze and evaluate the significance of physical activity to their present and future development and maintenance of a healthy lifestyle.

a) Participate regularly in health-enhancing physical activities that contribute to personal enjoyment and the attainment and maintenance of personal physical activity goals.

b) Demonstrate an understanding of how personal characteristics, participation behavior patterns,

and activity preferences are likely to change over time, and determine strategies to deal with those changes.

c) Describe common barriers to participation in regular physical activity and methods of overcoming these barriers.

Physical Education Standards of Learning for Virginia Public Schools – January 2008

Grade Eleven/Twelve (elective)

Elective physical education provides students with the opportunity to participate in physical activities for specific purposes. Options for offering specialized-movement courses can be configured by quarter, by semester, or on a full-year basis. Students will select areas of concentration to study.

Examples of possible choices are:

aerobics	aquatics (swimming, kayaking, canoeing)
dance	individual sports
lifelong activities	outdoor pursuits
Pilates	self-defense
Skating	team sports
weight management	weight training/conditioning

Skilled Movement

11/12.1 The student will demonstrate mastery of movement skills and patterns that apply to the selected specialized-movement activity.

- Exhibit a level of proficiency in all basic skills required for the selected activity and the ability to use the skills with consistency in the appropriate setting.
- Demonstrate an understanding of the rules and strategies of the selected activity, and apply them appropriately.

Movement Principles and Concepts

11/12.2 The student will apply movement principles and concepts to skill performance of the selected specialized-movement activity.

- Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms.
- Integrate movement principles and concepts in order to analyze and improve the performance of self and others in specialized movement forms.

Personal Fitness

11/12.3 The student will achieve and maintain a health-enhancing level of physical fitness.

- Participate independently in health-enhancing physical fitness activities.
- Evaluate and adjust activity levels to meet personal fitness goals.
- Design and critique a personal fitness program, using available technology and resources.
- Identify the physical and mental benefits of physical fitness.

Responsible Behavior

11/12.4 The student will accept responsibility for taking a leadership role as well as demonstrate the ability to follow in order to accomplish group goals.

- Evaluate and organize a safe environment for skill practice.
- Demonstrate appropriate etiquette, care of equipment, and safe behaviors in the activity setting.

Physically Active Lifestyle

11/12.5 The student will participate regularly in health-enhancing physical activities that contribute to personal enjoyment and the attainment and maintenance of personal physical activity goals

TEAM ACTIVITIES FOR THE HIGH SCHOOL STUDENT

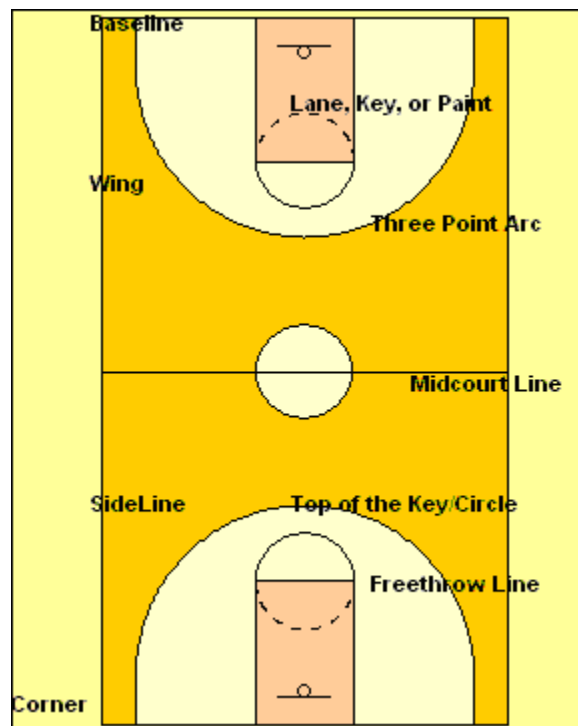
The following activities are outlined in this guide:

- a. [Basketball](#)
- b. [Flag Football](#)
- c. [Floor Hockey](#)
- d. [Lacrosse](#)
- e. [Soccer](#)
- f. [Speedball](#)
- g. [Team Handball](#)
- h. [Volleyball](#)

Basketball

The Rules

Basketball is a team sport. Two teams of five players each try to score by shooting a ball through a hoop elevated 10 feet above the ground. The game is played on a rectangular floor called the court, and there is a hoop at each end. The court is divided into two main sections by the mid-court line. If the offensive team puts the ball into play behind the mid-court line, it has ten seconds to get the ball over the mid-court line. If it doesn't, then the defense gets the ball. Once the offensive team gets the ball over the mid-court line, it can no longer have possession of the ball in the area in back of the line. If it does, the defense is awarded the ball.



Basketball Court 1

Basketball Rules/Ideas were taken from:

<http://www.breakthroughbasketball.com/basics/basics.html>

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The ball is moved down the court toward the basket by passing or dribbling. The team with the ball is called the offense. The team without the ball is called the defense. They try to steal the ball, contest shots, steal and deflect passes, and garner rebounds.

When a team makes a basket, they score two points and the ball goes to the other team. If a basket, or field goal, is made outside of the three-point arc, then that basket is worth three points. A free throw is worth one point. Free throws are awarded to a team according to some formats involving the number of fouls committed in a half and/or the type of foul committed. Fouling a shooter always results in two or three free throws being awarded to the shooter. If the shooter was beyond the three-point line, then they would get three shots. Inside the three point line, they will get 2 shots. Other types of fouls do not result in free throws being awarded until a certain number have accumulated during a half. Once that number is reached, then the player who was fouled is awarded a '1-and-1' opportunity. If he makes his first free throw, he gets to attempt a second. If the shooter misses the first shot, the ball is live on the rebound.

Each game is divided into sections. All levels have two halves. In college, each half is twenty minutes long. In high school and below, the halves are divided into eight (and sometimes, six) minute quarters. In the pros, quarters are twelve minutes long. There is a gap of several minutes between halves. Gaps between quarters are relatively short. If the score is tied at the end of regulation, then overtime periods of various lengths are played until a winner emerges.

Each team is assigned a basket or goal to defend. This means that the other basket is their scoring basket. At halftime, the teams switch goals. The game begins with one player from either team at center court. A referee will toss the ball up between the two. The player that gets his hands on the ball will tip it to a teammate. This is called a tip-off. In addition to stealing the ball from an opposing player, there are other ways for a team to get the ball.

One such way is if the other team commits a foul or violation.

Fouls and Violations

FOULS

Personal fouls: Personal fouls include any type of illegal physical contact.

- Hitting
- Pushing
- Slapping
- Holding
- Illegal pick/screen – An illegal block by an offensive player to allow a teammate to gain an advantage on the court. When an offensive player sticks out a limb and makes physical contact with a defender in an attempt to block the path of the defender.

Personal foul penalties: If a player is shooting while being fouled, then he/she gets two free throws if his shot doesn't go in, but only one free throw if his shot does go in.

- Three free throws are awarded if the player is fouled while shooting for a three-point goal and they miss their shot. If a player is fouled while shooting a three-point shot and makes it anyway, he is awarded one free throw. Thus, he could score four points on the play.
- Inbounds. If fouled while not shooting, the ball is given to the team the foul was committed upon. They get the ball at the nearest side or baseline, out of bounds, and have 5 seconds to pass the ball onto the court.
- One & one. If the team committing the foul has seven or more fouls in the game, then the player who was fouled is awarded one free throw. If he makes his first shot, then he is awarded another free throw.
- Ten or more fouls. If the team committing the foul has ten or more fouls, then the fouled player receives two free throws.

Charging: An offensive foul that is committed when a player pushes or runs over a defensive player. The ball is given to the team that the foul was committed upon.

Blocking:

Blocking is illegal personal contact resulting from a defender not establishing position in time to prevent an opponent's drive to the basket.

Flagrant foul:

Violent contact with an opponent that includes hitting, kicking, and punching. These types of fouls result in free throws plus the offense retaining possession of the ball after the free throws.

Intentional foul: When a player makes physical contact with another player with no reasonable effort to steal the ball. It is a judgment call for the officials.

Technical foul: Technical foul. A player or a coach can commit this type of foul. It does not involve player contact or the ball but is instead about the 'manners' of the game. Foul language, obscenity, obscene gestures, and even arguing can be considered a technical foul, as can technical details regarding filling in the scorebook improperly or dunking during warm-ups.

VIOLATIONS

Walking/Traveling: Taking more than 'a step and a half' without dribbling the ball is traveling. Moving your pivot foot once you've stopped dribbling is traveling.

Carrying/palming: When a player dribbles the ball with his hand too far to the side of or, sometimes, even under the ball.

Double Dribble: Dribbling the ball with both hands on the ball at the same time or picking up

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the dribble and then dribbling again is a double dribble.

Held ball: Occasionally, two or more opposing players will gain possession of the ball at the same time. In order to avoid a prolonged and/or violent tussle, the referee stops the action and awards the ball to one team or the other on a rotating basis.

Goaltending: If a defensive player interferes with a shot while it's on the way down toward the basket, while it's on the way up toward the basket after having touched the backboard, or while it's in the cylinder above the rim, it's goaltending and the shot counts. If committed by an offensive player, it's a violation and the ball is awarded to the opposing team for a throw-in.

Backcourt Violation: Once the offense has brought the ball across the mid-court line, they cannot go back across the line during possession. If they do, the ball is awarded to the other team to pass inbounds.

Time Restrictions: A player passing the ball inbounds has five seconds to pass the ball. If he does not, then the ball is awarded to the other team. Other time restrictions include the rule that a player cannot have the ball for more than five seconds when being closely guarded and, in some states and levels, shot-clock restrictions requiring a team to attempt a shot within a given time frame.

Individual Skills:

Dribbling—Speed, spin, crossover, behind the back. Hesitation

Shooting—Jump shot, dunk, free throw, lay-up, bank shot, movement with the ball , movement without the ball.

Player Positions

Center: Centers are generally your tallest players. They generally are positioned near the basket.

Offensive -- The center's goal is to get open for a pass and to shoot. They are also responsible for blocking defenders, known as picking or screening, to open other players up for driving to the basket for a goal. Centers are expected to get some offensive rebounds and put-backs.

Defensive -- On defense, the center's main responsibility is to keep opponents from shooting by blocking shots and passes in the key area. They also are expected to get a lot of rebounds because they're taller.

Forward: Your next tallest players will most likely be your forwards. While a forward may be called upon to play under the hoop, they may also be required to operate in the wings and corner areas.

Offensive -- Forwards are responsible to get free for a pass, take outside shots, drive for goals, and rebound.

Defensive -- Responsibilities include preventing drives to the goal and rebounding.

Guard: These are potentially your shortest players and they should be really good at dribbling

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fast, seeing the court, and passing. It is their job to bring the ball down the court and set up offensive plays.

Offensive -- Dribbling, passing, and setting up offensive plays are a guard's main responsibilities. They also need to be able to drive to the basket and to shoot from the perimeter.

Defensive -- On defense, a guard is responsible for stealing passes, contesting shots, preventing drives to the hoop, and for boxing out.

ACTIVITIES

1. DEFENSIVE GUARDING AND REBOUNDING

Make sure when the students are guarding they are staying in between the ball and the basket. Spread students out around the gym, facing you, give hand directions for them to move. Once all students are low, hands out and knees bent in the correct guarding position. Pair up the students and have one student have the ball and the other trying to guard them. Play 2vs1 games, where one student has to guard two players, and they have to work on situational passing.

2. Offensive strategies

Screening

One on one person defense. Player must position themselves in the pathway of the defender. Proper stance should be wide with hands slightly in front.

Pick and Roll

In teams of 3 you will play a 2vs1 situational game. One student will be dribbling the ball with the defender guarding him. When the offensive student with the ball is ready to go towards the basket his team mate will come stand close to the defensive player to (block) him from being able to follow the ball.

3. Defensive Strategy

One on One defense

This defense is commonly known as man on man. Which means each player is responsible for guarding their opposition the entire game. (they are their shadow)

Zone Defense

In this type of defense a team member is assigned to a specific part of the court versus a specific member of the opposite team. Zones are dependent on a certain part of the court. Some examples of defenses are: 1-2-2, 2-3, 1-3-1

4. SIDELINE BASKETBALL

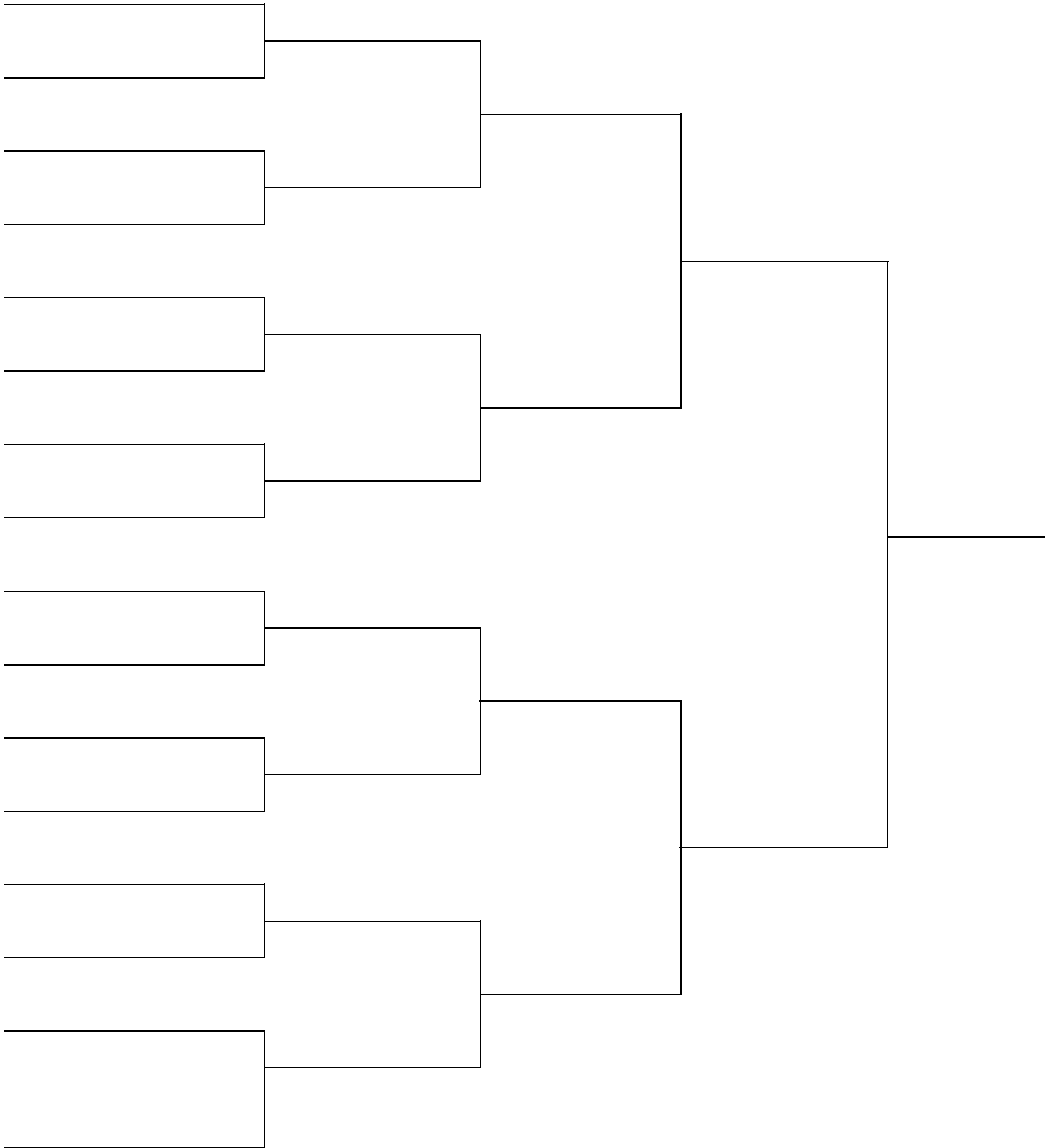
Split class into two teams. Number each side equally. Teacher will call out a number and the two students with that number will run out to center court where they will find two basketballs. Students will then dribble to their goal, first person to make a shot will make a point for their team

6. KNOCK OUT

Students stand in a straight line. First two students have a ball and the object is for the second person makes a shot before the person in front of them makes the shot. Students continue to shoot and get rebounds until they make a shot, once a shot is made they pass to the next person in line, who then tries to make a basket before the person in front of them.

TOURNAMENT BRACKETS

Event _____ Site _____ Dates _____



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FLAG FOOTBALL



Flag Football Rules/Ideas were taken from:

<http://www.cwu.edu/~jefferis/unitplans/footbag/>

History

During the Middle Ages, a football-type game became very popular in England. The modern history of the football took place in the early 19th century when it was played at English Public Schools such as Eton, Harrow, and Rugby. At this point, there were two formats of football developed. One was basically a kicking game, later called Association Football (soccer), the other was the game that was played at Rugby, called rugby-football, named after the school.

According to legend, back on 1823, a Rugby student by the name William Webb Ellis, picked up the ball and began running with it, in opposition to the adopted rules. This style of play changed the game entirely. Later, an oval ball was introduced to the game since it was easier to carry than a round one. On August 28, 1845, Rugby Public School put into effect 37 "Laws of Football".

FLAG FOOTBALL RULES:

NUMBER OF PLAYERS: Each team should start the game with 7 players; a minimum of 5 is needed to avoid a forfeit.

TIME-OUTS: Each team will be given two time-outs per half. A time-out will be one minute in length and any unused time-outs will NOT carry over to the next half or overtimes. A time-out can be requested by any player **or head coach. If a time-out is called following a score, the extra point will be an un-timed down.**

MERCY RULE: If a team is 19 points or more ahead when the Referee announces the two-minute warning for the second half, the game shall be over. If a team scores during the last two minutes of the second half and that score creates a point differential of 19 or more points the game shall end at that point.

OVERTIME (TIE GAME): If the game score is tied after regulation time, then a coin toss will determine who will get the ball & side. The home team shall call the toss. If additional overtime periods are needed to decide the outcome of the game (more than first overtime), captains shall alternate choices. Each team will have the chance to score in series of four downs from the 10-yard line. If the score is still tied after each team has had a try (including extra point attempts), a second series is played, and so on until a winner is determined (**Exception: Regular season games will end in a tie if teams are tied after the second series**).

FREE KICK: There will be no free kicks, only punting.

PUNTING: Quick punts are illegal. On fourth down the Referee must ask the Offensive team if they want a protected scrimmage kick. Once the offense has declared their choice, the Referee will inform the Defense of the offense's choice. The only way the Offense can change their decision is to call a time-out, or if a foul occurs anytime prior to or during the down and

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the down is to be replayed. In the latter case the Offensive team will be asked if they want a protected scrimmage kick or not. The kicking team must have all of its players, except for the punter, on the line of scrimmage. No kicking team players may move until the ball is kicked. There are no restrictions to the number of players the defensive team must have on the line. Defensive players MAY attempt to block the punt by jumping straight up in the air. They may not, however, penetrate the line of scrimmage. If a punt crosses the scrimmage line and touches a player from either team and then hits the ground, the ball is dead at that spot and belongs to the receiving team.

LINE OF SCRIMMAGE: The offensive team must have a minimum of 4 players (5 in Co-ed) set the line of scrimmage at the snap. Players in motion do not count as players on the line of scrimmage. Once the center has placed his hands on the ball no offensive player may enter the neutral zone. Following the ready for play whistle and until a legal snap, no defensive player may encroach, touch the ball, stand in, or in any other way interfere with the offensive team. *Penalty – Dead Ball foul, encroachment, 5 yards from succeeding spot.*

BACKWARD PASSES AND FUMBLES: Any ball that is fumbled during a down will be dead by rule once it has touched the ground. A backward pass or fumble may be caught or intercepted by any player inbounds and advanced. A player may not intentionally throw a backward pass out of bounds to conserve time or to avoid being downed. *This will be penalized as an Illegal pass: loss of 5 yards, loss of down and the clock will start on the ready for play.* Once a ball has touched the ground the ball is considered dead.

FORWARD PASSES AND INTERCEPTIONS: If a player is in the air attempting to catch a ball, the player must contact the ground with at least one foot in-bounds with the ball in their possession prior to going out of bounds, unless contact by an opponent causes the player to first touch out-of-bounds. If possession of the ball is lost simultaneously when they hit the ground, it is not a catch. If a forward pass is caught simultaneously by members of opposing teams, the ball is dead at that spot and belongs to the team that snapped the ball.

PASS INTERFERENCE: Any contact that, in the view of the official, interferes with the attempt to catch a pass (offensive or defensive player) is pass interference unless, in the view of the official, it occurs when two or more eligible receivers make a simultaneous and bona fide attempt to reach, catch, or bat a pass. It is also pass interference if an eligible receiver is deflagged or touched prior to touching the ball on a pass thrown beyond the offense's line of scrimmage. **Clarification: Hindering an opponent's vision without making an attempt to catch, intercept or bat the ball is pass interference, even though no contact was made.** If the pass interference by the defense is intentional and/or unsportsmanlike, the defense may be penalized an additional 10 yards.

SCORING: Touchdowns = 6 points Extra Points = 1 point if successful from the 3 yard line
Extra Points = 2 points if successful from the 10 yard line Extra Points = 3 points if successful from the 20 yard line Safety = 2 points Defensive Conversion on Extra Point Attempt = 3 points
Once a team has made their choice on the extra point, they can only change their decision by taking a time-out.

SAFETY: If a player carries the ball across the goal line they are defending and the ball becomes dead while in their team's possession, it is a safety. If a team commits a foul in the end zone where the spot of enforcement is designated as the spot of the foul, it will be

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declared a safety. A team recording a safety will receive two points, and the ball shall be snapped by the scoring team at their own 14-yard line, unless moved by penalty.

Exception- Momentum Rule - When a player intercepts a forward pass or catches a scrimmage kick between their five yard line and their goal line and their momentum carries them into the end zone where the ball becomes dead, the ball will belong to the receiving team at the spot of the catch or reception.

PERSONAL FOULS: Any act listed below or any other act of unnecessary roughness is a personal foul. Players shall not :

- Punch, strike, strip, steal, or attempt to steal the ball from a player in possession.
- Trip an opponent.
- Contact an opponent who is on the ground.
- Throw the runner to the ground.
- Hurdle another player.
- Contact an opponent either before the ball is put in play or after the ball is declared dead.
- Make any contact with an opponent that is deemed unnecessary.
- Deliberately drive or run into a defensive player.
- Clip an opponent.
- Position themselves on the shoulders of a teammate or opponent to gain an advantage.
- Tackle the runner. (may warrant ejection)

SCREEN BLOCKING: Legally obstructing an opponent without using any part of the body to initiate contact. Screen blocking shall take place without contact. The blocker shall have their hands and arms at their sides or behind their back. A screen blocker cannot use their hands, arms, elbows, legs or body to initiate contact. If they do use contact it will be called a Personal Foul.

Screen blockers may not:

- Take a position closer than a normal step when behind a stationary opponent.
- Make contact when assuming a position at the side or in front of a stationary opponent.
- Take a position so close to an opponent that they cannot avoid contact by stopping or changing direction.

STIFF ARMING: Stiff arming is not allowed; a personal foul will be called, and if warranted an unsportsmanlike conduct or ejection will result.

OBSTRUCTING THE RUNNER: A defensive player shall not hold, grasp, or obstruct the forward progress of the runner when attempting to remove the flag belt.

THE FLAG BELT: All shirts must be tucked in, and are not permitted to hang over the flag belt. Should a player loose their flag belt legally or illegally during a down and should that player gain possession of a live ball, that player will be considered down when a legal tag (one hand touched by the defense between the shoulders and knees, including the hand and arm) is made. When a player scores they must immediately raise their hands and allow an official to remove their flag belt. This is done to insure that the flag belt has not been illegally secured. If the belt has been illegally secured the score is disallowed, the player ejected and a 10 yard Unsportsmanlike Conduct penalty will be administered from the previous spot. Players must have possession of the ball before they can legally be deflagged. It is illegal for a defensive player to intentionally pull a flag from an offensive player who is not in possession of the ball. In cases where a flag belt is removed illegally, play should continue with the option of the penalty of the play (Penalty: Personal foul, 10 yards).

GUARDING THE FLAG BELT: Runners shall not flag guard by using any part of the body or ball to deny the opportunity for an opponent to pull or remove the flag belt. Flag guarding includes but is not limited to:

- Swinging the hand or arm over the flag belt to prevent an opponent from deflagging.
- Placing the ball in possession over the flag belt to prevent an opponent from deflagging.
- Lowering the shoulders in such a manner that flag guards.

DRILLS

1) PROGRESSIVE QB

The students should start off on their knees with one partner holding the football. On the teacher's signal, the students should begin passing the football to their partner.

b) After several passes, the students kneel on right knee (for righthanders) only to continue to pass.

c) The next step is for the students is to stand approx. 2 yards apart while passing the football.

d) Progress by having the students take 2 steps back, increasing the distance between them.

e) Eventually the students will take more steps backward as they begin to feel comfortable throwing

2) PASSING THROUGH HOOPS

Have the students in groups of 4. Have 2 students hold up a hoop while the other 2 attempt to throw to eachother. Alternate positions in the group. Hoops can also be hung from soccer goal posts outside or basketball nets indoors.

3) CUT TO THE CORNER

Students are in a square formation with a pylon in the middle. The corner person with the ball passes to the center, touches the pylon and returns. New passer and receiver starts. The activity ends when all have passed and caught the ball.

4) GIVE AND GO

Students in groups of 2-3. Have one student pass the ball forward to a receiver and then run

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up to receive the ball back.

5) PASS BALL

This activity is adapted from kickball and baseball. One football and 4 softball bases are needed. Students in groups of 6-8. The students are numbered off. The first player stands at home plate while the rest are in the field (scattered). The player at home begins by passing the football as far as he/she can and then proceeds to run the bases. The fielders attempt to retrieve the ball and throw it in to home plate before the thrower reaches home. One point is awarded for each base the thrower touches, and 6 points if they reach home safely. The runner then goes out into the field while the next number is called for their throw. Highest individual score wins.

Lead Up Games

1) PASS BALL

This activity is adapted from kickball and baseball. One football and 4 softball bases are needed. Students in groups of 6-8. The students are numbered off. The first player stands at home plate while the rest are in the field (scattered). The player at home begins by passing the football as far as he/she can and then proceeds to run the bases. The fielders attempt to retrieve the ball and throw it in to home plate before the thrower reaches home. One point is awarded for each base the thrower touches, and 6 points if they reach home safely. The runner then goes out into the field while the next number is called for their throw. Highest individual score wins.

2) GET OPEN

This activity is designed to teach the students how to find the open person and develop passing and receiving skills. Two teams are set up. The team on offence (Black) has 5 players while the team on defence (White) has only 3 players. The object of the game is for the team on offence (Black) to pass the football to their teammates. The student with the football can only take 2 steps after the football is caught. They then have 5 seconds to pass the ball to another teammate who then tries to pass to a teammate in the "ENDZONE". If the football is intercepted, then the sides switch from offence to defence, with the appropriate substitutions. The team on offence is given 3 minutes to score as many points as possible. Each score is worth 6 points.

3) ULTIMATE FOOTBALL

Essentially the same rules as "Ultimate Frisbee" but with a football.

Basic Rules:

-There are no set plays

-A coin toss determines possession at start of game

The team on offence **MUST** pass the football either forward or backwards and may then take 2 steps and pass again.

-The offence must work their way down the field by passing the ball in an attempt to reach the end zone.

-If the ball is dropped or intercepted, possession changes to the other team.

-Touchdowns are worth 6 points

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- Possession changes following each touchdown.
- There is NO running with the football
- The passer has 5 seconds to pass the football.

Tournament Day

Last day of class mini tournament to see which team can apply the strategies learned the best. They will play a round robin tournament and then the top two teams and bottom two teams will face off in a championship round. The round robin will consist of each team playing each other in (Time of game is based on minutes of the class) flag football. You can score six points by getting a touchdown. The Final Round will consist of the two top teams with the best record playing for the title.

Playoffs:			3rd Place Match	1st Place Match
Round 1	Round 2	Round 3		
1 vs. 2	1 vs. 3	1 vs. 4		
3 vs. 4	4 vs. 2	2 vs.3		

X	1	2	3	4	W/L	Pts	Rank
1	X						
2		X					
3			X				
4				X			

Receiving Worksheet.

1.) What are five steps involved in receiving a football? (5 pts)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

2.) What are three positions on a football team that may receive passes from the quarterback? (3 pts)

- 1. _____
- 2. _____
- 3. _____

3.) In the spaces provided, draw each route we covered in class. (3 pts)

Post

Slant

Curl

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Bonus: Who is the all time leader in receptions in the NFL? (1 pt

Work with a partner. Have the first partner explain to the recorder how to grip a football. As they list the steps circle yes or no if they used these tasks.

Gripping the football.

1. At least two fingers, but no more than three fingers on the laces. YES NO
2. Thumb and index finger in front of laces. YES NO
3. Firm grip of ball. YES NO

Passing the football.

Once the grip has been completed, have your partner do the same with passing. Before the passer begins, the recorder should inform them what they are looking for with each pass. The passer should then throw towards the target 10 times.

1. Standing sideways towards target YES NO
2. Non-throwing shoulder is aimed at target. YES NO
3. Step with opposite foot towards target. YES NO
4. Throwing arm brought to head level. YES NO
5. Throwing arm followed through across body. YES NO

Number of times passes hit target _____/10 attempts.

Number of times passes were a spiral _____/10 attempts.

Football Unit Exam.

Multiple Choice. Circle the correct answer. (2pts each)

1.) In what year was football invented and the rules and regulations formalized?

- A. 1902
- B. 1836
- C. 1889
- D. 1920

2.) How many points is a touchdown worth?

- A. 7 points
- B. 6 points
- C. 3 points
- D. 1 point.

3.) How many points is a field goal worth?

- A. 6 points
- B. 2 points
- C. 3 points
- D. 1 point

4.) How many players are on the field for each team during game play?

- A. 7
- B. 9
- C. 10
- D. 11

5.) What is the name of the position that snaps the ball to the quarterback?

- A. Tight End.
- B. Safety
- C. Center
- D. Linebacker.

6.) A football field is _____ yards long.

- A. 100
- B. 75
- C. 50
- D. 110

True False. Circle true or false. (2pts each).

7.) In order to score a "safety" you must be on offense. True False.

8.) A football field is 50 yards wide. True False

9.) It is legal to block a player in the back. True False

10.) A point after attempt is worth 1 point. True False

11.) A coin toss is done to decide who gets the ball first. True False

Short Answer.

Must use complete sentences and detail.

Explain two strategies used in football to score points on offense. (4 points)

Explain penalties that a defense player may receive, include the name of the penalty and also what occurs when the penalty happens. (4 points)

What are the steps involved in throwing a football (2 points)

What are the names of the routes we discuss in class? Give a description of each (3 points)

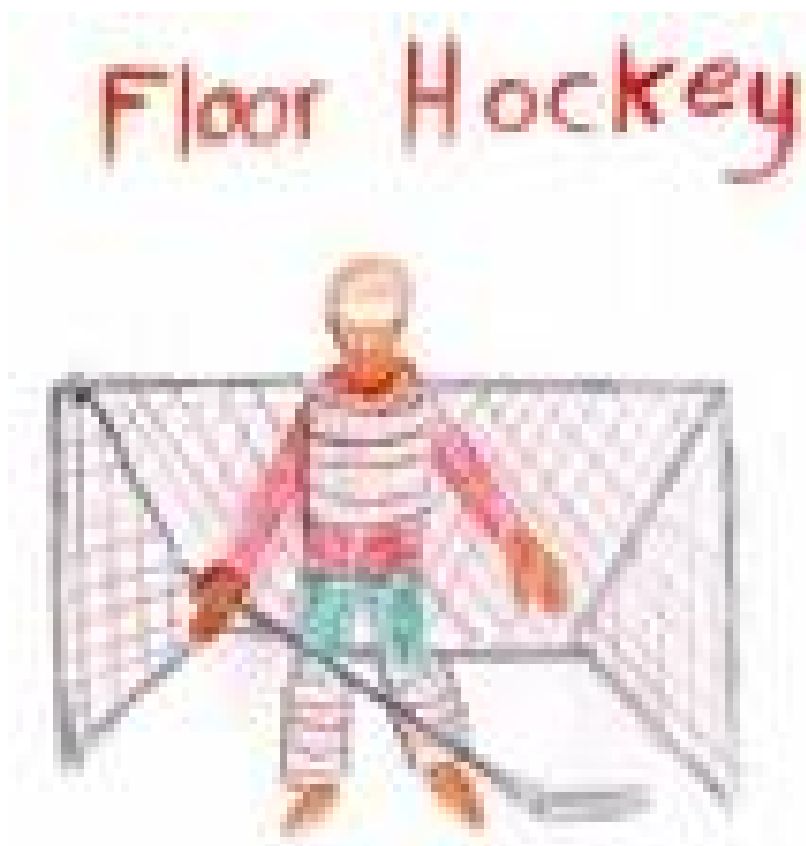
Bonus: Who won the Super Bowl this year? (1 point)

Who won the National Championship in college this year? (1 point)



FLOOR HOCKEY UNIT

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Floor Hockey Rules/Ideas were taken from:
uwadmnweb.uwo.edu/WYhpenet/FloorHockeySportEdModel.doc

STUDENT GOALS AND OUTCOMES

By participating in a unit of instruction embedded within the sport education model, the students will demonstrate that they are competent, literate, and socially adept in the game of floor hockey.

1. Develop individual skills in floor hockey.
 - a. holding stick/dribbling
 - stationary
 - moving
 - b. passing and receiving
 - stationary
 - moving
 - c. shooting
 - wrist shot
 - snap shot
 - d. checking
 - with stick
 - d. goaltending
 - stance
 - holding stick
 - catching hand
2. Develop knowledge in floor hockey.
 - a. game play rules
 - b. safety
 - c. skill cues for individual skills
 - d. team strategies
3. Execute game concepts in 4 vs. 4 game play, including the implementation of rules and regulations, execution of correct skills at the correct time, and implementation of game strategies.
4. Develop and understand fitness specific to cardiovascular endurance by participating in two 12-minute games per session.
5. Share in the planning and administration of the floor hockey unit through responsible leadership in the various roles.
 - a. student will participate as a player
 - b. student will participate as a game referee
 - c. student will participate as a statistician
 - d. student will participate as a scorekeeper
 - e..student will participate as a record keeper, team captain/co-captain, or publicist
6. Demonstrate helping behaviors with teammates by providing positive feedback during skill practice, game play, officiating, and scorekeeping duties.
7. Work effectively within the team toward common goals, specifically identify/develop team name and logo, participate in the selection process of team roles, and participate in game play.
8. Develop and apply knowledge about officiating floor hockey games, to include enforcing the game rules and regulations, and safety rules and regulations accurately and correctly.
9. Develop and apply knowledge about floor hockey by accurately collecting game statistics (i.e., assists, goals, goaltender saves, and penalties).

SKILL DEVELOPMENT AND ASSESSMENT

HOLDING STICK & DRIBBLING

Prior to the actual controlling of the puck the student should determine what "side" of the stick is preferable. If you hold the stick at the top with your left hand, you are considered a right handed player. If you hold the stick at the top with the right hand, you are considered a left handed player. Do not assume that because you write with a particular hand that is your preferred stick side. The stick is held with the top hand at the end of the stick in a shake hand fashion, and the lower hand approximately 8 to 14 inches down the shaft of the stick in a shake hand fashion. Stick handling is the means by which the puck is controlled while moving. The primary method of stick handling is side-to-side. More advanced methods are front-to-back and diagonal.

TEST

Using the proper hand positions on the stick perform side-to-side stick handling. Incorporate side-to-side stick handling while moving (different directions at different speeds).

PROCESS (skill cues)

<u>Scoring</u>	Advanced	While Jogging in General Space Maintaining Control
	Proficient	While Moving in General Space Maintaining Control
	Partially Prof.	While Moving but Not Maintaining Control

RECEIVING A PASS

The primary method in which the puck is exchanged from one player to another is with the use of the forehand pass. The stick is moved in a sweeping motion, moving both hands toward the target. The blade of the stick is kept low during the follow-through (must be kept below waist level). Receiving the pass is as important as the pass itself. Three key terms must be remembered when receiving a pass: give, cup, and right angle. Be soft with the incoming pass (give). Cup the blade over the puck by leaning the top edge of the blade toward the puck and the bottom edge of the blade away from the puck. The angle between the incoming pass and the blade of the stick should form a right angle. The latter two terms provide control of incoming passes.

TEST

Using the correct hand positioning on the stick, receive a pass from a partner.

PROCESS (skill cues)

1. Give
2. Cup
3. Right Angle

Scoring Advanced While on the Move Consistently

Proficient While Stationary Consistently

Partially Prof. While Stationary Inconsistently

CHECKING

The primary method to get the puck/ball away from your opponent is to use your stick. You must be in one of two places to check an opponent, in front of, or to the side of. Use the blade of your stick to lift your opponent's stick to take the puck/ball away from her/him, or use the blade of your stick to go after the puck/ball. You may not slap your stick against the opponent's stick.

WRIST SHOT

Undoubtedly, the wrist shot is the most effective and under-practiced shot utilized. It is important to note at this time that the act of shooting the puck is generally performed with the intent of scoring a goal. With this in mind it is essential to stress that when shooting aim for the goal. Sounds obvious, but a shot puck will not go in the goal unless it is aimed at the goal. The wrist shot is a combination of a sweeping motion and cocking of the wrists. The shot begins with the puck at the side of your body and behind your midline. The blade of the stick will be further away from the target than the top end of the stick. Forward movement begins with both hands sweeping the stick forward toward the target. The puck is dragged in the cup of the blade. During the sweeping motion the wrists are cocked. This movement is essential in the execution of the wrist shot. The back of the top hand and the palm of the bottom hand should be pointing at the floor. The shooting action requires the following to happen in rapid succession: the top of the stick must be pulled back quickly while the bottom hand (wrist) snaps forward quickly. The bottom hand goes from palm pointing down to palm pointing up, while the top hand goes from the back of hand pointing down to the back of hand pointing up. The shot ends with the follow-through in which the blade of the stick points at the target, no higher than waist level.

TEST

Shoot the puck at the goal (target) from 20 feet utilizing the wrist shot (five times).

PROCESS (skill cues)

1. Beginning position (puck at side of body behind midline of body).
2. Sweeping motion forward, "cupping" the puck, bottom hand palm down, top hand back of hand down.
3. Rapid succession of the following: top of stick pulled back, forward snap with bottom hand, and roll of wrists.
4. Follow-through toward the target.

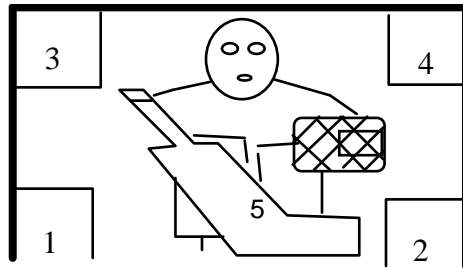
<u>Scoring</u>	Advanced	4 of 4 skill cues demonstrated
	Proficient	3 of 4 skill cues demonstrated
	Partially Prof.	2 of 4 skill cues demonstrated

PRODUCT

<u>Scoring</u>	Advanced	4 of 5 shots hit target
	Proficient	3 of 5 shots hit target
	Partially Prof.	2 of 5 shots hit target

SNAP SHOT

The snap shot is the result of a quick wrist action. The purpose of this shot is to catch the goaltender off guard. The snap shot is a very accurate shot and should enable the shooter to pick the location of the shot. When shooting it is a good idea to aim for the corners. In the following diagram the most effective areas to place the puck are identified.



1. Low stick side: most difficult area for the goaltender to cover
2. Low glove side: not as difficult to stop due to the stick and glove protection
3. High stick side: very difficult area for the goaltender, best corner to aim for
4. High glove side: easiest corner to cover for the goaltender, poorest selection as far as a shooting corner
5. Between the legs: Due to the stance of goaltenders it is a difficult shot to stop, requires accuracy as a shooter.

The snap shot is performed in the same manner as the wrist shot only the sweeping motion is eliminated. The puck begins slightly in front of your midline. Draw the stick back, away from the puck, approximately 12 inches. Begin the forward movement toward the puck by swinging down. Power is generated with this motion, so make it hard. The stick should hit the floor about one inch behind the puck, which will allow for the stick to flex producing ever greater velocity. Use the push-pull action of the wrist shot, however, keep the wrist firm throughout the shot. Follow-through with the blade of the stick pointing to the target (must be kept below waist level).

TEST

While shooting at either a goal or the wall demonstrate the snap shot as explained above.

PROCESS

1. Start position (puck in front of body center line, stick draw back)
2. Forward movement begins, stick hits the floor one inch behind puck
3. Push-pull action of the wrist shot - firm wrists - roll wrists
4. Follow through toward target

<u>Scoring</u>	Advanced	4 of 4 skill cues demonstrated
	Proficient	3 of 4 skill cues demonstrated
	Partially Prof.	2 of 4 skill cues demonstrated

PRODUCT

<u>Scoring</u>	Advanced	4 of 5 shots hit target
	Proficient	3 of 5 shots hit target
	Partially Prof.	2 of 5 shots hit target

GOALTENDING

The goaltender is the last line of defense; thus, he/she is considered the most important player on the floor. The goaltender has two pieces of equipment vital to stopping the puck: (a) the stick and (b) the glove. The stick is held in the non-catching hand and is held with the back of the hand pointing away from the body. The glove, in the other hand, is held up at approximately waist level. The feet of a goaltender should be about shoulder width apart, and the knees comfortably bent. Essentially, the goaltender attempts to get as much in from of the puck/ball as possible, which may be only the blade of the stick.

TEST

Demonstrate the proper stance for a goaltender and save 5 of 10 shots from a partner standing 20 feet away.

PROCESS

1. Stick in non-catching hand held correctly (back of hand pointing away from the body)
2. Glove hand at waist level
3. Feet shoulder width apart, knees bent
4. Put as much in from of the puck/ball as possible

<u>Scoring</u>	Advanced	4 of 4 skill cues demonstrated
	Proficient	3 of 4 skill cues demonstrated
	Partially Prof.	2 of 4 skill cues demonstrated

PRODUCT

<u>Scoring</u>	Advanced	5 of 10 shots saved
	Proficient	4 of 10 shots saved
	Partially Prof.	3 of 10 shots saved

ONE-ON-ONE COMPETITION

Play head-to-head against an opponent selected from the ladder. One player plays goalie (whoever is lowest on the ladder is in goal first) for 3 tries, the other forward. Then switch roles. The winner is the one who scores the most goals in the three tries.

RUBRIC FOR GOALTENDING DURING GAME PLAY

Advanced	Demonstrates mastery of goaltending skills and ability to consistently execute all skills with little or no conscious effort resulting in few unforced errors.
Proficient	Demonstrates competency and ability to perform basic goaltending skills without making many errors. Has complete understanding of rules and strategies of goaltending.
Partially Prof	Displays basic understanding of goaltending and is able to perform fundamental skills adequately to be able to play the position.

RUBRIC FOR DEFENSE AND OFFENSE DURING GAME PLAY

Advanced	Demonstrates skill mastery of checking, dribbling, passing, and shooting in game play resulting in few unforced errors, and demonstrate the skills necessary to work with teammates in scoring goals and stopping the opponent from scoring.
Proficient	Demonstrates the skills of checking, dribbling, passing, and shooting in game play resulting some unforced errors, and demonstrate the skills necessary to work with teammates in scoring goals and stopping the opponent from scoring.
Partially Prof.	Demonstrates the skills of checking, dribbling, passing, and shooting in game play resulting frequent unforced errors, and demonstrate some of the skills necessary to work with teammates in scoring goals and stopping the opponent from scoring.

RULES AND REGULATION

GAME RULES AND REGULATIONS 1

General Game Rules

1. A game is 12 minutes running time.
2. The whistle designates a stoppage of play.
3. A game begins with a face-off at center. All players must be on their respective side of the court.
4. Walls that are in play can be used as a rebound surface during game play.
5. When the ball travels outside the designated playing area the referee blows the whistle and a player from the team that did not send the ball out-of-bounds is given a free pass from the sideline where it went out.
6. In situations where it is not clear who touched the ball last before going out-of-bounds, a face-off will take place where the ball exited. The two closest players will face-off.
7. After a goal is scored the goalie of the team scored upon puts the ball into play.
8. No player outside of the goalie is allowed to step foot in the goalie crease. PENALTY
9. The blades of sticks may enter the goalie crease.
10. Body checking is not permitted. Body checking will result in immediate termination of play from the game. The player eliminated from play may not be replaced by a teammate.
11. A player's stick may not be raised above waist level at any time during the game. PENALTY
12. A player cannot advance past half court before the ball crosses the half-court line (off-side). LOSS OF POSSESSION
13. A player may not impede the movement (obstruct) of an opposing player with either his body or stick. PENALTY
14. A forward or defender may knock the ball to the ground using a hand. However, he/she may not close a hand on the ball. PENALTY
15. Players may not argue with game officials (referee, score keeper, time keeper, or statistician). PENALTY
16. If there is a disagreement, the captain/co-captain can report the disagreement in writing to the league commissioners. The written protest must be submitted to the commissioners by the beginning of the subsequent practice session.
17. Safety glasses must be worn over your eyes at all times during practice.
18. Safety glasses must be worn over your eyes at all times during game play. PENALTY
19. Both hands must be in contact with the hockey stick while stick handling. LOSS OF POSSESSION

GAME RULES AND REGULATIONS 2

Substitutions

1. Player substitutes are made "on the fly." There is no stoppage of playing time.
2. Substitutions must take place next to the scorekeeper's table.
3. The incoming player may not step onto the playing court until the retiring player is completely off the court (penalty assessed).

Timeouts

1. Each team is allowed one 20-second time out per game.
2. A timeout cannot be taken in the last 4 minutes of a game.
3. The captain or co-captain can call the timeout.

Sequence of Penalties [1 minute-2 minute-termination]

1. The first penalty a player receives in a game lasts one minute.
2. The second penalty a player receives in a game lasts two minutes.
3. If the opposing team scores while a player is in the penalty box (penalty being a one or two minutes), the penalized player returns to play immediately.
4. The third penalty a player receives in a game results in termination of play for that game. No other teammate may replace this player.

Playing Positions

1. Each team player must serve as the goal tender twice during the duration of the season of play.
2. Once designated the goal tender for a game, the player must remain in that position for the entire game.
3. The remaining team players can serve as forwards or defenders.
4. Forwards and defenders can switch positions during a game.

Goaltending

1. The goaltender may catch/trap the ball using his/her catching hand.
2. If the ball is caught/trapped by the goaltender, he/she must place it on the ground within three seconds (loss of possession).
3. Once the ball has been placed on the ground, the goaltender must pass the ball to a teammate using his/her stick within three seconds. LOSS OF POSSESSION
4. The goaltender cannot pass the ball to a teammate situated beyond the center line. LOSS OF POSSESSION
5. The goaltender may not leave his/her crease during game play. LOSS OF POSSESSION

FLOOR HOCKEY
General Rules Quiz

Name _____ Score = ____/13

1. Explain an off-side.

2. Each game begins with what? _____
3. What must happen when a disagreement between a player and an official occurs?

4. What must be worn at all times during practice and game play? _____
5. The ball goes off a player on team A out of bounds. Who gets the ball?

6. When the whistle blows, it means _____.
7. A wall that is designated in play can only be used to _____.
8. Who can step into the goalie crease? _____
9. What happens when the ball goes out of bounds during game play?

10. One action will terminate you from game play immediately. What is this action?

11. Identify three reasons for receiving a penalty.
 - a. _____
 - b. _____
 - c. _____

13 = Advanced
11 or 12 = Proficient
<11 = Partially Proficient

FLOOR HOCKEY
Substitutions, Timeouts, and Player Positions Quiz

Name _____ Score = ____/10

1. The goal tender can hold the ball for no more than 5 seconds. T F
2. A player's first penalty is for one minute, the second for two minutes, and the third eliminates him/her from the game. T F
3. A team must call a timeout to allow a player substitution. T F
4. The forwards and defenders can switch positions during a game. T F
5. The goal tender may not catch the ball. T F
6. Each player must play in goal for at least two games during the season. T F
7. A timeout lasts 2 minutes. T F
8. The goal tender must pass the ball to a teammate with his/her stick. T F
9. A timeout can be taken during any part of a game. T F
10. Player substitutions must take place next to the scorekeeper's table. T F

10 = Advanced
8 or 9 = Proficient
<8 = Partially Proficient

**FLOOR HOCKEY
CRITICAL SKILL QUIZ**

Dribbling

1. _____
2. _____
3. _____
4. _____
5. _____

Passing

1. _____
2. _____
3. _____
4. _____
5. _____

Receiving

1. _____
2. _____
3. _____
4. _____
5. _____

Snap Shot

1. _____
2. _____
3. _____
4. _____
5. _____

Wrist Shot

1. _____
2. _____
3. _____
4. _____
5. _____

Goaltending

1. _____
2. _____
3. _____
4. _____
5. _____

CRITICAL SKILL ANSWER SHEET

Dribbling

1. hand shake grip
2. one hand at top, other 18" lower
3. ball within three feet of body

Passing

1. look for target
2. sweep ball to target
3. stick blade below waist level on follow through

Receiving

1. stick blade on floor, square to source
2. give on contact
3. cup the ball by leaning the stick

Snap Shot

1. side to target - ball out front - stick back
2. stick hits floor behind ball
3. firm wrists
4. roll wrists on follow through

Wrist Shot

1. side to target - ball on stick
2. step and sweep
3. snap wrist bottom hand
4. pull stick back with upper hand
5. roll wrists on follow through

Goaltending

1. stick held in dominant hand
2. back of hand pointing away from the body
3. glove hand at waist
4. feet shoulder width apart, knees ben
5. square to shooter

DESCRIPTION OF TEAM ROLES

Each team will have either four or five players. Each player on a team will have a designated role. The roles are as follows:

Team Captain and Co-Captain

1. Leads the team by example at all times during practice and game play.
2. Completes the Game Position Form at the beginning of each session.
3. Signs the score card at the end of the game.
4. Organizes players during practice part of lesson.
5. When applicable, submits written game protest to one of the league commissioners by the beginning of the subsequent practice session.

Team Record Keeper

1. Files the score card after each game with one of the league commissioners.
2. Distributes and collects materials (notebooks, handouts, quizzes, pencils, etc.) for team.
3. Must maintain the team player notebooks and team record forms.

Team Publicist(s)

1. Reports team progress through written and pictorial documentation by established deadlines.
2. Posts written/pictorial documents on team board.

DESCRIPTION OF GAME ROLES

Each player must experience being a referee, statistician, score keeper, and time keeper during at least two games. Players must remain in their role for the entire game. The duties of time keeper and score keeper will be combined for teams of four players.

Referees

1. Two referees are required per game. Both referees hold the same power.
2. Referees must call:
 - a. infractions (penalties)
 - b. game rules
3. The referees blow the whistle for stoppage in play.

Statistician

1. Records goals, assists, saves, penalties, and timeouts on the scorecard.

TEAM SCORING

Games

- a. Win = 5 points
- b. Tie = 3 points
- c. Loss = 1 point

[Maximum - 10; Minimum - 2]

Sportsmanship

One point will be awarded to your team for each act of sportsmanship demonstrated. Examples include, but are not limited to: (a) shaking hands with the opponent after a game; (b) encouraging a teammate; (c) complimenting an opponent; (d) solving problems using conflict resolution skills; and (e) handling situations of adversity positively. A maximum of 8 points are available to each team each session. The two teams with the greatest number of acts of sportsmanship will receive 2 additional points. Each act of unsportsmanlike behavior will result in -5 points.

[Maximum - 10; Minimum - 0]

Hustle

Points are awarded for having all of your team members in the gymnasium quickly at the beginning of class. Class always begins with the one versus one competition.

First Place = 10 points

Second = 8 points

Third = 6 points

Fourth = 4 points

Fifth = 2 points

Sixth = 0 points

[Maximum - 10; Minimum - 0]

Quizzes

The scores of a given quiz for all of your players will be added together and then divided by the number of players on your team.

First Place = 10 points

Second = 8 points

Third = 6 points

Fourth = 4 points

Fifth = 2 points

Sixth = 0 points

[Maximum - 10; Minimum - 0]

Practice

Points for practice will be awarded according to level of player participation. Each player will assess her/his level of participation at the end of each practice session. If all players are assessed as ALWAYS by the designated preservice teacher, the team will receive 10 bonus points. [Maximum - 10; Minimum - 0]

SELF-ASSESSMENT OF SKILL AND KNOWLEDGE

Name _____

TOTAL POINTS _____

Directions: Circle one answer for each question.

- | | | | |
|--|------------|---------------|------------------|
| 1. How much hockey have you played? | 3
a lot | 2
some | 1
very little |
| 2. How skillful are you at playing hockey? | 3
very | 2
somewhat | 1
not |
| 3. How much do you know about the rules and regulations of hockey? | 3
a lot | 2
some | 1
very little |

TEAM ROSTERS AND ROLES

TEAM 1

TEAM 2

TEAM 3

TEAM 4

TEAM 5

TEAM 6

ASSESSMENT OF INDIVIDUAL PRACTICE PARTICIPATION

Student Name _____

Directions: Circle what you perceive was your level of participation during practice today (see scale below). Your session score will be a combination (50-50) of your score and the teacher's score.

Sessions	Student's Perception (circle one)	Teacher's Perception (circle one)	Mean Score
2	3 2 1	3 2 1	
3	3 2 1	3 2 1	
4	3 2 1	3 2 1	
5	3 2 1	3 2 1	
6	3 2 1	3 2 1	
7	3 2 1	3 2 1	
8	3 2 1	3 2 1	
9	3 2 1	3 2 1	
Overall Mean Score ---→			

LEVELS OF PARTICIPATION

- 3 = Participate at VIGOROUS level during the ENTIRE practice segment
- 2 = Participated at an MODERATE level during the ENTIRE practice segment
- 1 = Participated at a light level during the ENTIRE practice segment

ADVANCED PHYSICAL EDUCATION CLASS
Floor Hockey Sport Education Unit Report Card

Name _____ Date: _____

- | | | | | | |
|----|---|----|----|----|----|
| 1. | Develop individual skills in floor hockey. | | | | |
| | a. holding stick and dribbling on the move | AD | PR | PP | NP |
| | b. passing and receiving on the move | AD | PR | PP | NP |
| | c. goaltending (position and holding stick) | AD | PR | PP | NP |
| | d. individual practice participation | AD | PR | PP | NP |
| 2. | Demonstrate goaltending skills in game play as specified in the assessment rubric. | AD | PR | PP | NP |
| 3. | Demonstrate defense and offense during game play as specified in the assessment rubric. | AD | PR | PP | NP |
| 4. | Develop knowledge in floor hockey. | | | | |
| | a. general rules and regulations (quiz 1) | AD | PR | PP | NP |
| | b. critical skill cues (quiz 2) | AD | PR | PP | NP |
| | c. timeouts, substitutions, goaltending, penalties (quiz 3) | AD | PR | PP | NP |
| 5. | Demonstrate responsible leadership in selected team role (record keeper, captain, co-captain, or publicist. _____ was the team _____). | | | | |
| | | AD | PR | PP | NP |
| 6. | Demonstrate helping behaviors with teammates by providing positive feedback during practice, game play, officiating, and Scorekeeping duties. | AD | PR | PP | NP |

Rubric Key

Advanced Performance (AD) The student has achieved the expectations for the skill/task and is consistently demonstrating it correctly.

Proficient Performance (PR) The student has achieved the expectations for the skill/task and is frequently demonstrating it correctly.

Partially Proficient Performance (PP) The student has not achieved the expectations for the skill/task and is frequently demonstrating it incorrectly.

Not Present (NP) The student has not accepted the responsibilities associated with completing the task.

Absent From Class (dates) 1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

Written Comments: _____

Teacher's Name _____

Teacher's Signature: _____

FLOOR HOCKEY SPORT EDUCATION UNIT

Assessment Form for Dribbling, Passing, and Receiving

To the assessor:

1. For each skill cue within each of the three skills, circle A (always), C (consistent), or I (inconsistent).
2. For each skill, circle an overall score. In addition to circling an A, C, or I, you can use a minus (-) or a plus (+) to indicate scores that are located in between.

Skill	Name	Name	Name	Name	Name
DRIBBLING					
1. <u>GRIP</u> Hand shake - hands 12-18 inches apart	A C I	A C I	A C I	A C I	A C I
2. <u>EYES</u> Looking up >50% of the time	A C I	A C I	A C I	A C I	A C I
3. <u>BALL</u> Three feet away in front	A C I	A C I	A C I	A C I	A C I
OVERALL	A C I	A C I	A C I	A C I	A C I
PASSING					
1. <u>LOOK</u> For target	A C I	A C I	A C I	A C I	A C I
2. <u>SWEEP</u> Action with stick	A C I	A C I	A C I	A C I	A C I
3. <u>FOLLOW-THROUGH</u> Blade remains below waist level	A C I	A C I	A C I	A C I	A C I
OVERALL	A C I	A C I	A C I	A C I	A C I
RECEIVING					
1. <u>BLADE</u> On floor, square to passer	A C I	A C I	A C I	A C I	A C I
2. <u>GIVE</u> On contact (when receiving the ball)	A C I	A C I	A C I	A C I	A C I
3. <u>CUP</u> The ball by leaning the stick towards the passer	A C I	A C I	A C I	A C I	A C I
OVERALL	A C I	A C I	A C I	A C I	A C I

Always (A) = 100% of the time
 Consistent (C) = >75% of the time
 Inconsistent (I) = <75% of the time

ADVANCED
 PROFICIENT
 PARTIALLY PROFICIENT

**Floor Hockey Unit
Student Survey Questions**

How was the floor hockey Sport education model different than other units of instruction you have experienced in high school physical education?

What were three different things that caught your attention during the floor hockey sport education unit?

1.

2.

3.

[Back to games](#)

LACROSSE



Lacrosse Rules/Ideas were taken from:

http://www.uslacrosse.org/the_sport/womens_rules.phtml

http://www.uslacrosse.org/the_sport/boys_rules.phtml

The Game of Lacrosse

Lacrosse is played between two teams. The object of the game is to advance the ball into the opposing teams territory and shoot the ball into the opponent's goal. The team scoring the most goals at the end of regulation play is the winner.

The ball is kept in play by being thrown, carried or hit by the stick, rolled or kicked by one or more players in any direction, provided the ball stays in the field of play.

A team is comprised of 10 players; 1 goalie, 3 defensemen, 3 mid- fielders and 3 attackmen. Each team must keep at least 4 players, including goalie, in its defensive half of field and 3 players in its offensive zone. The 3 mid-fielders are free to roam entire field.

The game has four quarters, plus a halftime. Teams change ends between quarters. Youth games are generally 32 minutes long, with eight minute quarters, two minute breaks between quarters and a ten minute halftime. High school games are generally 40-48 minutes long with either 10 or 12 quarters and 12 minutes at halftime. Collegiate games are 60 minutes long with 15 minute quarters and a 15 minute halftime. Each team is permitted 3 time-outs, only two in a half of play. The game starts at the center of the field with a face-off. Face- offs are also used to start each quarter and to resume play after each goal. The ball is placed between sticks of two face-off players at the center of the field. The play starts when the official blows the whistle and face-off players try to control the ball. Wingmen are allowed to participate for control (release) of the ball. All other on-field players must wait until one player has gained possession or the ball has crossed a goal area line.

Players maneuver the ball by passing, running, etc., to gain position which will provide opportunity for a player to attempt to score goal, by throwing ball with stick, past goalie, into goal. The only player allowed to touch the ball with his/her hands is the goalie.

Players attempt to gain control of the ball by scooping or catching it with a stick or by dislodging the ball from opponent s stick by checking. Checking involves poking, slapping or hitting an opponent's stick and gloved hand. Players may also attempt to gain possession of the ball by controlled body checks.

Attacking players may never enter the area immediately around opponent's goal, known as the crease. Nor may a player physically touch the goalie while the goalie is in crease. Should the goalie gain possession of the ball, opposing players may try and block the clear by standing in the goalie's line of sight and waving sticks. Opposing players may also reach into the crease to try and retrieve loose or ground balls, but may not interfere with the goalie.

Unlike other sports, should the ball go out of bounds after an unsuccessful shot, possession is awarded to player closest to the ball when and where it went out of bounds.

The Team

There is no limit on the total number of players each team may carry on its roster. Most teams carry six to nine defensemen, six to nine attack men, nine to twelve mid-fielders and three goalies. This provides three complete rotations of players (4 for mid-fielders). This is only a general rule of thumb and will vary considerably based on availability of players and coaching philosophy. There can be a maximum of four long sticks on the field at any one time (not including goalie). The remainder must be short sticks.

There will be situations (penalties) where one or both teams will be required to play with less than the full ten member team. These are typically known as Man Up or Man Down situations and are usually handled with special field formations. Upon issuance of a penalty, which requires one or more players to go to "The Box", substitutes are not permitted to take their place. Team must play with a reduced number of players until penalized players are released back onto field by officials.

The Field

The game is played on a rectangular field measuring 110 yards long by 60 yards wide. The field is marked at 55 yards with a center line and at 30 yards across the center line with an (X) to indicate face-off zone. (See diagram on following page).

Goals are typically manufactured of steel or aluminum, measuring 6 feet square at the widest opening and converging to a point 7 feet behind opening. A mesh net is tightly secured to goal. Each goal sits inside a circle with a radius of 9 feet, called the crease. Each crease is positioned 15 yards from the field's end line and 30 yards from each sideline.

Other Important Areas of the Field Include:

- Goal Area - area inside restraining lines at each end of field.
- Defense Clearing Area - area behind two solid lines which run across the field 20 yards in front of the goal.
- Wing Areas - indicated by two lines, 20 yards long and 10 yards in front of each sideline.
- "The Box" Area - is located directly in front of the officials' table and is used as a holding area for players to wait out their penalties. It is also the access area for substitute players entering and exiting the field.

Boys Rules & Regulations

The game of Lacrosse is physical. Rules have been established which are intended to protect safety of players and maintain control over the game. Each game must have a minimum of two officials; a referee and an umpire. There may also be a field judge and a chief bench official. Decisions regarding third and fourth officials are made by the organization hosting the game.

It is the coach's responsibility to teach and instill in each player that they are expected to be physical, but not violent. They are required to play with mental and physical control.

The NCAA has put forth a comprehensive series of regulations and penalties for infractions. Following is a brief summarization of some of the major and common rule violations.

PERSONAL FOULS are infractions of a serious nature, which carry suspension from the game for periods ranging from a minute to three minutes, depending on the severity and intent of the infraction. The penalty's length is determined by the officials. **Cross Check** is a check by one player on another with the part of the stick between player's hands.

Slashing occurs when a player swings his/her stick at an opponent in a deliberate, vicious, or reckless fashion, or when the stick comes in contact with any area of opponent other than on their stick or gloves, unless opponent is actively attempting to deflect a legitimate check with part of their body. Slashing also occurs when the stick of a player strikes any part of an opposing player's body above the neck, unless when done by a player in the act of shooting, passing or scooping the ball.

Illegal Body Checks occur when checking a player not within 5 yards of the ball, a late hit, contact from behind or above the shoulders or below the waist. This also occurs when a body check is thrown on an opponent who does not possess the ball, or when an avoidable body check of the opponent is made after the opponent has made a shot or pass.

Tripping is obstructing an opponent at or below the waist with any part of the stick or body. If a player makes a legitimate check with the stick to dislodge the ball from an opponent's stick and subsequently the opponent trips over his/her own or the checker's stick, this is not tripping.

Unnecessary Roughness occurs when a player uses unnecessary and deliberate violent contact on an opposing player or is an infraction of the rules by being excessively violent when holding or pushing.

Unsportsmanlike Conduct occurs when a person who represents a team attempts to argue with or influence the decision of a game official, using threatening, profane, abusive, or obscene language or gestures during the game; or baits, taunts or acts in a manner considered unsportsmanlike by a game official..

Illegal Crosse is the use of a crosse which does not conform to NCAA rules and standards..

Illegal Gloves are gloves which do not conform to required standards or when the glove's fingers and/ or palms have been altered or removed..

Technical fouls are less serious than personal fouls and are subject to a 30 second suspension from play of the offending player.

Holding occurs when a player impedes or interferes with an opponent's stick movement.

Off-Side occurs when there are more than six players on the opponent's side of the field. This also occurs when a defenseman crosses the center line as the ball is being cleared up the field and all three attackmen and middies have progressed past the center line.

Warding Off occurs when a player with the ball uses his/her free hand or any part of his/her body to hold, push or control the stick or body of the player applying check.

Stalling is when a team intentionally holds the ball without advancing toward the goal.

Screening occurs when an offensive player moves into or makes contact with a defender with the purpose of blocking the defensive player from opponent being played.

Illegal Procedure is a term that includes touching of the ball by a player other than the goalie, playing in the game without a stick, use of illegal equipment, avoidable lateness of the team, placing a stick in an opponent's face, entering the game prior to expiration of a penalty, delay of game, more than 10 men on the field, and illegal playing out of bounds. (See complete description in NCAA rules).

Interference occurs when one player interferes with free the movement of an opponent. Exceptions: when opponent has the ball and a player is within five feet of opponent, or the ball is loose or on the fly, and both players are within five feet of the ball.

Pushing is when a player pushes, thrusts, or shoves an opponent from behind. Pushing is permitted from the front and sides when an opponent has possession of the ball or is within five yards of a loose ball.

CROSSE - also known as stick. Crosse must be between 40 - 42" for attackmen/mid-fielders and 52 - 72" for defensemen. The head is to be 6 1/2 - 10" wide. Goalies head maybe 10 - 12" wide. Younger, more inexperienced players, should use shorter sticks. Crosse contains three components:

Shaft - made from a variety of materials; including wood, metal or plastic. Most common is aluminum and its alloys. Aluminum and metal alloy shafts are the most popular for their relative strength and light weight.

The length of shaft should grow with player's size, development and skills. When selecting a shaft, the most important point to consider is how it feels in a player's hands. Younger, more inexperienced players, need to concentrate on feel and weight, not on materials of construction. Strength of shaft becomes critical with older, stronger, more experienced players.

Head - it's sole purpose is to act as a frame for the pocket. The head can be made of wood, plastic, or other synthetic material. The most common is plastic, because of its strength and lightness. There are a wide variety of heads available. It is best for beginners and younger players to stay with basic, simple heads.

Pocket - net that forms a pocket in which the ball is carried and cradled and from which the ball is thrown. The pocket is the single most important and controllable part of the crosse. It is very important that players get to know their pockets and how to adjust them. A player with average equipment, but good stick skills, and a good feel for the pocket will always perform better than a player with expensive equipment and average skills. Pockets come in two types: Traditional and Mesh.

Traditional - consists of four leather thongs, around which are interwoven synthetic cord and shooting strings. This produces a more accurate pass and shot, making it easier to control and absorb the ball. Ma or drawback: it takes time to soften the leather and form the proper pocket.

Mesh - a single piece of open nylon mesh material which is stretched between the sides of the head and attached with nylon cord, through which shooting strings run. This forms a good pocket immediately, is durable, and easy to adjust. This pocket is more forgiving while learning the basics and is preferred for those just starting the game.

Shooting Strings are made of heavy duty shoelace material, which are interwoven across the pocket. The purpose is to form a release point of the pocket. The actual pocket is formed just below the last shooting string. The objective is to form a short, smooth path for the ball to travel out of the stick.

The pocket must be adjusted so that the top of the ball does not fall below the bottom edge of the head when the stick is held horizontally. The purpose of this rule is so a player can't make it difficult for an opponent to dislodge the ball with a check.

For safety purposes, all sticks are to have a plastic or wood plug covering the end of the stick opposite the head. Sticks are not to be physically bent, or altered, other than material added on the exterior surface for improved grip and weight.

Revised Summer 2008

THE BALL is white, yellow, or orange and is made of solid rubber. The ball is 7 3/4 - 8" in circumference and weighs 5 - 5 1/4 ounces.

HELMET - Each player is required to wear a protective helmet that includes a metal face mask with a chin pad, and a cupped four point chin strap fastened at all points to the helmet. All helmets and face masks should be NOCSAE (National Operating Committee on Standards for Athletic Equipment) approved.

The fit is the most important point to consider when selecting a helmet.

MOUTHPIECE - Must be a highly visible color and worn at all times while on the field.

GLOVES, SHOULDER PADS, SHOES, AND JERSEYS are required protective equipment for all regulation games.

Style and type of gloves and shoulder pads is optional, but is restricted to those approved for use in this sport. Type of shoe is optional, however, hard rubber cleats are recommended. The most important considerations when selecting gloves is fit and position. The player must be able to get a good grip, be able to feel the shaft through the gloves and be able to control the stick.

Shoulder pads need to fit well. Points to consider when fitting a player are size and weight. Younger players typically require more protection than older, more experienced players. Middies and attackmen usually require more protection because of the frequency and the force of checks being thrown against them. Defensemen need less protection. Goalies must wear all required equipment, including a throat protector and chest pad. Optional equipment for goalies are leg and shin guards. All players need the most protection possible without being uncomfortable or weighted down

PROTECTIVE ARM AND RIB PADS, ATHLETIC SUPPORTERS AND PROTECTIVE CUPS are currently optional safety equipment- although, they are strongly recommended to minimize injury. Many leagues have made these items required equipment.

Positions & Basic Skills

Four Positions: Goalkeeper (Goalie), Defenseman, Mid-fielder (Middie) and Attackman. More advanced teams will contain face-off specialists and long stick middies.

Goalies - #1 priority is to stop ball and to be the last line of defense. Requires courage, good reflexes, reaction time, and ability to think quickly. Goalie is the quarterback of the team Controls and dictates play of defensive unit. Calls out location of ball and presence of cutters. Tells teammates when to check opponents. Controls clearing process. Must be the most fearless and courageous player on field. Deals with dozens of high velocity shots during a game. Must be willing to absorb shots over any part of body. Must be a leader and command respect of teammates. Must keep his/her composure when mistakes are made and not be overly critical of him/herself or the team.

Defensemen - Top priority is to neutralize opponents attack and prevent close range shots. Requires agility, quickness, good reflexes, ability to react quickly, and to calculate cutoff

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angles. Being aggressive, but always under control makes an excellent defenseman. Speed becomes important for long stick middies. Size helps, but is secondary to reactions, agility, mind set and speed.

Mid-fielders - Primary responsibility is to move the ball from defensive end into their offensive zone and assisting in defense of the goal. Regardless of offensive contribution, mid-fielders must be good defensively. Characteristics of good mid-fielders are speed, stamina, hustle and determination. They need to possess good stick skills and have the ability to effectively play ground bars. Should be able to switch back and forth from offense to defense quickly and frequently.

Attackmen - Primary responsibility is to score goals. Must be most proficient stick handlers on team or possess the basic qualities that will make good stick handlers. Must have great hand/eye coordination, having the ability to utilize both hands, and being adept at fakes and dodges. Quick feet, speed, agility, maneuverability and courage are needed. Must be able to take physical punishment from opposing defensemen and middies. Must possess great shooting, passing skills, and accuracy.

Guidelines for Player and Position Selection

Evaluate the following qualities, then rank each player on a scale of 1 - 5, (1 being highest), based on the level of each quality a player possesses. (Use Player Evaluation forms starting on page 23.)

Agility - Maneuverability - Aggressiveness - Reaction Time and Quickness

Speed - Catching - Passing - General Stick Sub

WOMANS LACROSSE RULES/REGULATIONS

- Those who possess best overall stick skills or demonstrate ability to quickly acquire those skills and have speed, agility and quickness should be placed on attack.
- Those who possess demonstrated speed, endurance and agility should be assigned to mid-field.
- Those who possess clearly demonstrated agility, aggressiveness, and reaction time should be placed on defense.
- Those who appear to be leaders, who demonstrate courage and quick reaction time, should try goalie position.
- If a player ranks 4 or 5, and has little speed, try at crease defense.
- If a player ranks 4 or 5, and has speed, try at defense, placing in 3rd or 4th line.
- If a player ranks 1 - 3, and has speed, play any of the positions. Without speed, place as face-off specialist or crease attack.

- **WOMEN'S LACROSSE POSITIONS:**

- **THE ATTACK:**

- **First Home:**

- The first home's responsibility is to score. Located in front of the goal, the first home must continually cut toward the goal for a shot, or cut away from the goal to make room for another player. She should have excellent stickwork.

- **Second Home:**

- The second home is considered the playmaker. She should be able to shoot well from every angle and distance from the goal.

- **Third Home:**

- The third home's responsibility is to transition the ball from defense to attack. She should be able to feed the ball to other players and fill in wing areas.

- **Attack Wings:**

- The wings are also responsible for transitioning the ball from defense to attack. Wings should have speed and endurance and be ready to receive the ball from the defense and run or pass the ball.

- **THE DEFENSE:**

- **Point:**

- The point's responsibility is to mark first home. She should be able to stick check, body check and look to intercept passes.

- **Coverpoint:**

- The cover point's responsibility is to mark second home. She should be able to receive clears, run fast and have good footwork.

- **Third Man:**

- The third man's responsibility is to mark third home. She should be able to intercept passes, clear the ball, run fast and have good footwork.

- **Center:**

- The center's responsibility is to control the draw and play both defense and attack. She should have speed and endurance.

- **Defense Wings:**

- The wings are responsible for marking the attack wings and bringing the ball into the attack area. Wings should have speed and endurance.

- **Goalkeeper:**

- The goalkeeper's responsibility is to protect the goal. She should have good stickwork, courage and confidence.

WOMEN'S LACROSSE EQUIPMENT:

- **The Crosse:**

- The crosse (lacrosse stick) is made of wood, laminated wood, or synthetic material, with a shaped net pocket at the end. A girl's crosse must be an overall length of 35 1/2 - 43 1/4 inches. The head of the crosse must be seven to nine inches wide. The pocket of the stick must be strung traditionally; no mesh is allowed. The top of the ball when dropped in the pocket must remain even with or above the side walls. The goalkeeper's crosse may be 35 1/2 - 48 inches long. The head of the crosse may be mesh and up to 12 inches wide. [Click here to view what sticks are legal.](#)

- **The Ball:**

- The ball must be yellow and made of solid rubber. The ball must be 7.75 - 8 inches in circumference and weigh 5 - 5.25 ounces.
- **The Mouthpiece:**
- All players must wear mouth guards.
- **Protective Equipment:**
- Eyewear is mandatory! [Click here to view the latest list of tested and approved eyewear](#). Close-fitting gloves, nose guards, soft head gear are optional, and may be worn by all players.
- **The Goalkeeper's Equipment:**
- The goalkeeper must wear a face mask and helmet with a mouth guard, throat protector and chest protector. The goalkeeper may wear padding on hands, arms, legs, shoulders and chest which does not excessively increase the size of those body parts.

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WOMEN'S LACROSSE RULES:

Women's lacrosse is a non-contact game played by 12 players: a goalkeeper, five attackers and six defenders. The object of the game is to shoot the ball into the opponent's goal. The team scoring the most goals wins.

- Women's lacrosse begins with a draw, which is taken by the center position. The ball is placed between two horizontally held crosses (sticks) at the center of the field. At the sound of the whistle, the ball is flung into the air as the crosses are pulled up and away. A draw is used to start each half and after each goal, and it takes place at the center of the field.
- The collegiate game is 60 minutes long, each half being 30 minutes. The high school girl's game is 50 minutes long, each half being 25 minutes. In both collegiate and high school play, teams are allowed two timeouts per game (including overtime).
- There are visual guidelines on the side of the field that are in place to provide a consistent indicator to the officials of what is considered the playing field. The minimum dimensions for a field is 120 yards by 70 yards. Additional markings on the field include a restraining line located 30 yards from each goal line, which creates an area where only a maximum of seven offensive players and eight defensive players (including the goalkeeper) are allowed; a 12-meter fan, which officials use to position players after fouls; and an arc in front of each goal, considered the critical scoring area, where defenders must be at least within a stick's-length of their attacker.
- The boundaries are determined by the natural restrictions of the field. An area of 120 yards by 70 yards is desirable.
- When a whistle blows, all players must stop in place. When a ball is ruled out of play, the player closest to the ball gets possession when play is resumed. Loss of possession may occur if a player deliberately runs or throws the ball out of play.
- Rough checks, and contact to the body with the crosse or body, are not allowed.
- Field players may pass, catch or run with the ball in their crosse. A player may gain possession of the ball by dislodging it from an opponent's crosse with a check. A check is a controlled tap with a crosse on an opponent's crosse in an attempt to knock the ball free. The player must be one step in front of her opponent in order to check. No player may reach across an opponent's body to check the handle of a crosse when she is even with or behind that opponent. A player may not protect the ball in her crosse by cradling so close to her body or face so as to make a legal, safe check impossible for the opponent.
- All legal checks must be directed away from a seven-inch sphere or "bubble" around the head of the player. No player is allowed to touch the ball with her hands except the goalkeeper when she is within the goal circle. A change of possession may occur if a player gains a distinct advantage by playing the ball off her body.

- Fouls are categorized as major or minor, and the penalty for fouls is a “free position.” For major fouls, the offending player is placed four meters behind the player taking the free position. For a minor foul, the offending player is placed four meters off, in the direction from which she approached her opponent before committing the foul, and play is resumed. When a minor foul is committed in the critical scoring area, the player with the ball has an indirect free position, in which case the player must pass first.
- A slow whistle occurs when the offense has entered the critical scoring area and the defense has committed a major foul. A flag is thrown but no whistle is sounded so that the offense has an opportunity to score a goal. A whistle is blown when a goal is scored or the scoring opportunity is over. An immediate whistle is blown when a major foul, obstruction or shooting space occurs, which jeopardizes the safety of a player.

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• **WOMEN'S LACROSSE SKILLS:**

- **Cradle:** The act of moving the stick from side to side causing the ball to remain in the upper part of the pocket webbing.
- **Checking:** The act of using a controlled tap with a crosse on an opponent's crosse in an attempt to dislodge the ball.
- **Catching:** The act of receiving a passed ball with the crosse.
- **Cutting:** A movement by a player without the ball in anticipation of a pass.
- **Dodging:** The act of suddenly shifting direction in order to avoid an opponent.
- **Passing:** The act of throwing the ball to a teammate with the crosse.
- **Pick-Ups:** The act of scooping a loose ball with a crosse.
- **Shootings:** The act of throwing the ball at the goal with the crosse in an attempt to score.

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• **WOMEN'S LACROSSE TERMS:**

- **Clear:** Any action taken by a player within the goal circle to pass or carry the ball out of the goal circle.
- **Critical Scoring Area:** An area 15 meters in front of and to each side of the goal and nine meters behind the goal. An eight-meter arc and 12 meter fan are marked in the area.
- **Crosse (Stick):** The equipment used to throw, catch, check and carry the ball.
- **Crosse Checking:** Stick to stick contact consisting of a series of controlled taps in an attempt to dislodge the ball from the crosse.
- **Deputy:** A player who enters the goal circle when the goalie is out of the goal circle and her team is in possession of the ball.
- **Draw:** A technique to start or resume play by which a ball is placed in between the sticks of two standing players and drawn up and away.
- **Eight-Meter Arc:** A semi-circular area in front of the goal used for the administration of major fouls. A defender may not remain in this area for more than three seconds unless she is within a stick's length of her opponent.
- **Free Position:** An opportunity awarded to the offense when a major or minor foul is committed by the defense. All players must move four meters away from the player with the ball. When the whistle sounds to resume play, the player may run, pass or shoot the ball.
- **Free Space To Goal:** A cone-shaped path extending from each side of the goal circle to the attack player with the ball. A defense player may not, for safety reasons, stand alone in this area without closely marking an opponent.
- **Goal Circle:** The circle around the goal with a radius of 2.6 meters (8.5 feet). No player's stick or body may “break” the cylinder of the goal circle.
- **Grounded:** Refers to any part of the goalkeeper's or deputy's body touching the ground for support outside of the goal circle when she attempts to play the ball from inside the goal circle.

- **Indirect Free Position:** An opportunity awarded to the offense when a minor foul is committed by the defense inside the 12 meter fan. When the whistle sounds to resume play, the player may run or pass, but may not shoot until a defender or one of her teammates has played the ball.
- **Marking:** Being within a stick's length of an opponent.
- **Penalty Lane:** The path to the goal that is cleared when a free position is awarded to the attacking team.
- **Scoring Play:** A continuous effort by the attacking team to move the ball toward the goal and to complete a shot on goal.
- **Stand:** All players, except the goalkeeper in her goal circle, must remain stationary following the sound of any whistle.
- **Sphere:** An imaginary area, approximately 18 cm (seven inches) which surrounds a player's head. No stick checks toward the head are allowed to break the sphere.
- **12 Meter Fan:** A semi-circle in front of the goal used for the administration of minor fouls.
- **Warning Cards:** A yellow card presented by an umpire to a player is a warning which indicates that she will next receive a red card and be suspended from further participation if she continues to play dangerously and/or conduct herself in an unsportsmanlike manner. A green card is presented by an umpire to the team captain indicating a team caution for delay of game.

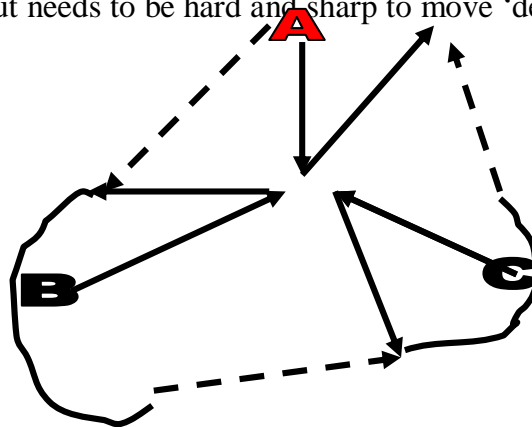
Triangle Passing Drill

3 players form a triangle

Ball starts at A as B makes hard cut pushing 'defender' to middle, planting & breaking back away from 'defender' (V-Cut). Switch hands to receive pass on outside – away from defender.

B circles turn away from "defender" (center of triangle) and passes with outside hand to C who is coming out of his V-cut, etc.

Keys: Ball should always be in outside/away from defender hand for passes/catches
Always circle away from "defender" to get space before passing.
V-cut needs to be hard and sharp to move 'defender'



If player can't catch with both hands have him move his body and stick to outside - where his off hand would be

3-Man Self contained line drills (Rt/Lt pass/catch, GB, flips, etc)

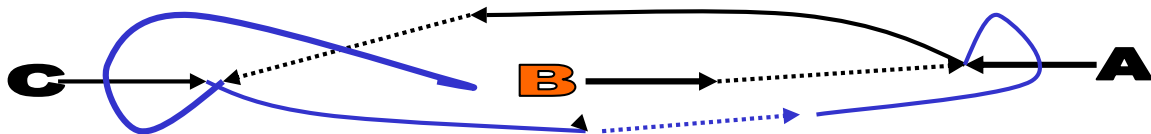
3 players line up in straight line

Ball starts at B-middle player. B passes, rolls, etc to A who receives ball on the move. B replaces A.

A moves toward C & passes, rolls, etc to C who is on the move. A replaces C.

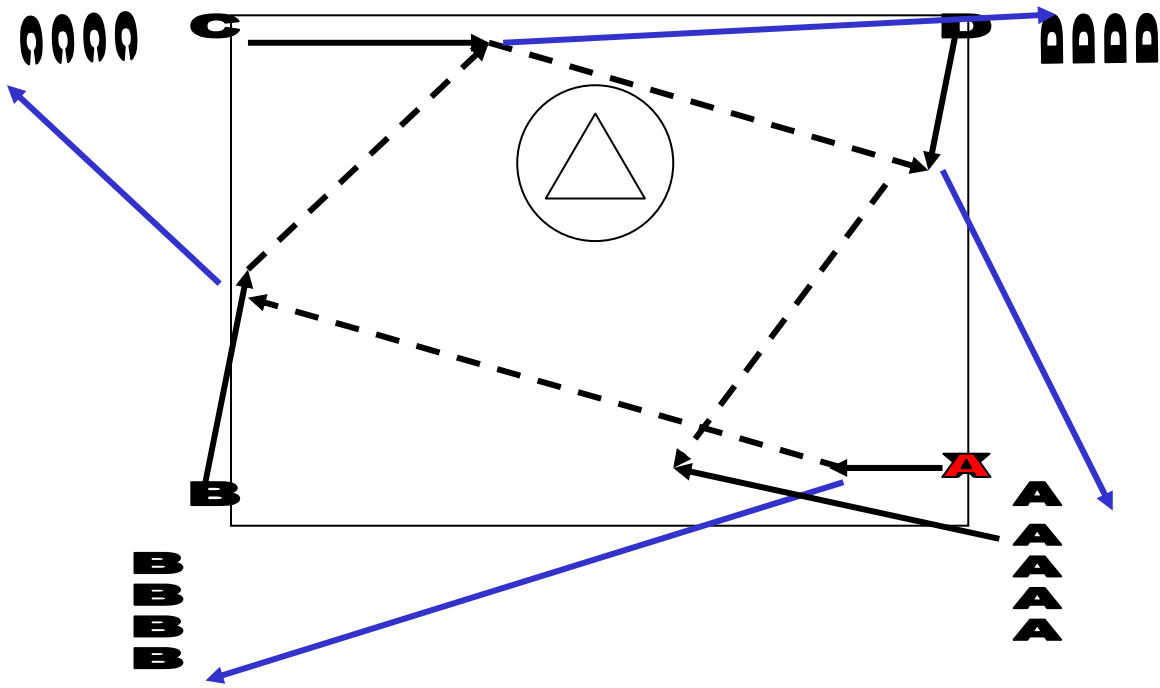
C receives ball & passes to B, and drills continues in this fashion.

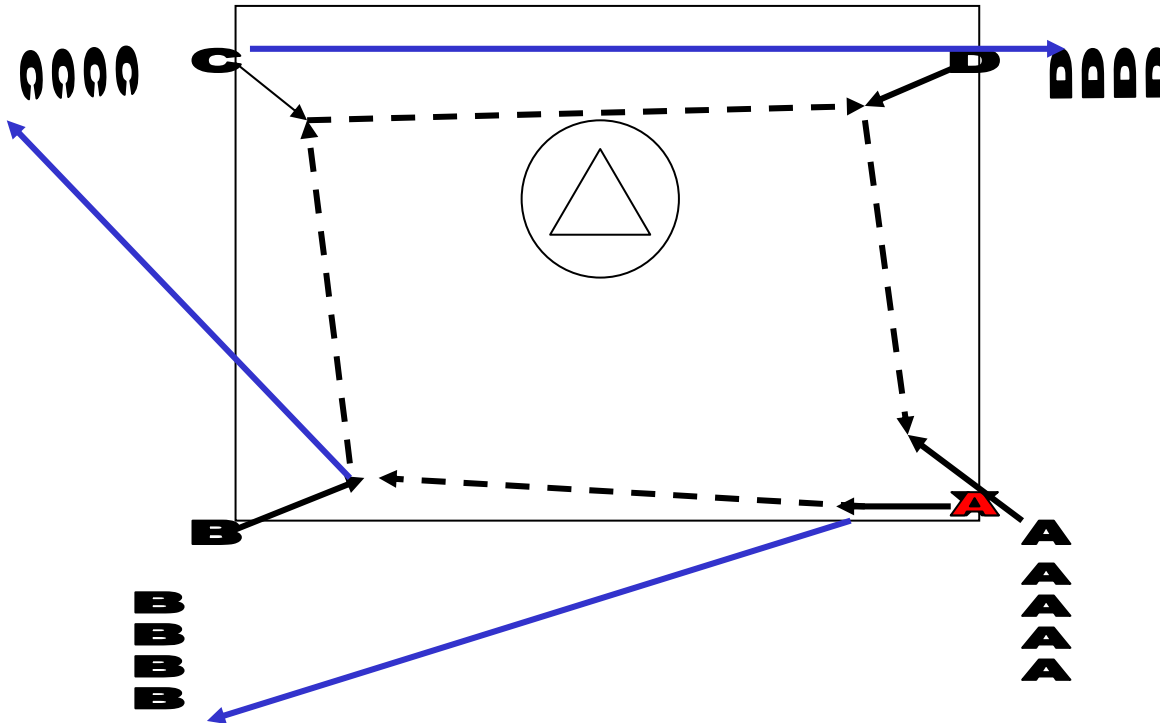
Keys: Always on the move when passing & receiving ball. (good conditioning drill too)
Always bring stick up to 'protection' position by helmet



All passing/catching drills should focus on:

keeping stick head framed when catching, move ball quickly - little cradling
arms "up & away" from body, and "snapping" the wrists when passing

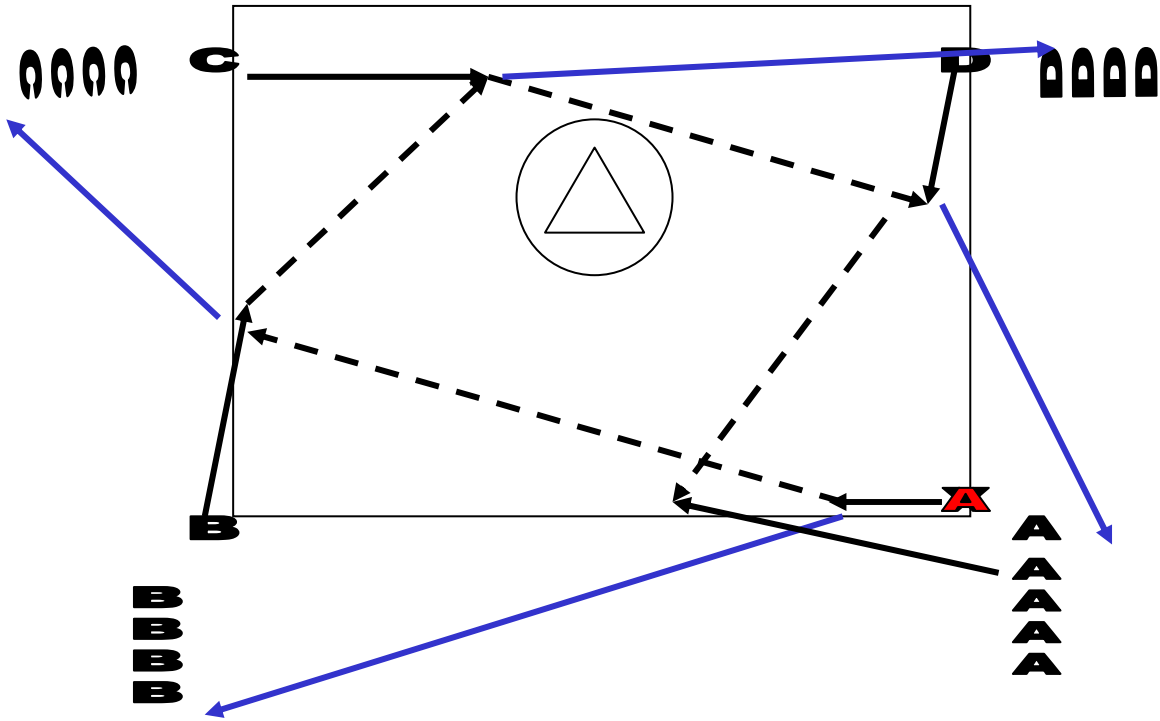




Long Toss Box Drill

Players lined up at each corner of Box (A,B,C,D) **A** has ball to start
ON THE RUN , A passes ball to position B is moving to. B catches ball ON THE RUN
ON THE RUN, B passes ball to position C is moving to, C catches ball ON THE RUN,
Passer follows ball to end of next line
Etc etc.

- Keys are:
- Every pass and catch must be made on the run.
 - Hands must be up & away from body when passing and catching
 - Passers must pull with bottom hand and snap wrists to make long throw
 - Follow thru with head of stick to target
 - Passes should be made to where the teammate is breaking – not to where he is now – catcher must move to ball to make catch.



4 Corner Ground Ball Drill

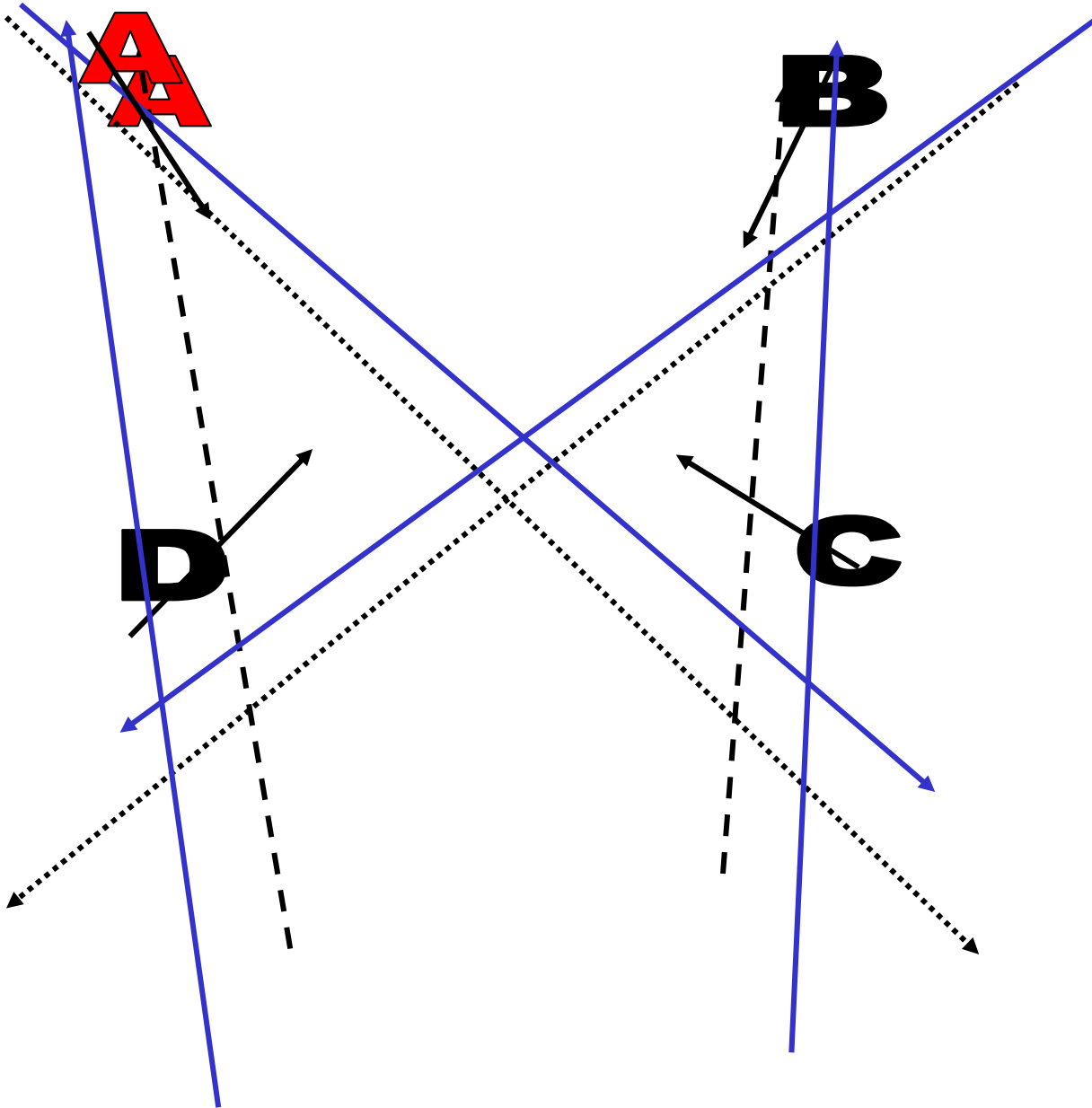
Ball starts at A. A rolls ball across to C

C scoops, protects stick and passes ball to B QUICKLY

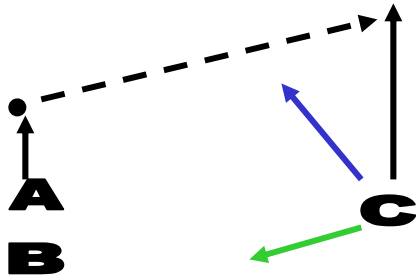
B rolls ball to D and so on

Follow path of ball and get to end of the next line

(ie: A rolls runs cross box to C, and to end of line)

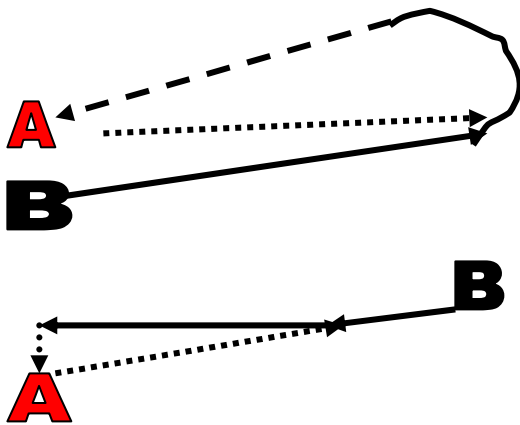


Ground Ball Drills



Block Out, Scoop, Help

A must shield/block B from GB until whistle sounds. At whistle A picks up GB, protects stick and looks for help IMMEDIATELY.
C is help and breaks to line of sight of A for help pass



Partner GB Drill (yo-yo)

A rolls ball away and B goes to scoop ball.

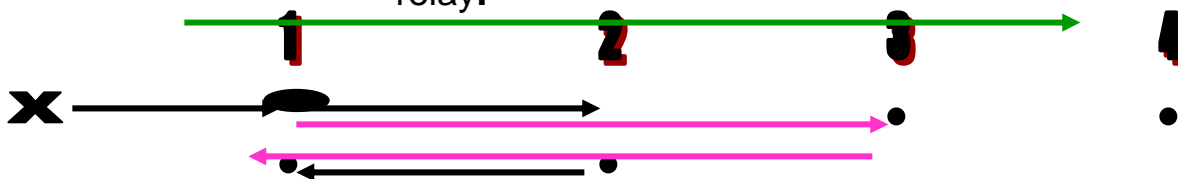
B scoops, j-curles and pass to A

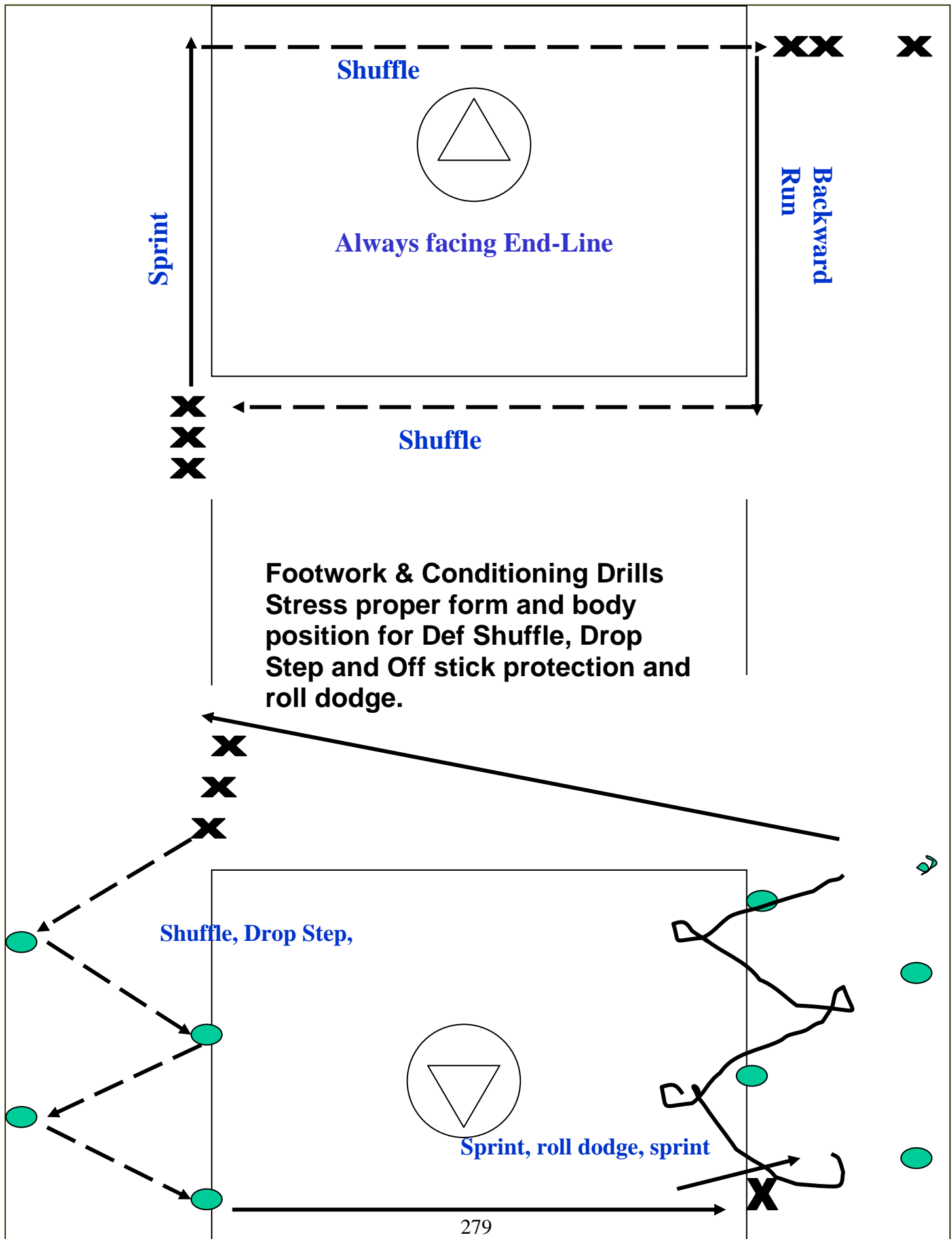
A rolls to B who scoops, circles A and rolls out to self

Continue for 30 secs and then Switch and start sequence over - each partner goes 30-60-90 sec

GB relay

X scoops GB from line 1 and runs to line 2. He places 1st ball down and p/u ball from line 2 before racing back to line 1. P/U ball from Line 1 and race to line 3. Place ball down and P/U ball from line 3. Race back to line 1 and place ball down and P/U ball from Line 1, etc until each member completes relay.





Cutting/Shooting Drill

Ball starts at B.

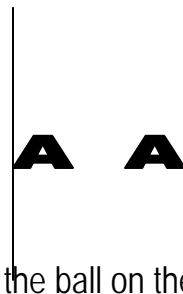
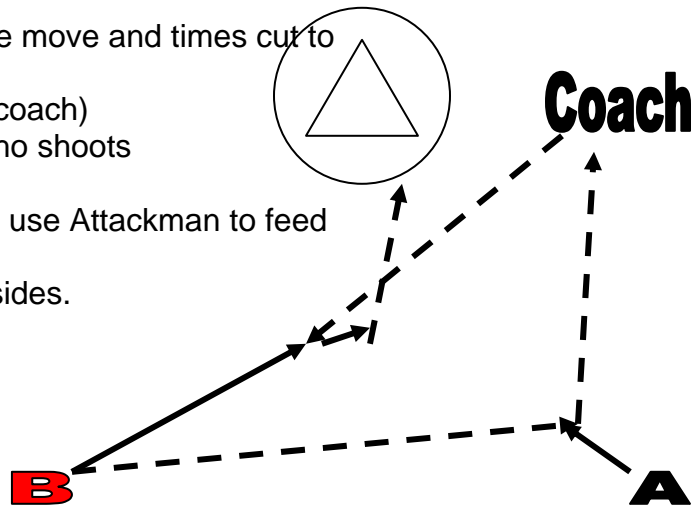
B passes to A on the move and times cut to goal

A head mans to C (coach)

C feeds cutting B who shoots

As players progress use Attackman to feed instead of Coach

Run drill from both sides.

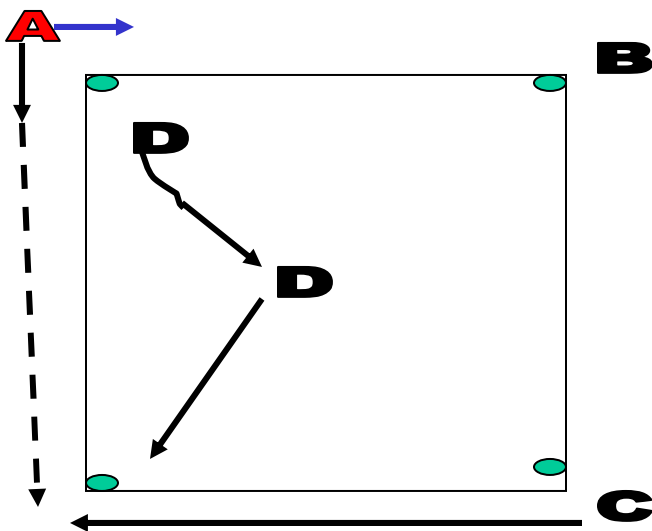


3vs2, Help Drill

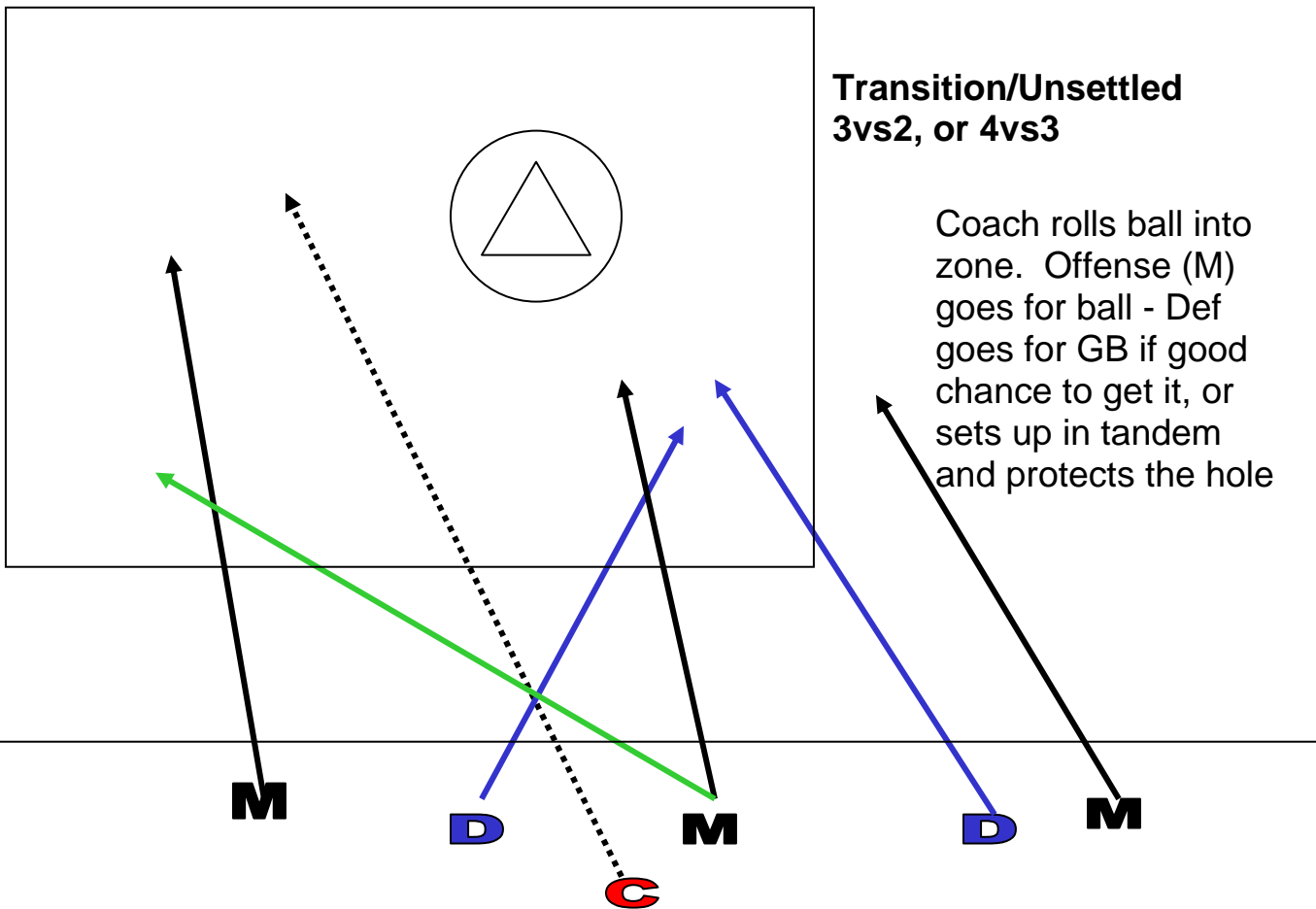
A, B, C are to move the ball on the outside of the box (cones). They can move to any corner of the box, but must keep the ball moving and look to the open, adjacent space always making HELP call.

D's set up in tandem. One has "BALL" and other has "NEXT" pass. D cannot go outside the "box" or cones.

D should make two calls: I GOT BALL & I've GOT NEXT
Can start drill with ABC stationary



D always turn to path of ball when getting back to 'hole'



**Transition/Unsettled
3vs2, or 4vs3**

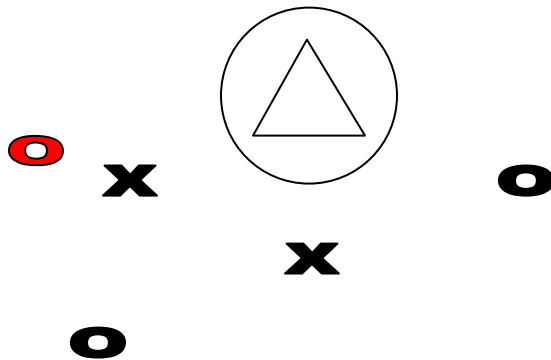
Coach rolls ball into zone. Offense (M) goes for ball - Def goes for GB if good chance to get it, or sets up in tandem and protects the hole

In phase 1, M go after GB- for 2v1 Near D fights for GB if he can get to it - or settles in to PROTECT the hole & STALL for TIME

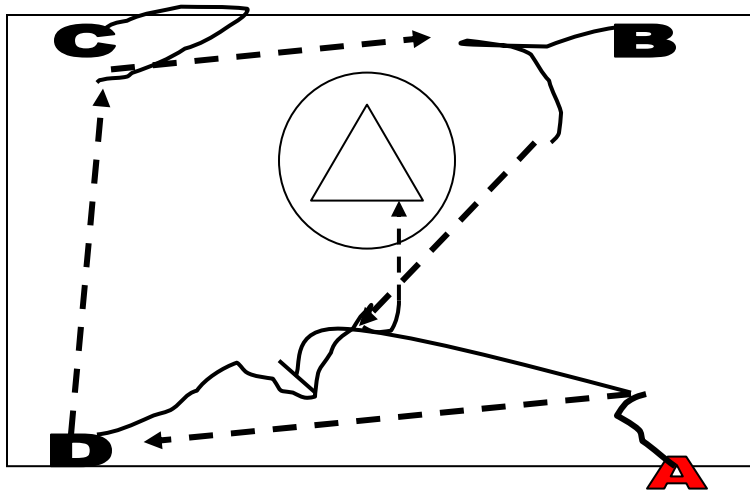
CM reads who gets GB and either **cuts to crease**, or **gives help on ball side wing**

Offense player looks to crease first, then to make a Defender play him.

Once FB is off, Offensive team needs to press the defense and move the ball - Be a TRIPLE THREAT.



Run & Gun



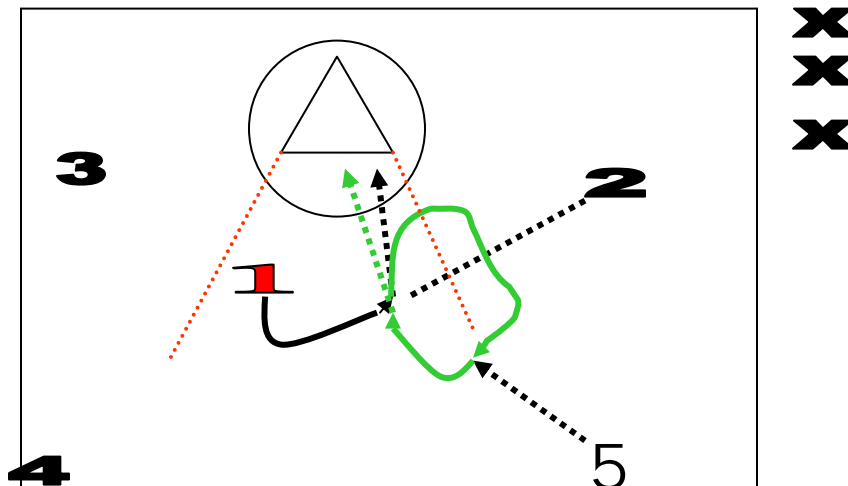
Ball starts at A, A picks to D
Move the ball quickly and sharply
D – one cradle and shoot low and hard
Run drill to both sides.
Rotate A to B, B to C, C to D, D to A

Shooting Stars- Purpose is to have #1 make cuts to receive pass on the move, and be in good shooting position. **2,3,4,5 all have a ball.** #2 starts by feeding a cutting #1, who shoots. Feeds then come from #3 and so on.

Keys: Quick, accurate passes made **ON THE MOVE**

Receive all passes on the move

Cutter shoot in "Funnel"

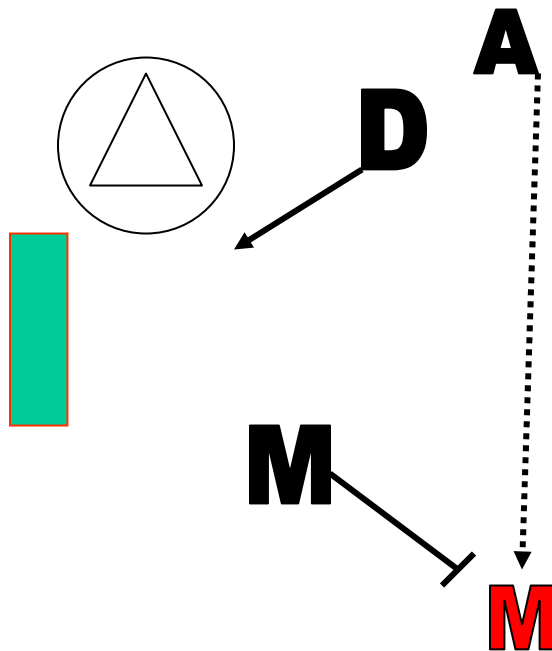
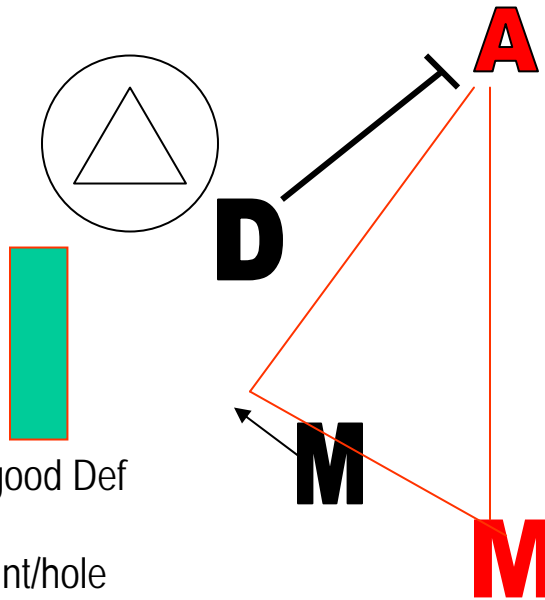


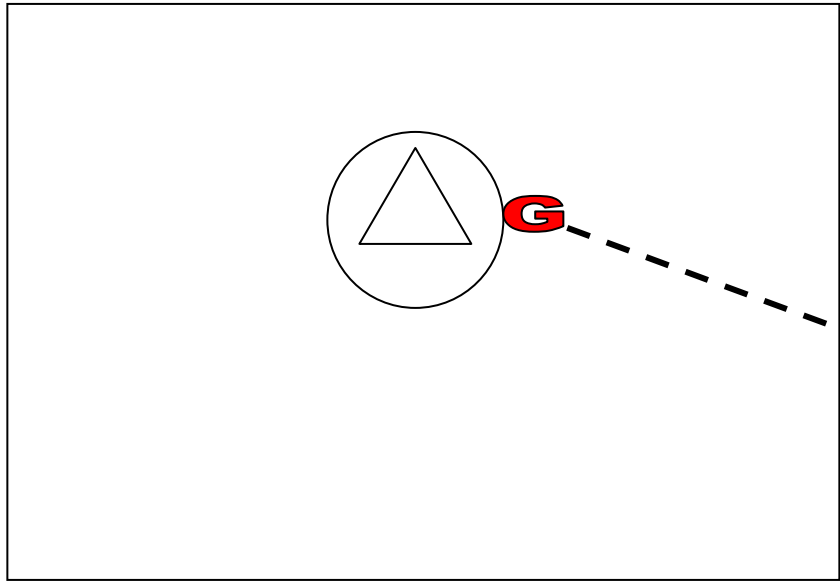
Extend & Recover

Extend to ball and poke – stay in good Def position

M sink to help with heels in the paint/hole

Once in paint keep “Man-You-Ball Triangle”





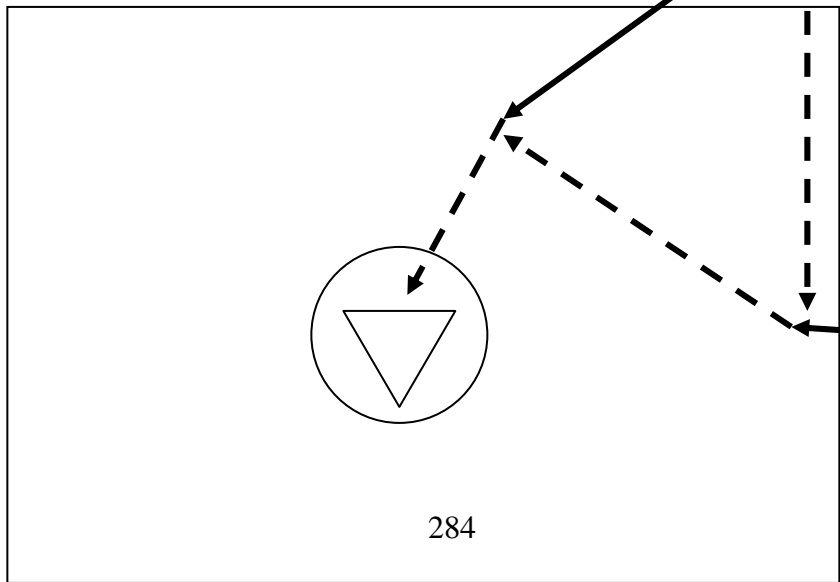
XXX

Full Field Clearing pass drill

Run both sides if enough players

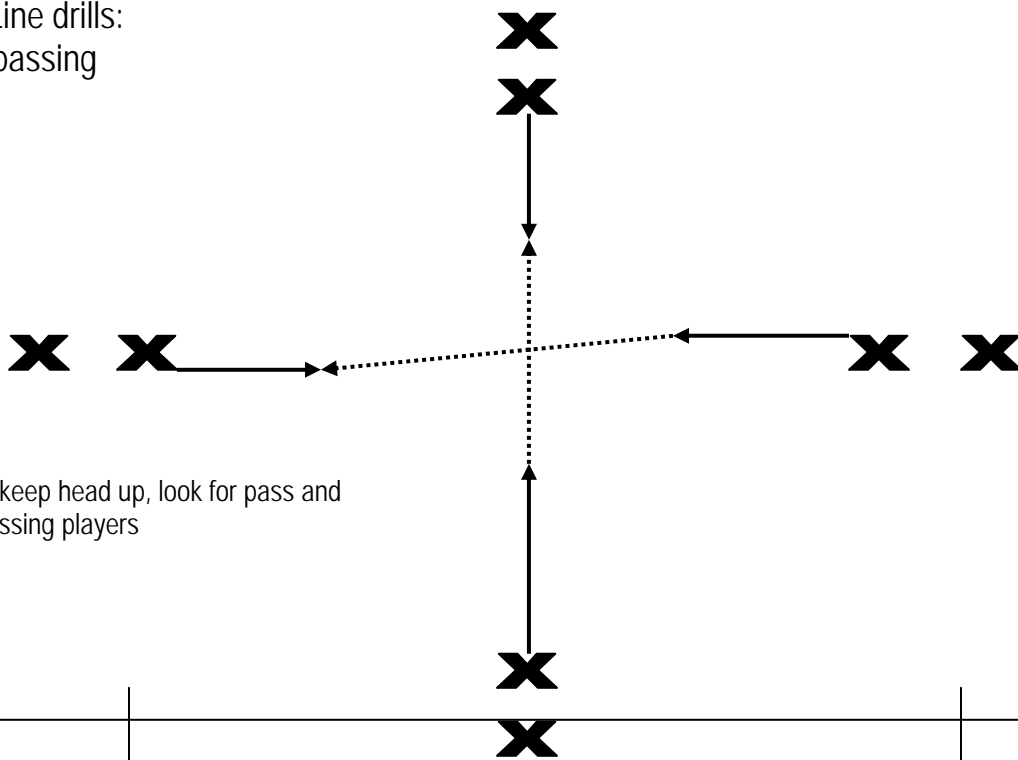
Keys:

- Keep ball out of middle, pass up the alley
- Lead the cutter with the pass
- Receive ball and look up the field ASAP
- Call help so passer knows where you are
- Stay spread out to stretch the Defense

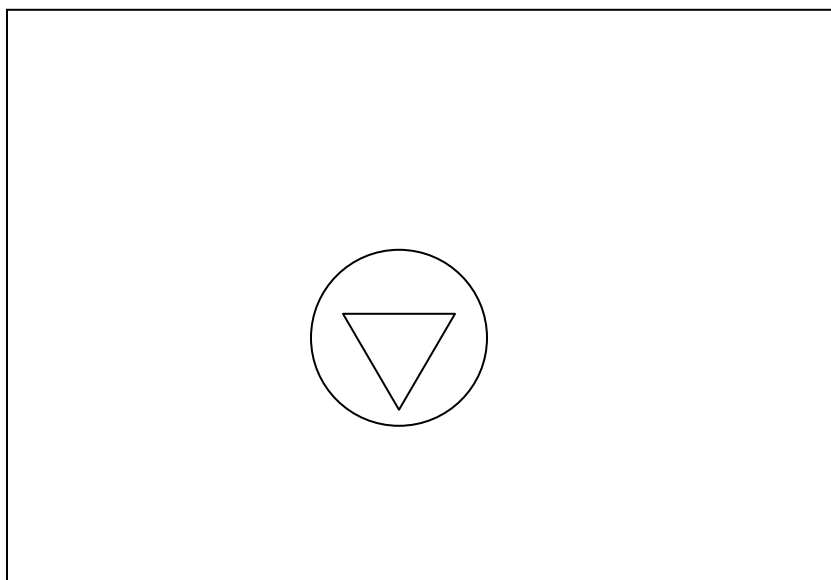


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More Line drills:
2-ball passing



Need to keep head up, look for pass and criss-crossing players



[Back to games](#)

SOCCER



Soccer Rules/ideas were taken from:
www.Soccer-fans-info.com/soccer-rules.html

Rules for Soccer from the Laws of the Game

This soccer constitution that was the Laws of the Game now **holds 17** specific key points that determine the rules of soccer. Let's go through each and explain them in more detail.



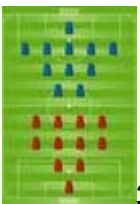
1. The Field of Play - The field of play is the surface on which the game of soccer is played on. This law regulates everything regarding line markings, soccer pitch dimensions and how to use them properly. For example, a soccer pitch must be between 90 and 120 meters long and 45 to 90 meters wide. However, it must also have a rectangular shape, so you can't have a square field with a length and width of 90 at the same time.

Other basic rules of soccer and field measurements are specified in this law, such as the dimensions of each goal (7.32 meters long and 2.44 meters high), the diameter of the centre circle (18.30 meters) or the distance between the penalty spot and the goal (11 meters, perpendicularly on the goal).



2. The Ball - Throughout the time, the rules for soccer regarding the football remained the same, but the way in which they were applied was on a constant change. The rules state that the soccer ball must have a circumference between 68 and 70 centimeters and a weight between 410 and 450 grams but they also state that the ball can be made out of "leather or any similar material".

Well that "any similar material" bit constantly improved over time and nowadays soccer balls reached near-perfection. Almost each World Cup brought a new type of soccer ball, with improved characteristics, although all of them stayed inside the official soccer rules stated in the Laws.



3. The Number of Players - According to the official soccer rules, a team can bring in 10 outfield players and one goalkeeper on the pitch and can have several substitutes on the bench. The numbers of benched subs as well as the actual number of substitutions that are allowed in a single match vary with the type of the game played. For example, in official matches only 3 substitutions are allowed, with 5, 7 or 9 players on the bench.

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In friendlies however, a coach can fit in as many players as he wants on the bench and usually he can also make as many substitutions as he needs. In the past, the official soccer rules regarding substitutions were a lot stricter than this.



4. The Player's Equipment - Just like with the soccer ball, soccer equipment maintained most of the original rules in the Laws of the Game, but the way people interpret them today is quite different from how they did back in 1863. Basically the rules of soccer say that a player must wear a shirt or jersey, footwear, shin pads, shorts and socks and the two teams must have different equipment so that they can be differentiated on the pitch.

Back then however, a soccer jersey was a largely uncomfortable one and it was very simple, without too many details strapped on it. Today's jerseys are very light and comfortable and on many occasions they have the club's sponsors imprinted on them, they have the number of the player (and the name in some cases) on the back and the club's badge on the chest. These are not enforced by the soccer rules, but they have become common standards in today's game.



5. The Referee - Well the man in black (or more recently phosphorus green) is probably the biggest "invention" that came with the initial soccer rules constitution and his role is to enforce these official rules of soccer "in connection to the match he has been appointed to".

The center referee is accompanied and helped by two assistant referees (one on each side of the pitch) and a fourth one that handles small issues like showing injury time duration, checking a substitute player's equipment and replacing one of the three main referees if they can't continue the game.



6. The Assistant Referees - As I explained above, the assistant referees are placed on the sides of the pitch (one each) and their main role is to help the main referee with some decisions. Actually, the assistant referee has no decision power, he can only signal a game issue (an offside, a foul, handball and so forth) but it's up to the central ref if he's or she is going to take up the assistant's advice.



7. The Duration of the Match - Standard adult games are limited by the official soccer rules to two halves of 45 minutes each, separated by a 15 minutes break. This is not the actual time of play, since this 90 minute clock ticks even when the ball is out of play, during substitutions and so forth. In order to try to balance this timing a bit, the end of each half also brings a few minutes of "injury time" on the table.

In some cases, when the match must have a winner (a knockout match for example), two extra mini-periods of 15 minutes each, with no break between them are added. If the match is tied at the end of extra time as well, the players go on for a penalty-shootout that will eventually decide the winner.



8. The Start and Restart of Play - There are 8 reasons for which the game can be stopped and similarly, 8 ways to restart it. Each period of time starts with a kick-off **(1)** and the game is also restarted with a kick-off if a team scores a goal. If the ball goes out on the side lines, the player who last touched the ball conceded a throw-in **(2)**. The game is restarted with the other team throwing the ball back into play.

The goal kick **(3)** is awarded to the defending team, if the attacking team took the ball out of play on the defending team's goal line. The game is restarted with the goalkeeper kicking it from within the safety box. If the defending team touches the ball last and it goes over their own goal line, outside of the goal itself, then the opposing team earns a corner kick **(4)** and they will be required to restart the game from the corner nearest to where the ball went out.

An indirect free kick **(5)** is awarded when a team produces a non-penal foul (dangerous play or offside for example) and the game is restarted with a ground kick that cannot be taken towards goal (if a player scores directly from an indirect free kick, without another player touching the ball, the goal won't stand). A direct free kick **(6)** is caused by a foul or handball and unlike the indirect free kick it can be struck directly towards the goal.

A penalty kick **(7)** is similar to a direct free kick in that it is caused by a foul or handball, but the offence occurs inside the defending team's penalty area. The game is restarted with one of the attacking team's players shooting for goal from the penalty spot (11 meters, perpendicularly on goal), with nothing but a goalkeeper to beat.

The last of these eight soccer rules is rarer and it's called the dropped ball **(8)**. The dropped ball occurs when the referee stops the game for a special reason (an injured player, ball becoming defective or the interference of an external factor) and the game is restarted with him dropping the ball from shoulder height in front of two players who will battle for possession (sort of how basketball matches decide initial possession).



9. Ball In and Out of Play - According to the official soccer rules, the ball is in play all throughout the match duration, except when it passes a bounding line (goal lines and touch lines), when an offence occurs or when play is stopped by the referee. In these particular cases, the ball is out of play and the soccer players cannot score goals or interact with the ball. In addition, substitutions can only occur when the ball is out of play according to the rules for the game of soccer



10. The Methods of Scoring - As long as the ball is in play and no infringements of any soccer rules are being made, the players can score goals. A goal is considered when the ball crosses one of the goal areas with its entire circumference. Goals can be scored from action, from penalty spots and direct free kicks.



11. The Offside - Since this is one of the trickiest rules of soccer today, I've decided to explain it in detail in a separate article on offside soccer rules.



12. Fouls and Misconduct - There's a difference between fouls and misconduct that many people fail to understand. A foul can occur when a player tries to get the ball from his opponent and kicks him or pushes him away accidentally, whereas misconduct means that a player willfully targets his opponent and punches, kicks or pushes him away.

Fouls can only occur when the ball is in play, but misconduct can occur when it's out of play as well. Depending on the seriousness of the foul or misconduct, the referee can penalize it with a yellow or red card in addition to a free kick or penalty kick.



13. Free Kicks - I've explained most of the soccer rules regarding free kicks in "Soccer Rule Number 8 – The Start and Restart of Play". One additional soccer rule worth mentioning is that players from the opposing team must be at least 9.15 meters away from the position where the free kick will be struck. Also, the player that kicks the ball initially on a free kick cannot touch it again until a teammate or opposing player touches it.



14. Penalty Kicks - Penalty kicks are conceded when a defended player fouls or commits handball inside the 18 yard box (commonly known as the penalty box). It's important to know that not all offences inside the penalty box are punished with a penalty kick. For example, if a player commits dangerous play inside his own penalty box, the referee will award an indirect free kick from the place that the offence occurred.

When the penalty kick is taken, the only two players in the 18 yard box are the penalty taker and the defending team's goalkeeper. Everyone else must sit outside the box and can only move towards the ball once it is kicked. So if the penalty is saved by the goalkeeper or strikes the bar, a player could run from the edge of the box and gain possession.



15. The Throw In - When the ball goes out of play on the side lines, the opponent of the player who last touched the ball will take a throw in. The throwing method has to follow some rather strict rules; otherwise the referee might dictate a throw in for the other team. The player taking the throw must keep his feet outside the side line, with the sole on the ground and the actual throw must be executed with the ball over the thrower's head.



16. The Goal Kick - The goal kick is a means of restarting play after the attacking team took the ball over the defending team's byline. The goal kick acts as a direct free kick, so if a player would kick the ball so hard that it would reach the opposing team's goal and score, the goal would count.

One extra soccer rule regarding the goal kick states that the kick must be powerful enough to pass the penalty area. So in case the goalkeeper executes the goal kick and passes the ball to a teammate in his own penalty box, the goal kick is re-taken.



17. The Corner Kick - The last of the 17 rules of soccer refers to the corner kick, which occurs when the ball passes over the defending player's goal line, with a defender having touched the ball last. The corner kick acts as a direct free kick taken from the corner of the pitch (if the ball passes the line on the left of the goal, the corner is taken from the left corner and if it passes on the right, the corner is taken from the right corner).

The same rules as for a direct free kick apply, in that opposing players must be at least 9.15 meters away from the corner, the corner taker may score directly from the corner kick and the kicker can't play the ball a second time until it's touched by another player. The only additional rule is that the ball be placed in the corner arc.

Well that's pretty much all you need to know about soccer and soccer rules. Most of these rules seem harder than they actually are on paper and if you watch a couple of matches you'll soon get the hang of them naturally. The only one that requires some special attention is the [offside soccer rule](#), which indeed can be harder to understand without the proper explanation, so check out the offside article on the site for a more detailed clarification on that.

Day 1

Warm-up and Stretches

Teach Fundamentals of Shooting

Shooting Drills

3 vs. 3 games with shooting emphasis

Conclusion

Day 2

Warm-up and Stretches

Review Fundamentals of Shooting

Teach Fundamental Skills of Goalkeeping

Shooting Drills with Goalkeepers

Shooting Game using Goalkeepers

Play 4 vs. 4 using Goalkeepers

Conclusion

Day 3

Warm-up and Stretches

Review Shooting

Teach Free Kicks and Penalty Kicks

Penalty Kick Contest

7 vs. 7 games

Conclusion

Day 4

Warm-up and Stretches

Dribbling and Passing Game for warm-up

Shooting Game

Review rules

Explain and Demonstrate Strategy and Tactics

11 vs. 11 using different strategie

Day 5

Warm-up and Stretches

• Shooting Accuracy and Technique

Review rules and strategy

Explain and Discuss different formations

11 vs. 11 using different formations

Conclusion

Day 6

Final 7 vs. 7 Tournament

Conclusion

Day 7

Warm-up and Stretches

11 vs. 11 Round Robin Tournament

Conclusion

UNIT OBJECTIVES

Cognitive

After the 7-day unit on soccer, the students will develop a basic, fundamental knowledge about the game of soccer and the skills involved. The students will learn the rules, the importance of soccer around the world, strategy, different formations, and various skills of the game of soccer.

Affective

After a 7-day unit on soccer, the students will develop their social skills will be able to relate to one another. These kinds of skills will be developed through game like situations and working with partners. Other qualities that will be developed are sportsmanship, teamwork, and positive attitudes. I will keep a daily checklist for each student with the categories of attitude, participation, and if they dress for class or not. The goal of this unit is to focus on the attitude of each student while playing the game of soccer. Respecting other students and the teacher will be more important than winning during the competition in class.

Psychomotor

After a 7-day unit on soccer, the students will develop the physical skills that will enable them to become better soccer players. The students will learn the skills of dribbling , passing, shooting, goalkeeping, and defending that are needed to become an all around soccer player. The students will learn new skills in the sport of soccer, and they will be challenged to try new techniques. The emphasis will be placed on improving their skills while exercising the correct technique. There will be two tests in this area. One of the tests will deal with the skills of dribbling and passing and the other test will deal with shooting accuracy and technique.

Fitness

During the unit on soccer the students will be engaged in daily routines of fitness before any soccer skills take place. They will warm-up each day with activities that will improve their flexibility, strength, and agility, which will increase their level of fitness. They will also participate in game-like situations and drills with the soccer ball that will increase their fitness level. The main objective is that the students become physically fit and stay physically fit for the rest of their lives.

TASK ANALYSIS

Soccer Unit

Rules, Strategy, and Formations

- See Handout

Dribbling/Foot Skills

- Keep the ball close to your body
- Take a touch on the ball with every step
- Knees Bent
- Head Up
- On the balls of your feet

Drills:

- Obstacle Course Competition

This is a course using cones that the students will have to dribble through in a certain amount of time, and could be used as a competition between students.

- 1 vs. 1 Dribbling

There will be a grid or a couple of grids set up with many different goals made by cones in the middle of it. The students will have a partner and one ball. They will play one vs. one trying to dribble through as many cones as possible in a certain amount of time while all the other groups are doing the same thing. Then after a certain amount of time they will all switch partners and continue to improve their dribbling abilities.

- Crab Soccer

Within a grid that is marked off by cones, all but 3-5 students will have a ball.

The 3-5 students who do not have a ball will be in a crab position in the middle of the grid, and the idea is for the “crabs” to kick the other students’ balls out of the grid while the students with the balls will have to try to get from one end of the grid to the other. If the “crabs” kick a ball out of the grid, the students whose ball was kicked out then becomes a crab, and the game continues until 1 person remains.

- **Dribbling Within a Grid**

In this very basic activity, the students will dribble around in a grid trying to avoid running into anyone else. While they are dribbling, they will practice specific moves or foot skills to improve their dribbling.

- **Knockout**

Within a grid marked off by cones, everyone will have a ball, and everyone will be trying to protect their ball from being knocked out of the grid. Each student will try to kick other students' balls out of the grid while trying to protect their own ball. If a student is knocked out, they must retrieve their ball and juggle it with their feet until the game is over. The game is over when there is one remaining student left with their ball.

Passing/Receiving

- Ankle locked
- Follow through
- Turn foot to a 90 degree angle
- Knee bent
- Head Up
- Square your body up to where you are passing it
- Pass in front of the player you are passing to
- Eye Contact
- Don't lean back
- Receive by giving in a little (only for 2 touch passing)
- Use inside of the foot

Drills:

- **Pass Through Cones to Partner**

There will be cones set up across the field, and the students will stand across from their partner. They will receive the pass with one touch, and then they will pass it through the cones, working on accuracy, back to their partner. They will then do it using only one touch.

- **3 Person Passing**

This will be set up by having 2 students with a ball, and the student without the ball will be in the middle. The student in the middle will run to the first student who will pass them the ball, and then they will pass it right back to that student and then go to the next student. They will go back and forth for about 1 minute, and then they will switch. It can also be used for one touch passing.

- **6 vs. 6 Through the Cones**

There will be two teams of 6 per team. They will be in a grid that is marked off by cones. There will also be goals in the grid, which will be marked off by cones, and they will be scattered throughout the grid. The objective is to keep possession of the ball by dribbling and passing to your team until you have an opportunity to pass the ball through one of the goals to a player who is on your team. By passing it through the goal to another player on your team, that team will receive one point. This gives the students an opportunity to improve their dribbling and passing skills, and it also creates some good competition.

- **Spodnik Passing Drill**

There will be a zone where the students will make two-touch passes back and forth, and then after making a two-touch pass, they will run out of the zone and make a one-touch pass to another student with a ball waiting for them. They will

continue to do this and continue to rotate.

Shooting on Goal (as well as Free Kicks and Penalty Kicks)

- Ankle locked
- Land on foot that you shoot with
- Follow through
- Head down
- Don't lean back
- Knee over ball
- Use the instep of your foot or laces
- Drive the ball

Drills:

• Wall Pass Shooting

The students will pass the ball to the teacher or another student, and then the ball will be passed back to them, and they will take a shot on goal one touch. This will be going on at 2 or 3 different goals so that students will not stand in line for very long.

• Basic Technique Shooting

There will be 3 lines facing the goal, and the student will take one dribble touch in front of them and strike the ball using proper technique, and then they will get their ball and change lines.

• 3 Goal Soccer

There will be 3 goals set up in a large area, and there will be goalkeepers in the goals. Each team will be assigned a goal. They will need to defend their goals, but the main objective is to score as many goals as possible in a certain amount of time in the other two goals.

• Demonstrate Free Kicks and Penalty Kicks

The teacher will demonstrate the strategy of free kicks and tell the importance of penalty kicks. The students will then participate in a penalty kick contest. There will be 2 goals so that the students will not have to stand around for a long period of time.

• 4 Goal Soccer

There will be 2 goals set up on each side of a very wide but short field marked off by cones. There will be one team on each side and 4 goalkeepers. The teacher will throw the ball out from the side. When the ball is thrown out, the students will run out in groups of 4 only and play 4 vs. 4 until someone scores or the ball goes out of bounds. If the ball is scored the team that scores keeps playing and new team from the other side comes on, but if the ball goes out of bounds 2 new teams come on the field.

Goalkeeping

- Knees bent
- On balls of feet
- Hands out
- Catch ball above head with hands forming a “w”
- Catch anything in the mid section and below with 2 hands and bring in to chest
- Secure the ball

Drills:

• Partner Throwing

Have each student get with a partner and roll the ball and throw the ball to each other practicing catching the ball using the correct technique. Each student catches 10 balls.

• Partner Kicking

After having the students throw the ball back and forth, they will kick the ball to each other and practicing catching the ball with the proper technique. Each student will catch 10 balls.

• Shooting/Goalkeeping Competition

Divide the students into 6 teams and have 3 goals. There will be 2 teams per goal. One team will line up on one post and one team on the other post. There will be a student who stands on the side and distributes the balls. The first team will run out about 15 yards and shoot the ball one touch from the student who distributes the balls. The other team will run around three cones and then try to block the shot. Each team will shoot for the same amount of time and whoever has the most goals wins the competition.

• Goalie Wars

There will be one student in each goal, and the goals will be about 25 yards apart. The students will have to try to score in the opposing goal, and defend using their goalkeeping skills their own goal. Students will rotate in and out of the goal, and we will keep track of points to see which team wins.

Defending

- Zone defense
- “J” runs
- Support
- Cover
- Help defense
- Running at angles
- Tackling

Drills:

- 2 vs. 2 vs. 2

2 students will pass the ball back and forth while 2 students defend and run using the proper zone defending principles. The 2 students passing the ball will try to pass it by the 2 defenders to the other side to the other 2 attacking players. Then after about 2 or 3 minutes all of the students switch positions.

- 2 vs. 2

Have the students get with a partner and the students will play 2 vs. 2 in a marked off grid. The grid will be very narrow and long. They will play 2 vs. 2 using the proper zone defending principles, and the students will score by stopping the ball on the end line.

- Bogey’s Blitz

Divide the students into 2 teams. One team will stand at the post, and the other team will stand about 30-40 yards out in the field. The balls will be with the team who is at the post. There will be a goalkeeper. The students at the post, who will be playing defense, will play a ball out to the other team and run out with 2 players, and the offensive team will also come out with 2 players. The offensive team can pass the ball back and bring out as many as 4 players, and if the offensive team brings more players into the field, the defensive team can counter and bring out as many as the offensive teams brings. Both teams play offense and both play defense, and whichever team has more goals wins the game. The amount of points awarded for each goal is based on how many players are on the field. This will allow the defensive team to work together on the zone defending principles.

- 1 vs. 1 to the End line

The students will be in two lines. One defensive line and one offensive line. The defensive line will pass the ball to the offensive line and they will begin. They will play to stop the ball on the end line

[Back to games](#)

SPEEDBALL

1. SKILLS

- a. Kicking**
- b. Passing**
- c. Catching**
- d. Trapping**
- e. Dribbling**

2. STRATEGIES

- a. Offense**
- b. Defense**

3. RULES/SAFETY

- a. Legal skills**
- b. Scoring**
- c. Player position**

Speedball Rules/ideas were taken from:

coefaculty.valdosta.edu/.../Speedball%20for%20All%202007%20STW%20presentation.doc

SPEEDBALL

Speedball Rules

Rules

- 1.** Speedball is played by two teams of 11 players on a 100 x 60 yard field. The ball (soccer ball) is put into play by a kick-off from the center. The field also has a penalty area 5 yards in front of each goal and end line. The goal should be 6ft across and 8ft tall.
- 2.** The game shall consist of four 8 minute quarters.
- 3.** Goals shall be changed at halftime.
- 4.** On a kick-off, no opponent shall cross the restraining line and no teammate of the kicker may cross the halfway line until the ball has been kicked by a player taking the kick-off.
- 5.** The ball can be advanced down the field by kicking a ground ball or if an aerial ball is caught aerial passes are permitted. No traveling with the ball in hand is permitted. Once an aerial ball has hit the ground it is to be played as a ground ball.
- 6.** Scoring: Field Goal- 2 points
Touchdown- 2 points
Dropkick- 3 points
Penalty Kick- 1 point
- 7.** If the ball goes out-of-bounds along the sideline it will be thrown-in if the ball was aerial or kicked-in if it was a ground ball.
- 8.** If the ball goes over the goal line and does not score it shall be put in play at the spot where it crossed the goal line by a punt, drop kick, or place kick unless the ball crosses the line between the goal posts. If the ball crosses the goal line and does not score it will be put into play from behind the goal line at a spot five yards to either side of the goal.
- 9.** A ball sent out of bounds simultaneously by two opponents is put into play by the umpire tossing the ball between the two opponents who last touched it at a spot five yards in from the boundary line and directly opposite the point where the ball left the field.
- 10.** Goalkeeper's Privileges:
 - a. Pick up the ball
 - b. Bounce ball
 - c. Punt or drop kick
 - d. Throw ball
 - e. Take two steps with the ball
- 11.** The ball may be caught by any player if it is aerial
- 12.** A ball on the ground can only be kicked or bounced off the body.
- 13.** A ball that has been caught can be dropped and played as a ground ball at the players will.
- 14.** A player may guard an opponent who has the ball.
- 15.** A tie ball occurs when a player places one or both hands firmly on the ball already held by an opponent. A toss-up shall decide possession.

Fouls:

a. Individual Fouls

1. Blocking
2. Charging
3. Pushing, tagging, holding, tripping
4. Handling a ground ball illegally
5. Traveling
6. Holding the ball for more than five seconds on a free kick or taking more than ten seconds on a penalty kick.
7. Unnecessary roughness
8. Drop-kicking for a goal or attempting a forward pass for a touchdown while within the penalty area.

b. Penalties for fouls

1. Individual fouls made outside the penalty area result in a free kick/ throw from point of infraction.
2. Within penalty area or behind goal result in one penalty kick IF the player fouls was in the act of catching a legal forward pass for a touchdown and the foul prevented the score. A touchdown should be scored and a penalty kick awarded.
3. An attacking player behind opponent's goal line a free kick/throw on the goal in opposite the place where the foul occurred.

Definition of Terms

Aerial Ball- is a ball that has been raised into the air directly from a kick or thrown ball which has not touched the ground.

Ground Ball- is a ball that is rolling, bouncing, or stationary on the ground.

Kick-up- a means of converting a ground ball into an aerial ball

Drop-kick- a) is a play in which a caught ball is dropped to the ground and the player kicks it just as it bounces from the ground.

b) a drop kick will be scored when a player has kicked the ball as it bounces from the ground and goes over the crossbar of the goal between the goal posts if the player is outside the penalty area.

Place kick- a play in which a player kicks a stationary ball into play

Field goal- when a ground ball is kicked so that it passes over the goal line between the goal posts and under the cross bar. A ball cannot be punted or thrown through to score a goal.

Touchdown- completion of a forward pass started outside the penalty area to a player behind the goal line.

Passes started within the penalty area the defense will be awarded a free kick from the five yard line. Incomplete passes behind the goal line will be played as out-of-bounds. If the pass is legally intercepted by the defense it will be awarded to the defense as out-of-bounds.

Penalty kick- shall be a drop kick taken by any member of the attacking team from twelve yards in front of the goal.

Speedball for All: Skills, Drills, Fitness Modifications and Assessments

SKILL MECHANICS AND/OR TEACHING CUES

Soccer Related skills-

Inside of the foot pass-

- approach the ball from behind or slightly to the inside
- plant the non-dominant foot beside the ball
 - lean forward
- cock the lower leg backward
- move the lower leg toward the ball with the toe of the kicking foot elevated higher than the rest of the foot
- contact the ball at or above the midline of the soccer ball (you want the ball rolling- not lifted into the air)
- the follow-through is high with toe remaining high

Outside of the foot pass-

- approach the ball from directly behind it.
- plant the non-kicking foot about two feet away from the ball (to the left of it for a right-footed kicker)
- hinge the lower leg while cocking the foot backwards and pointing the toe to the outside (toward the left for a right-footed kicker)
- lean forward while snapping the lower leg toward the outside lower part of the ball (left side for right-footed kickers)
- the follow-through is toward the left; the toes remain pointing toward the left; ball contact is on the upper right side of the foot near the shoe laces

Instep kick-

- approach the ball from slightly left of directly behind the ball (for right footed kickers)
- plant the not kicking foot about 1-2 feet to the left and beside the ball (for right footed kickers)
- cock the lower leg backward
- move the lower leg toward the ball with the toe of the kicking foot pointed slightly downward; the body is leaning slightly rearward
- the foot is angled slightly inward at contact which occurs slightly below the midline of the ball just slightly left of a point directly behind the ball (in other words, just to the inside)
- the follow-through is more direct toward the target

-Sole of the foot trap

- as the ball approaches, position the body directly in front of the on-coming ball
- when the ball gets within four feet, slightly extend the trapping foot out toward the ball
- lift the trapping foot toes with the heel of that foot remaining close to the ground and the knee bent
- attempt to stop the ball with ball of the trapping foot

Inside of the foot trap-

- as the ball approaches, position the body directly in front of the on-coming ball
- when the ball gets within four feet, slightly extend the trapping foot out toward the ball

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-as the ball moves closer, attempt to “cradle or catch” the ball by giving (dropping the foot rearward) with the momentum of the ball.

Throw-in-

- stand behind the side line with feet staggered
- place both hands on the ball (thumbs fairly close together)
- cock ball behind head
- throw ball directly over the head
- do not lift feet off of the ground

Football Related skills-

passing- various pass patterns (e.g., post, out curl, crossing, flag, etc.)

catching- emphasis on catching the ball in the hands (not trying to trap it against the body)(thumbs together on high throws- pinkies together on low passes)

Speedball Specific skills- Two foot kick- up-

- squeeze the ball between the two ankles
 - bend the knees
 - jump into the air while pulling the ball up toward the middle of the body
 - bend down to catch the ball with the hands
- (Various modifications can occur with this skill. The ball may be lifted with the feet behind the player or to the side.)

One foot pick-up-(stationary)

- place the top of the foot on the ball
- rake the foot backwards
- immediately slide the foot under the ball while pointing the toe downward
- quickly flex the toe toward the sky, and lift the ball in the air

One foot pick-up-(ball rolling toward the player)

- as the ball approaches, extend the leg and point the toe downward
- allow the ball to roll onto the top of the foot
- lift the foot, lean over, and catch the ball

Air dribble-(also called overhead dribble)

- used when one is tightly marked or covered
- toss with a looping motion over the head of the defender
- run around the defender to recover the ball out of the air.

SPEEDBALL DRILLS / LEAD-UP GAMES

- 1. Triangle Partner Pass-Drill- Within** the context of this drill, (3) players stand approximately 10 yards apart forming a triangle. On the teacher's command, practice soccer passes (e.g., inside of foot pass, outside of the foot pass, and instep kick back and forth using changing between the dominant and non-dominant foot. When receiving passes from a partner, practice various traps (e.g., sole of the foot trap, inside of the foot trap, shin trap, etc.) alternating between the dominant and non-dominant foot.
- 2. Individual Two Foot Kick-up Drill-** Each player has her/his own ball. From a stationary position, each player tries to execute as many two foot kick-ups as possible within one minute.
- 3. Two Player Kick-up Drill-** Working in two's, one player uses the inside of the foot pass to deliver the ball to her/his partner approximately 10 yards away. After the receiving player has efficiently trapped the ball, he/she will quickly execute a kick-up. Once this has been accomplished, the ball is placed on the ground, and the drill is started in the other direction with the inside of the foot pass to the other player.
- 4. File Relay One Foot Kick-up Drill-** Teams of (5) will line up approximately 8 yards apart. When the teacher begins the drill, the player at the front of each line will use a designated pass (usually either the inside of the foot or outside of the foot pass) to deliver the ball to the next player in the line on her/his team. The receiving player will execute a one foot kick-up followed by quickly "grounding" the ball. Once the ball is on the ground following the one foot kick-up, this player will execute the designated pass to the next player in line. This procedure will continue either to the end of the line or down and back.
- 5. Overhead Dribble Partner Drill-** To help players to simply become familiar with this skill, have one partner offer "token" pressure (e.g., hands in the air, close proximity to the player possessing the ball, etc.) while the player with the ball executes a 5 yard overhead drill. This should occur approximately 5 times. Change partners.
- 6. Two vs. One Passing/Overhead Dribble Drill-** Two players are designated as teammates. The third player is designated as the defender. Within a 15 yard square (marked off with cones), the two teammates pass the ball (using any of the basketball passes (e.g., chest pass, overhead pass, baseball pass) away from the defender or use the overhead dribble to elude the defender for a period of 2 minutes. Scoring is determined by the number of times the defender intercepts the ball. After each segment, change roles.
- 7. Wheel Passing Drill-** Using any of the designated passes or a combination of those passes (air passes), two or more sets of parallel lines work together to move the ball down the field for a fifty yard distance. In other words, two players pass the ball back and forth for the fifty yard distance at approximately half speed making sure to lead their partner. As one pair gets approximately 8 yards in front, the next pair will begin. When each pair reaches the fifty yard distance, they will peel around to the outside heading back to the starting point for their next turn.
- 8. Football Pass/Jump Ball Drill- Small** groups of 4-5 players practice passing the ball to a moving player down the field to a designated end zone area. As the ball approaches, the receiver is encouraged to make the catch while jumping high into the air.

(Modification: Run patterns with someone defending the receiver.) Be sure to allow all players to pass and receive.

9. **Progressive Defense Drill- Set** up small fields (approximately 30 yards square) and play 2-3 minute mini-games. Initially, designate 5 players as offensive players with only 2 defensive players. Be sure to change roles. Gradually, add one additional defender to the drill. Within this drill, keeping score is optional.

(Note: All drills may be enhanced in the fitness area by requiring students to either jog in place or march with high knees within the context of activities that do not involve high energy levels or during down periods while “waiting” for their turn to engage in the drill.

SPEEDBALL RULES AND MODIFICATIONS

- Six players per team
- Objective of the game- to move the ball down the field with your teammates to the opponent's end of the field, where your team would then try to score (touchdown pass or soccer kick).
- 3 seconds to unload the ball
- A jump ball is used if there is a question about possession (at that location on the field) and ONLY at the beginning of the game (occurring in the middle of the field.)
- No more than three steps during an air dribble or after a catch prior to an air dribble—a player can convert the ball to the ground and begin using the soccer dribble or passes.
- A player can only air dribble one time during a single possession (strongly encouraged modification: each team must pass to every team member prior to attempting a score)
- 2 pts. for a soccer score (kick between the cones)
- 1 pt. for a touchdown (pass to a team member in the end zone) at the end of a score, the other team begins immediately from their end zone with a throw in.
- On an out of bounds play, the ball is thrown in with a soccer throw in (two hands on the ball thrown from behind and then over the head) if an infraction occurs (e.g., contact, holding the speedball for more than three seconds, taking more than three steps after a catch or following an air dribble, etc.), the ball is placed on the ground where the infraction occurred and is put into play by the other team with a soccer free kick. (However, they cannot score off of a free kick.)
- Fitness modification- students who are not directly involved in a play are **required to jog or high knee march** until they are involved.
-

STRATEGIES

1. Stay spread out, use the whole field. This way the whole field is covered, it is easier to pass and receive the ball and you are less likely to get hurt.
2. Converting the ball to an aerial ball as soon as possible may provide a team with more options and a chance to score more points. (However, make sure that the same two to three players don't simply focus on one- another during play.)

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3. Get everyone on the team involved in the game.
4. Each team needs a goalie but one is not required.
5. Each team should have offensive and defensive players. (These players should rotate throughout the game.)
6. Teams should move the ball up the field making the easiest pass possible.
7. Teams should try and make passes to open players (do not force).
8. Players without the ball should get open by making runs to space.
9. The use of an air dribble may be a very effective move when coverage is tight.
10. Person to person coverage is encouraged since fitness will be at a greater premium with this type of format. Zone defenses will not promote as much running.
11. Since a player is allowed only three steps before deciding what to do with the ball, it is suggested that players think "short pass" early in their decision-making process. Of course if they are close to the goal, certainly they can think about trying to score.
12. If a particular player has excellent soccer skills, she/he may use these skills to change up play and move away from the traditional aerial attack. However, soccer passing is encouraged more than dribbling.

THREE WEEK SPEEDBALL UNIT (Three Days Per Week)

Equipment Needs for the Unit:

- 8 inch coated nerf balls (20)
- 30 cones
- small soccer balls (20)
- jersey pennies (6 colors - 6 each)
- CD player (cordless with up-tempo music)

M T W TH F

<p>-Game Introduction -Skill Orientation- Expose student to skill experimentation in very small groups.</p>		<p>-Skill Work- -Review soccer skills -Football skills (e.g., passing and catching practice) -Small Sided Game Modifications-</p>		<p>-Skill Work- -Speedball skills -Small Sided Game Modifications-</p>
<p>-Skill Work- -Speedball drills and modified games Speedball rules, strategies, sportsmanship -Small Sided Game Modifications-</p>		<p>Round Robin Tourney Begins (4-6 players per team)</p>		<p>Round Robin Tourney Continues-(4-6 players per team)</p>
<p>Round Robin Tourney Continues-(4-6 players per team) Skill Assessment-</p>		<p>Round Robin Tourney Continues-(4-6 players per team) Skill Assessment-</p>		<p>Written Assessment- Final Day of Tournament-(4-6 players per team)</p>

Speedball Skill Assessment (authentic)

Student Name _____

Students are rated using the following liker scale during play:

Student plays with cooperation (working with teammates and opponents effectively (no arguments, etc.)) and with appropriate sportsmanship (helping an opponent up after a fall, communicating encouragement example: "good try, etc.)

1 2 3 4 5

Teacher Comments:

Student plays with knowledge and application of the rules (is not called for numerous infractions)

1 2 3 4 5

Teacher Comments:

Student possesses and executes a variety of skills applicable to the game of speedball (soccer skills, passing skills, speedball-specific skills)

1 2 3 4 5

SPEEDBALL WRITTEN TEST

(This written test is based on the information (some of it modified) covered in the Speedball unit.)

True/False Place a “T” or “F” in the space to the left of the question. (20 pts.)

 T 1. If you throw a ball and one of your teammates catches it in the end zone, your team gets credit for one point.

 F 2. A Speedball play where one player lifts the ball to herself/himself with the feet is called an air dribble.

 T 3. A kicking skill used to keep the ball near or on the ground is called an inside of the foot pass.

 T 4. Having players jog or high knee march in place during game play is a way to keep the heart rate up and better improve physical fitness.

 F 5. Man to man or person to person defense is required in Speedball because it allows everyone to rest more often during game play.

 T 6. A player has three seconds to “unload” the ball before a penalty is called.

 T 7. A player is allowed to take up to three steps after an air dribble or after a catch during game play.

 F 8. A free kick is used to put the ball into play after the ball crosses a side line.

 T 9. When a fast-moving on-coming ball on the ground gets near you, deciding to use a one-foot pick-up would be a good decision to get the ball quickly into your hands for a pass to a teammate.

 T 10. One of the best ways for you to be able to receive a pass or kick from a teammate is to move around a lot into open spaces.

Short Answer Answer the following completely. (5 pts.)

1. List the three sports that are combined to make up skills involved in Speedball.
-- Football, Basketball and Soccer

[Back to games](#)

TEAM HANDBALL

Grades 9,10

Areas of emphasis:

Pass (emphasize pivot, protect and pass to the open man)

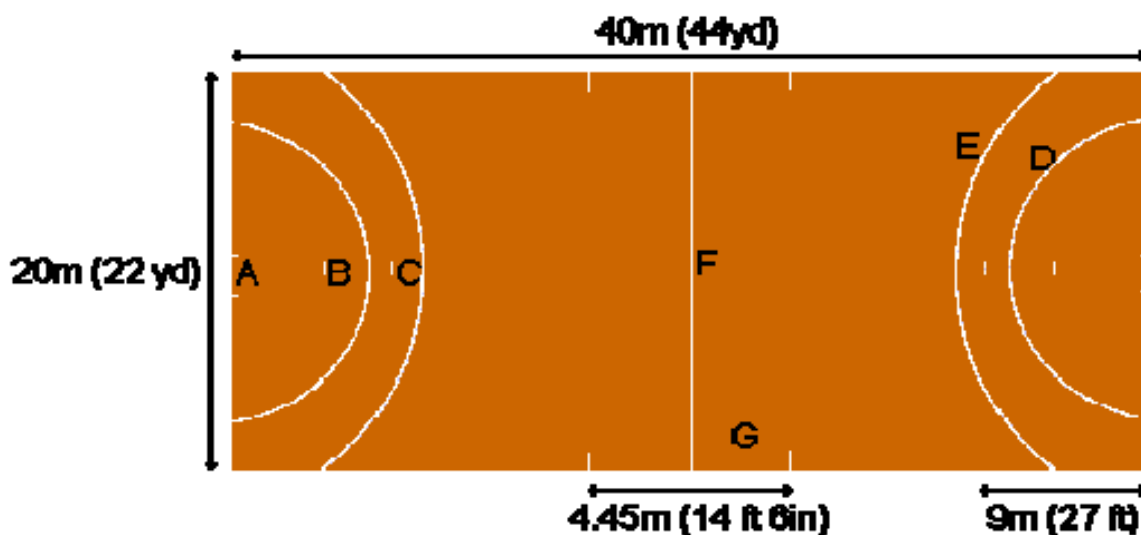
Throwing to score

Defense (man to man, zone)

Rules - Court area, Violation, Fouls

Safety Considerations

- a. Modify the ball
- b. No diving for loose balls
- c. No rough play
- d. Encourage bouncing shots (See 10th grade for more detail)



Team Handball Rules/ideas were taken from:

<http://members.tripod.com/usadth/rules.html>

Team Handball

The Playing Court: The court measures 20 meters (65' 7") by 40 meters (131' 3"). The court is larger than a basketball court, but the length may be shortened when space is limited. The goal area line, or 6-meter line (19' 8"), is the most important line. No one except the goalie is allowed to stand in the goal area. The goal opening is 2 meters by 3 meters. Players may jump into the area if the ball is released before landing in the area.

The Ball: Team handball is played with a 32-panel leather ball. For women, the ball is 54 to 56 centimeters and 325 to 400 grams. For men, it is 58 to 60 centimeters and 425 to 475 grams.

Number of Players: There are seven players on each team (six court players and one goalie). A maximum of 12 players may dress and participate in a game for each team. Substitutes may enter the game at any time through own substitution area as long as the player they are replacing has left the court.

Uniform of the Players: Player numbers are 1 to 20. Uniform shirts and shorts are the same color. The goalkeeper must wear a different color shirt from teammates and opponents. No jewelry is allowed.

Referees: There are two referees, a court referee and a goal line referee. Referees have complete authority: Their decisions are final. The referees are assisted by a timer and a scorer.

Duration of the Game: For players 18 years and over, the game consists of 2, 30-minute halves with 10-minute half-time. For tournament and youth games 2, 15-minute or 2, 20-minute halves. This is running time except for injury or one team time-out per half. The teams change benches at half-time. The game ends in a tie unless the game demands a winner. (Tournament rules dictate that a winner must be determined.) Overtime consists of 2, 5-minute periods).

Passive Play: It is illegal to keep the ball in a team's possession without making a recognizable attempt to attack and to try to score. In other words, a team cannot stall (free-throw awarded to the other team).

Throw-Off: A throw-off is taken by the team that wins the coin toss and chooses to start the game with the ball. Each team must be in its own half of the court with the defense 3 meters away from the ball. Following a whistle, the ball is passed from center court to a teammate and play begins. Throw-off is repeated after every goal scored and after half-time.

Scoring: A goal is scored when the entire ball crosses the goal line inside the goal. A goal may be scored from any throw (free-throw, throw-in, throw-off, goal-throw).

Playing The Ball

A player is allowed . . . -To run with the ball for 3 steps -To hold the ball for 3 seconds - Unlimited dribble with 3 steps allowed before and after dribbling (no double-dribble).

A player is NOT allowed . . .

To endanger an opponent with the ball.

To pull, hit or punch the ball out of the hands of an opponent.

To contact the ball below the knee.

To dive on the floor for a rolling or stationary ball.

Defending the Opponent: A player is allowed to use the torso of the body to obstruct an opponent with or without the ball. However, using the outstretched arms or legs to obstruct, push, hold, trip or hit is NOT allowed. The attacking player is not allowed to charge into a defensive player.

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Throw-In: A throw-in is awarded when ball goes out of bounds on the sideline or when the ball is last touched by a defensive player (excluding the goalie) and goes out of bounds over the end-line. The throw-in is taken from the spot where the ball crossed the sideline, or if it crossed the end-line, from the nearest corner. The thrower must place one foot on the sideline to execute the throw. All opposing players must stay 3 meters away from the ball.

Referee Throw: A referee throw is awarded when . . . The ball touches anything above the court after a simultaneous infringement of the rules after simultaneous possession of the ball. The Referee throws the ball vertically between two opposing players. The jumping players may grab the ball or tap it to a teammate. All other players must be 3 meters away from the throw. The referee throw is always taken at center court.

Free-Throw: For a minor foul or violation, a free-throw is awarded to the opponent at the exact spot it took place. If the foul or violation occurs between the goal area line and the 9-meter line, the throw is taken from the nearest post outside the 9-meter line. The thrower must keep one foot in contact with the floor, then pass or shoot.

7-Meter Throw: The 7-meter throw is awarded when . . .

A foul destroys a clear chance to score

The goalie carries the ball back into his or her own goal area

A court player intentionally plays the ball to his or her own goalie in the goal area and the goalie touches the ball

A defensive player enters his or her goal area to gain an advantage over an attacking player in possession of the ball.

All players must be outside the free-throw line when the throw is taken. The player taking the throw has 3 seconds to shoot after referee's whistle. Any player may take the 7-meter throw.

Goal-Throw: A goal-throw is awarded when . . . The ball rebounds off the goalkeeper over the end-line The ball is thrown over the end-line by the attacking team.

The goalie takes the throw inside the goal area and is not restricted by the 3-step/3-second rule.

[Back to games](#)

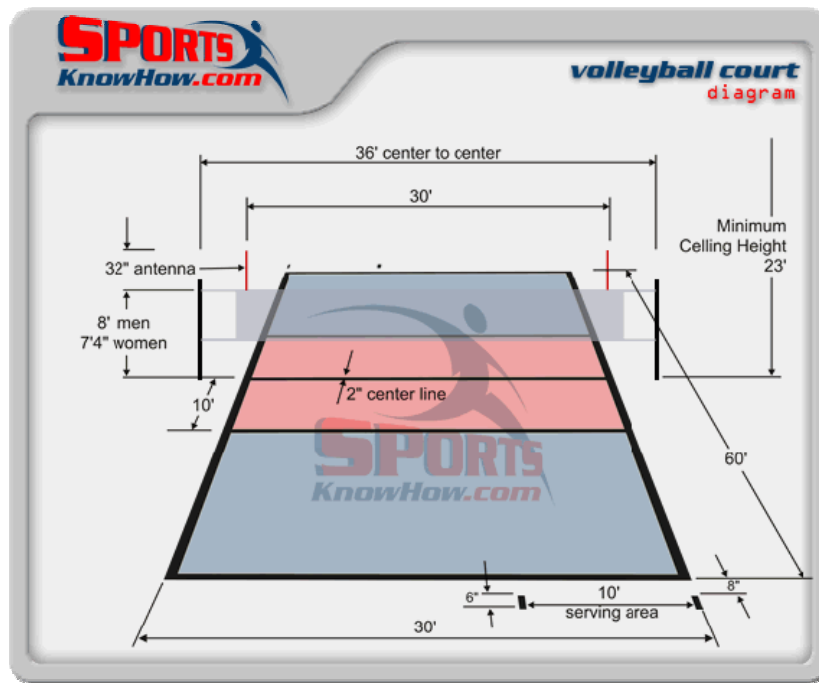
VOLLEYBALL

grades 9,10

Areas of emphasis:

- Passing
- Overhead pass
- Footwork for passes
- Overhand serve
- Rules
- Rotation
- Spiking arm swing
- Spiking footwork

Introduce blocking technique
Game situations



Volleyball Rules/ideas were taken from:
http://www.spikeopaths.org.uk/rules_basic_volleyball.php

Volleyball

THE SERVE

- (A) Server must serve from behind the restraining line (end line) until after contact.
- (B) Ball may be served underhand or overhand.
- (C) Ball must be clearly visible to opponents before serve.
- (D) Served ball may graze the net and drop to the other side for point.
- (E) First game serve is determined by a volley, each subsequent game shall be served by the previous game loser.
- (F) Serve must be returned by a bump only. No setting or attacking a serve.

SCORING

- M. Rally scoring will be used.
- N. There will be a point scored on every score of the ball.
- O. Offense will score on a defense miss or out of bounds hit.
- P. Defense will score on an offensive miss, out of bounds hit, or serve into the net
- Q. Game will be played to 25 pts.
- R. Must win by 2 points.

ROTATION

- (A) Team members will rotate each time they win the serve.
- (B) Players shall rotate in a clockwise manner.
- (C) There shall be 4-6 players on each side.

PLAYING THE GAME (VOLLEY)

- (A) Maximum of three hits per side.
- (B) One player may not hit the ball twice in succession (A block is not considered a hit).
- (C) Ball may be played off the net during a volley and on serve.
- (D) A ball touching a boundary line is good.
- (E) A legal hit is contact with the ball by a player's body above and including the waist which does not allow the ball to visibly come to a rest.

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(F) If two or more players contact the ball simultaneously, it is considered one play and the players involved may not participate in the next play.

(G) A player must not block or attack a serve.

(H) Switching positions will be allowed after the serve between players. Players must return to their position before the next serve. Players in the back row, who come to the front, are not allowed to spike the ball while playing in the front row.

BASIC VIOLATIONS

(A) Stepping on or over the line on a serve.

(B) Failure to serve the ball over the net successfully.

(C) Hitting the ball illegally (Carrying, Palming, Throwing, etc.).

(D) Touches of the net with any part of the body while the ball is in play. If the ball is driven into the net with such force that it causes the net to contact an opposing player, no foul will be called, and the ball shall continue to be in play.

(E) Reaching over the net, except under these conditions:

1 - When executing a follow-through.

2 - When blocking a ball which is in the opponents court but is being returned (the blocker must not contact the ball until after the opponent who is attempting to return the ball makes contact). Except to block the third play.

(F) Reaches under the net (if it interferes with the ball or opposing player).

(G) Failure to serve in the correct order

THE COURT

PLAYING AREA

Both indoor and outdoor courts are 18 m x 9m (29'6" x 59').

Indoor courts also include an attack area designated by a line 3 m (9'10") back from the center line.

Lines on the court are 5cm (2" wide).

NET HEIGHT

Net height for men, co-ed mixed 6, & outdoor is 2.43 meters or 7'11-5/8".

Net height for women, 7'4-1/8".

The height of the net shall be 8'.

BALL

The ball weighs between 9 and 10 ounces. Ball pressure is between 4.5 and 6.0 pounds

Volleyball Lingo	Translation
"Ace"	When the ball is served to the other team, and no one touches it.
"Side-out"	When the team that served the ball makes a mistake, causing the ball to go to the other team.
"Roof"	When a player jumps above the height of the net, and blocks the ball.
"Stuff"	When a player jumps about the height of the net, blocks the ball, and the ball goes back at the person who attacked (spiked) the ball.
"Dig"	When a player makes a save from a very difficult spike.
"Kill"	When a team spikes the ball and it either ends in a point or a side-out.

Volleyball Assessment

Date: _____

Class: _____

Player's Name: _____

Rater's Name: _____

<p>Passing:</p> <p>Knees bent platform out, hips and shoulders to the target, walks the ball up to the target. Ball played off forearms.</p> <p>Rating:</p>	<p>Setting:</p> <p>Uses finger pads to set the ball, bends knees, elbows bend as the ball comes in and extend as the ball leaves, thumbs are facing the eyebrows before contact, shoulders face the target, ball goes up not out in a straight line, ball goes to the spiker (unless it is the third hit)</p> <p>Rating:</p>	<p>Hitting:</p> <p>Uses the three-step approach, jumps, reaches high for the ball, snaps wrist on follow through, hits ball in the court, does not touch the net.</p> <p>Rating:</p>	<p>Serving:</p> <p>Steps with the opposite foot from the serving hand, tosses the ball in the air, contacts the ball above the height of the head and slightly out in front of the body, hits with an open hand, follows through, hits the ball into the court</p> <p>Rating:</p>
<p>Positioning:</p> <p>Anticipates where the ball is going and moves to the ball when to hit it, is ready to make the next play.</p> <p>Rating:</p>	<p>Teamwork:</p> <p>Plays own position, sets it up for others to hit, and encourages others.</p> <p>Rating:</p>	<p>Sportsmanship:</p> <p>Plays by all rules, acknowledges good plays by the opponent, and encourages teammates to do their best.</p> <p>Rating:</p>	<p>Game Knowledge:</p> <p>Knows the rules, knows how to keep score, knows the score, can tell a legal hit from and illegal hit, knows the boundaries, knows when to use each skill.</p> <p>Rating:</p>

Rate the person assigned according to the following rubric (scoring criteria)

(Level 1) Backyard Volleyball Player: cannot perform the skills correctly.

(Level 2) Physical Education Class Player: performs the skills inconsistently and awkwardly.

(Level 3) Recreational League Player: performs the skills correctly most of the time, but has trouble under pressure.

(Level 4) Tournament Player: performs the skills correctly all of the time; it is a habit to this person.

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Objectives	Unsatisfactory	Needs improvement	Satisfactory	Commendable	Excellent	Earned Points
Competency in Serving	1point Almost never demonstrates competency in skill technique of serving	2points Rarely demonstrates competency in skill technique of serving	3points Usually demonstrates competency in the skill of serving	4points Always demonstrates skill competency in technique of underhand serving	5points Successfully demonstrates the advanced skill technique for the overhead serve	
Demonstrate the proper technique for forearm passing	1point Demonstrates no skill level and final performance	2points Demonstrates low skill level and final performance	3points Demonstrates medium skill level and final performance	4points Demonstrates standard skill level and final performance	5points Demonstrates advanced skill level and final performance	
Understanding of: game rules, team strategies, and game concepts	1point Demonstrates no understanding of the following objectives listed above	2points Demonstrates little understanding of the objectives listed above	3points Demonstrates general understanding of the objectives listed above	4points Demonstrates very good understanding of the objectives listed above	5points Demonstrates comprehensive understanding of the objectives listed above	
Class participation	1point Always: unprepared tardy lack of participation and dressed	2points Often: dressed, unprepared, tardy, lack of participation	3points Generally: dressed, prepared, punctual, participates in activities, follows directions, listens	4points Frequently/Usually: dressed, prepared, punctual, consistently participates, follows directions, listens	5points Always: dressed, prepared, punctual, consistently participates, enthusiastic follows directions, listens	
Teamwork and sportsmanship	1point Demonstrates no/low level of teamwork and sportsmanship	2points Demonstrates some level of teamwork and sportsmanship	3points Demonstrates medium level of teamwork and sportsmanship	4points Demonstrates standard level of teamwork and sportsmanship	5points Demonstrates advanced level of teamwork and sportsmanship	

LIFETIME ACTIVITIES

[Badminton](#)

[Bowling](#)

[Frisbee Golf](#)

[Golf](#)

[Orienteering](#)

[Pickle ball](#)

[Ping Pong](#)

[Shuffleboard](#)

[Tennis](#)

Archery (See National Archery in the Schools Program Manual)

Biking (See VDH Bike Smart Curriculum Manual)

Fishing (See Future Fisherman's Curriculum)

[Back to individual activities](#)

Badminton



Badminton Rules/ideas were taken from:

<http://www.badminton-information.com/rules-of-badminton.html>

Basic Rules of Badminton

The rules of badminton states that a toss shall be conducted before a game starts. If you win, you can choose between serving first or to start play at either end of the court. Your opponent can then exercise the remaining choice.

Scoring system

The rules of badminton states that a badminton match shall consist of the best of 3 games. In doubles and men's singles, the first side to score 15 points wins the game. In women's singles, the first side to score 11 points wins the game.

If the score becomes 14-all (10-all in women's singles), the side which first scored 14 (10) shall exercise the choice to continue the game to 15 (11) points or to 'set' the game to 17 (13) points.

The side winning a game serves first in the next game. **Only the serving side can add a point to its score.**

Recently IBF have been testing [a new scoring format of 21 points per game](#) on all major Badminton competition and decided to replace the old format permanently.

Change of ends

The rules of badminton states that you have to change ends with your opponent after finishing the first game. If a third game was to be played, you shall change ends when the leading score reaches 6 in a game of 11 points or 8 in a game of 15 points.

Rules of Badminton - Singles

Serving and receiving courts

You shall serve from, and receive in, the **right service court** when you or your opponent has scored an **even number** of points in that game.

You shall serve from, and receive in, the **left service court** when you or your opponent has scored an **odd number** of points in that game.

You and your opponent will hit the shuttle alternately until a **'fault'** is made or the shuttle ceases to be in play.

Scoring and serving

You score a point and serve again from the alternate service court when your opponent makes a 'fault' or the shuttle ceases to be in play because it touches the surface of your opponent's side of court.

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No points will be scored when you make a 'fault' or the shuttles ceases to be in play because it touches the surface of your side of court. The **servicing right** will then be transferred to your opponent.

Rules of Badminton - Doubles

At the start of the game, and each time a side gains the right to serve, the service shall be delivered from the right service court. Only your opponent standing diagonally opposite of you shall return the service.

Should your opponent's partner touched or hit the shuttle, it shall be a 'fault' and your side scores a point.

Order of play and position on court

After the service is returned, either you or your partner may hit the shuttle from any position on your side of the net. Then either player from the opposing side may do the same, and so on, until the shuttle ceases to be in play.

Scoring and servicing

If you are serving or receiving first at the start of any game, you shall serve or receive in the **right service court** when your side or your opponent's side scored an **even number** of points.

You shall serve from or receive in the **left service court** when your side or your opponent's side has scored an **odd number** of points.

The reverse pattern shall apply to your partner.

In any game, the right to serve passes consecutively from the initial server to the initial receiver, then to that initial's receiver's partner, then to the opponent who is due to serve from the right service court, then to that player's partner, and so on.

You shall not serve out of turn, receive out of turn, or receive two consecutive services in the same game, except as provided in service court errors and 'lets'.

Service court errors

A service court error has been made when a player has served out of turn, has served from the wrong service or standing on the wrong service court while being prepared to receive the service and it has been delivered.

If a service court error is discovered after the next service had been delivered, the error shall not be corrected. If a service court error is discovered before the next service is delivered, the following rules apply.

If both sides committed an error, it shall be a 'let'. If one side committed the error and won the [rally](#), it shall be a 'let'. If one side committed the error and lost the rally, the error shall not be corrected.

If there is a 'let' because of a service court error, the rally is replayed with the error corrected. If a service court error is not to be corrected, play in that game shall proceed without changing the player's new service courts.

Faults

The rules of badminton consider the following as **faults**:

- If the shuttle lands outside the boundaries of the court, passes through or under the net, fail to pass the net, touches the ceiling or side walls, touches the person or dress of a player or touches any other object or person.
- If the initial point of contact with the shuttle is not on the striker's side of the net. (The striker may, however, follow the shuttle over the net with the racket in the course of a stroke.)
- If a player touches the net or its supports with racket, person or dress, invades an opponent's court over the net with racket or person except as permitted.
- If a player invades an opponent's court under the net with racket or person such that an opponent is obstructed or distracted or obstructs an opponent, that is prevents an opponent from making a legal stroke where the shuttle is followed over the net.
- If a player deliberately distracts an opponent by any action such as shouting or making gestures.
- If the shuttle is caught and held on the racket and then slung during the execution of a stroke.
- If the shuttle is hit twice in succession by the same player with two strokes.
- If the shuttle is hit by a player and the player's partner successively or touches a player's racket and continues towards the back of that player's court.
- If a player is guilty of flagrant, repeated or persistent offences under Law of Continuous Play, Misconduct, Penalties.
- If, on service, the shuttle is caught on the net and remains suspended on top, or, on service, after passing over the net is caught in the net.

Lets

'Let' is called by the umpire, or by a player (if there is no umpire), to halt play.

A 'let' may be given for any unforeseen or accidental occurrence. The rules of badminton consider the following as 'lets':

- If a shuttle is caught in the net and remains suspended on top or, after passing over the net, is caught in the net, it shall be a 'let' except on service.
- If, during service, the receiver and server are both faulted at the same time, it shall be a 'let'.
- If the server serves before the receiver is ready, it shall be a 'let'.
- If, during play, the shuttle disintegrates and the base completely separates from the rest of the shuttle, it shall be a 'let'.
- If a line judge is unsighted and the umpire is unable to make a decision, it shall be a 'let'.
- A 'let' may occur following a service court error. When a 'let' occurs, the play since the last service shall not count and the player who served shall serve again, except where in situations where the Law of Service Court Errors is applicable.

Shuttle not in play

A shuttle is not in play when it strikes the net and remains attached there or suspended on top.

A shuttle is not in play when it strikes the net or post and starts to fall towards the surface of the court on the striker's side of the net.

A shuttle is not in play when it hits the surface of the court or a 'fault' or 'let' has occurred.

Continuous play, misconduct, penalties

Play shall be continuous from the first service until the match is concluded, except as allowed in intervals not exceeding 90 seconds between the first and second games, and not exceeding 5 minutes between the second and third games.

Officials and appeals

The referee is in overall charge of the tournament. The umpire, where appointed, is in charge of the match, the court and its immediate surrounds. The umpire shall report to the referee. The service judge shall call [service faults made by the server should they occur](#). A line judge shall indicate whether a shuttle landed 'in' or 'out' on the line or lines assigned. An official's decision is final on all points of fact for which that official is responsible.

An umpire shall:

- Upload and enforce the Rules of Badminton and, especially, call a 'fault' or 'let' should either occur.
- Give a decision on any appeal regarding a point of dispute, if made before the next service is delivered.
- Ensure players and spectators are kept informed of the progress of the match.
- Appoint or remove line judges or a service judge in consultation with the referee.
- Where another court official is not appointed, arrange for that official's duties to be carried out.

- Where an appointed official is unsighted, carry out the official's duties or play a 'let'.

- Record and report to the referee all matters in relation to continuous play, misconduct and penalties.

- Take to the referee all unsatisfied appeals on questions of law only. (Such appeals must be made before the next service is delivered, or, if at the end of the game, before the side that appeals has left the court.)

Forehand Grip

- This grip is used to hit shots that are on the forehand side of your body and around the head shots.
- Hold the racket head with your non-playing hand so that the handle points towards you.
- Your racket face shall be perpendicular to the floor.
- Place your playing hand on the handle as if you are shaking hands with it.
- There shall be a V shape in between your thumb and your index finger.
- The racket handle shall rest loosely in your fingers for greater flexibility.
- Can try shortening your grip and place it nearer to the shaft to increase control and accuracy when serving and hitting from the forecourt and midcourt.



Backhand Grip

- This grip is used to hit shots that are on the backhand side of your body.
- Hold the racket as you would on a forehand grip.
- Turn the racket anti-clockwise so that the V shape moves leftwards.
- Place your thumb against the back bevel of the handle for greater leverage and power.
- The racket handle shall also rest loosely in your fingers.
- Can try shortening your grip and place it nearer to the shaft to increase control and accuracy when serving and hitting from the forecourt and midcourt.

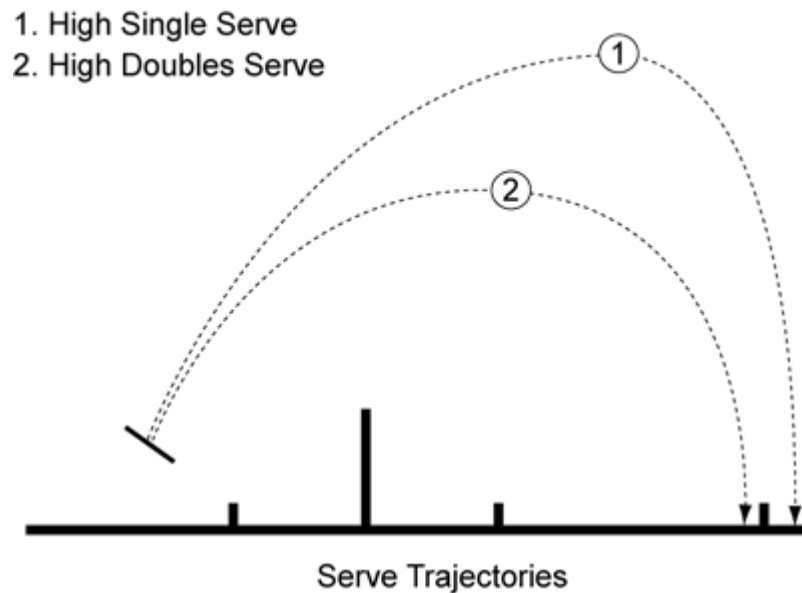


Possessing a correct Badminton Grip is like having a good head start in a race. Don't lose out and make every effort to improve your game.

High Serve

Use this badminton serve during singles play to move your opponent as **far back in court** as possible, thus opening up his court. Be more cautious if you use this serve during doubles. Opponents with strong attacking abilities will work this serve to your disadvantage.

- Played with a forehand underarm action.
- Stand two to three feet behind the short service line.
- Relax your body and bent your knees slightly.
- Lead with your non-racket leg and place your racket leg behind.
- Bring your racket back to almost your shoulder level then swing it forward following the rhythm of the stroke.
- Hold the shuttle by the feathers and let it drop slightly in front of you.
- Hit it with the flat face of your racket and follow through until your racket reaches the non-racket side of your head.



Low Serve

Use this badminton serve when you want your opponent to **lift the shuttle**. It is commonly used during doubles, but you can use it during singles too if your opponent's attack is too strong. You can use either forehand or backhand to play this serve.

Forehand

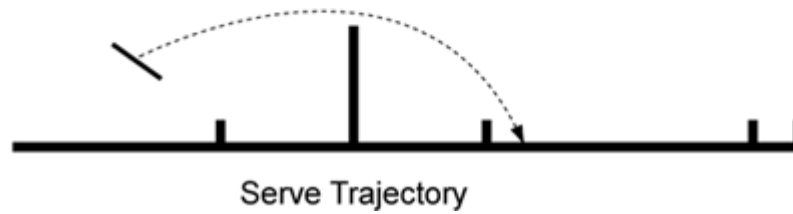
- Stand two to three feet behind the short service line.
- Relax your body and bent your knees slightly.
- Lead with your non-racket leg and place your racket leg behind.
- Bring your racket back to your waist level then start your forward swing.
- Hold the shuttle by the feathers and bring it closer to meet the racket instead of dropping it in front.
- Contact the shuttle at a higher point but still below your waist line.
- Push the shuttle with the racket face and try to make the shuttle skim the tape of the net.

If you normally use high serve during singles, mix the low serve in occasionally. You might be able to catch your opponent off-guard if you can execute it well.

Backhand

- Stand in a comfortable and balanced position with your racket hand in front.
- Lead with your racket leg and place your non-racket leg behind with your feet pointing towards your opponent.
- Carry out a short back swing then bring the racket forward.
- Hold the shuttle on the tip of the feathers in front of your waist level.
- Push the shuttle with the racket face and try to make the shuttle skim the tape of the net.
- You can try to shorten the grip for a better control of the racket.
- Beware of breaking the Service Rules.

Low Serve

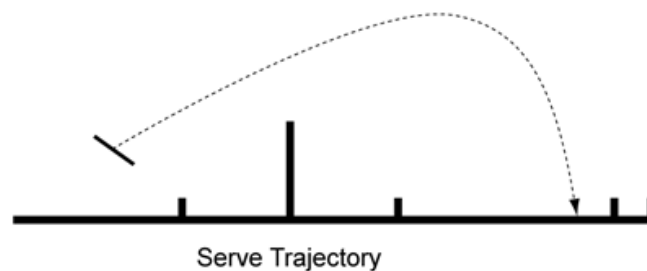


Flick Serve

Use this badminton serve when you are under pressure from **a rushing opponent**. It is a rather useful tool during doubles. However, you might be left exposed if your opponent anticipated it. So, use it sparingly and keep your opponent guessing.

You can use either your forehand or backhand to perform this serve. Give the impression that you are going to push the shuttle as in the low serve, but instead use your wrist to flick the shuttle over. Wrist action is the key to executing this serve well.

Flick Serve



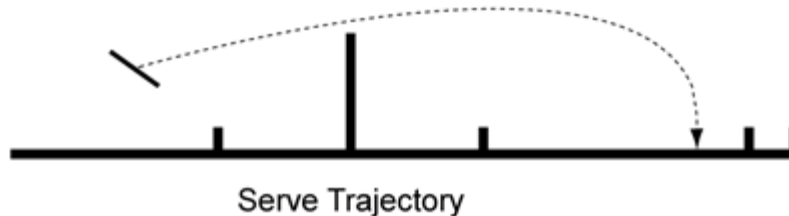
Drive Serve

Use this badminton serve to add some variation to your serving game. This is considered an **attacking serve** and can be used in singles and doubles. The shuttle will travel at a flatter angle pass the net with pace.

It may win you points outright or force a poor service return if your opponent is unprepared. However, make sure you contact the shuttle below your waist and not make a service fault.

- Played with forehand underarm action.
- Stand in a comfortable and balanced position, a bit further from the service line.
- Lead with your non-racket leg and place your racket leg behind.
- Place your racket a bit below the waist level and bring it back parallel to it.
- Swing the racket forward following through.
- Hold the shuttle by the feathers and let it drop slightly sideways to your body.
- Hit the shuttle and let it pass the net at a flatter angle.

Drive Serve



All these Badminton Serve have its own purpose in different situations against different type of opponents. Try to master it and use it accordingly. **Remember that Practice Makes Perfect**

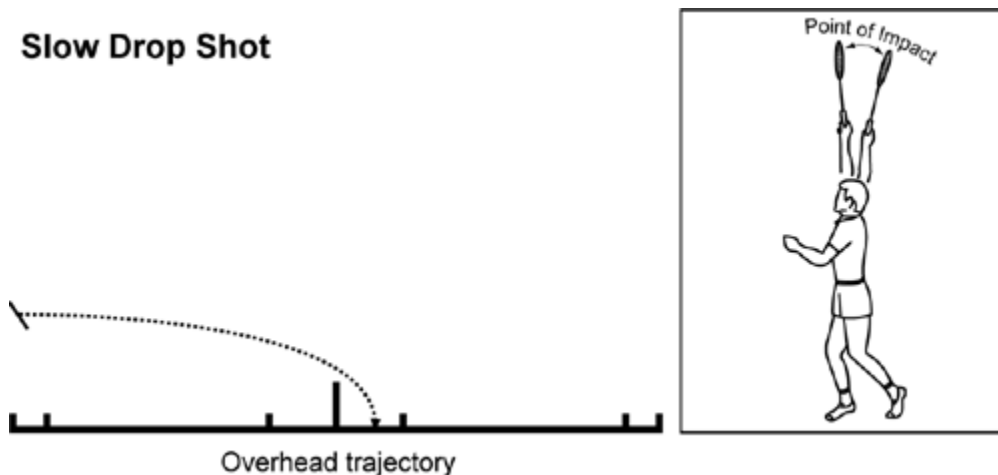
BADMINTON DROP SHOT

Use the badminton drop shot to move your opponent to the frontcourt. It will create space in the midcourt and backcourt for you to exploit.

Wrist action is essential in providing the disguise and element of surprise. The optimum hitting zone is located somewhere above the central area of your racket.

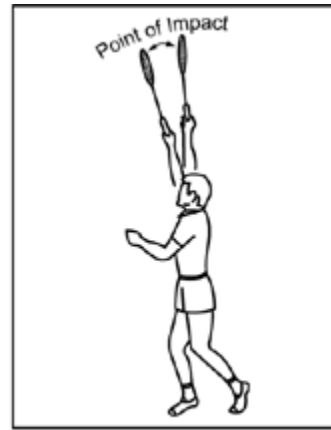
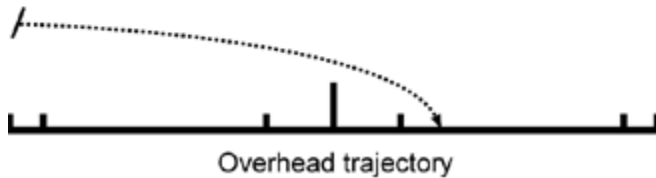
You can play two types of Badminton Drop Shots, Slow Drop Shot and Fast Drop Shot.

A **slow drop shot** shall land in your opponent's frontcourt area, as close to the net as possible. The point of impact is above the racket shoulder. It is intended to **move your opponent to the frontcourt**, hopefully forcing a weak return to your midcourt for you to kill.



A **fast drop shot** shall land in the front of your opponent's mid court area, preferably to the sides. Hit the shuttle slightly further in front of the body to produce a shallower trajectory at a faster speed. It is intended to **catch your opponent off balance** and have less time to respond.

Fast Drop Shot



Forehand Drop Shot

The forehand overhead drop shot is similar to the action of **throwing a ball**. If you can throw a ball well, you shouldn't have problem playing it. You can always practice throwing with a shuttle first before stepping on to the court.

Here are some pointers for playing a **forehand overhead drop shot**.

- Turn your body and stand sideways to the net with your non-racket shoulder facing the net.
- Shift your weight on to your rear foot.
- Bend your elbow and lock your wrist preparing to swing forward.
- Raise your non-racket hand and point at the shuttle to improve timing and balance.
- Contact the shuttle as high as possible and out in front of your body.
- Straighten your elbow as you hit the shuttle.
- Slice or tap the shuttle as you hit it, reducing the speed of the racket head.
- The angle of the racket face will determine the direction of your shot.
- Follow through with your racket and shift your weight from your rear foot to your front foot.
- Move back to your base position.

Backhand Drop Shot

It is not easy to play a backhand overhead drop shot. Even experienced players have problem with this badminton stroke. You shall always try to play an 'around the head' forehand drop shot whenever possible.

However, it is important that you know how to play the backhand overhead drop shot. There are times when you just can't play the shuttle with your forehand.

Here are some pointers for playing a **backhand overhead drop shot**.

- [Adopt the backhand grip.](#)

- Turn your body so that your back is facing the net.
- Lead and shift your weight to your racket foot.
- Lift your arm from the shoulder with the forearm parallel to the floor.
- Hold the racket across your body with the racket head pointing down.
- Keep the racket arm and elbow close into your body.
- Contact the shuttle in front of your body and as high as possible.
- Slice or tap the shuttle as you hit it, reducing the speed of the racket head.
- The angle of the racket face will determine the direction of your shot.
- Push your body back to your base position.

Around the Head Drop Shot

This is actually a forehand overhead badminton drop shot played at the non-racket side of your body. Try to use it whenever play permits as a forehand stroke is always better and more accurate than a backhand.

The techniques for hitting this shot are about the same as the forehand overhead stroke with only some minor adjustments.

Here are some pointers for playing a **forehand around the head drop shot**.

- Stand squarely to the net.
- Bend your upper body sideways to your non-racket side as your arms come through.
- Shift your weight to your non-racket leg.
- Bend your elbow and bring the racket behind your head.
- As you swing forward, your forearm will brush the top of your head before straightening.
- Transfer your body weight rapidly as your non-racket leg pushes your body back to your base position.

An important thing to note here is that whether you are playing a badminton drop shot, a clear or a smash, **your wrist plays a key part in creating deception**.

The basic preparations for these badminton shots are the same, only the angle of the racket face, the speed of the racket head and the point of impact is different. Keep your opponent guessing.

Remember...Practice is the only way to improve your Badminton Drop Shots.

BADMINTON NET PLAY

Net Shots

These shots are played from around the net area back to your opponent's net area. It can be played both on the forehand and backhand sides. The objective is to force your opponent to hit a weak lift or hit shots that could not clear the net. These shots can be played straight or cross court.

Execute the net shot well and you will have a **tumbling shuttle** falling into your opponent's court. It is a difficult shot to return by any standards.

Here are some pointers for playing a **net shot**.

- Must keep the racket up in front of your body.
- Lunge forward aggressively with your racket leg.
- Extend the racket arm and keep the racket high to ensure the shuttle is hit as early as possible.
- The racket face shall be parallel to the floor and let the shuttle bounce off the racket face.
- Your lunge movement and the parallel racket face will cause the shuttle to tumble over the net.
- You can try to move the racket head slightly outwards to increase the tumbling effect.
- Push back to your base position using both legs while ensuring your racket is still up in front of your body.

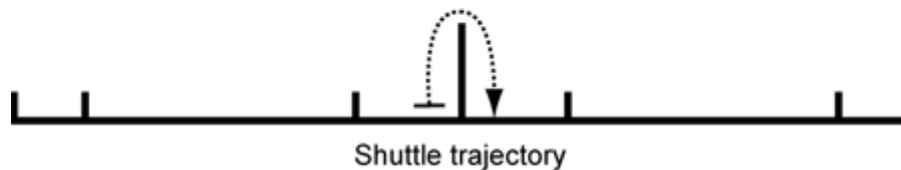
Net Shot



There are times when you could only reach the shuttle when it has fallen close to the ground and near the net. A successful net shot from this difficult situation is called a **Hairpin Net Shot**. It is so named because the flight path of the shuttle resembles an inverted hairpin.

The techniques for hitting the hairpin net shot are about the same as a normal net shot. But because it is hit near to the ground, you need to **slice or lift your racket a bit**. Although it is a rather difficult shot to play, you will learn it with practice.

Hairpin Net Shot



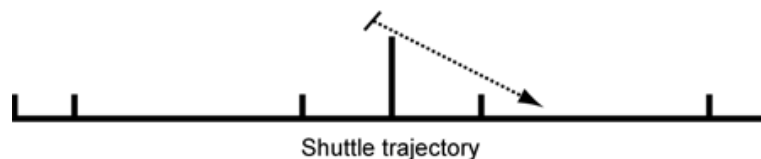
Net Kill

Net kill is a shot played when your opponent has played a loose shot over the net, providing an opening to strike the shuttle down from the net area.

The basic preparation and movement for the net kill is the same as the net shot. The only difference is that you need to hold the racket head high enough to take the shuttle above the net level. The key is to be quick to the net.

As this shot is played with a tap action near the net, there is a risk of you hitting the net. So make sure when you play this shot, **use your wrist with little or no racket arm movement.** Once you make contact with the shuttle, let your racket rebound back to ensure no follow through.

Net Kill



Net Lift

Net Lift is actually an underarm clear played from around the net area. Use this shot when you want to **move your opponent to the back court or create more time for yourself.** It can be played straight down the line or cross court. Hitting it higher or flatter will depend on your opponent's positioning.

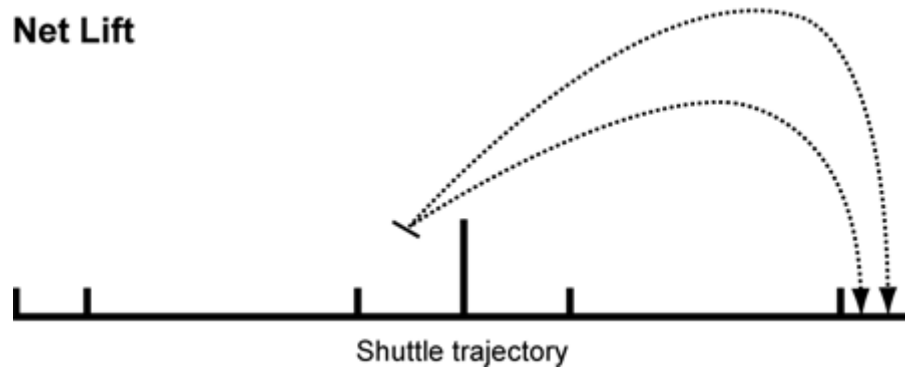
A good way to deceive your opponent is to move forward and play a shot like the net shot. Just before striking the shuttle, unlock your wrist and send the shuttle to your opponent's back court. Your opponent will have a hard time if you can disguise it well.

Here are some pointers for the **Net Lift / Underarm Clear.**

- Extend and put your racket up when you go for the shot.

Revised Summer 2008

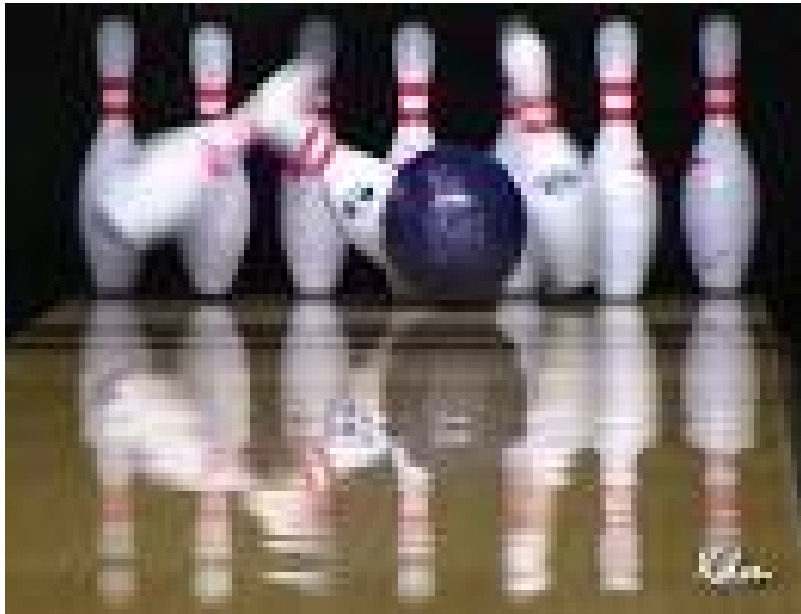
- The point of impact shall be well out in front of you and as high as possible with your racket leg leading in a lunge position.
- Swing your racket upwards as the shuttle drops in the hitting area.
- Unlock your wrist as you contact the shuttle, producing a whip action.
- Follow through with your racket in the direction of the shuttle's trajectory.
- Push with both legs and move back to your base position.



Badminton Net Play is an important area that you should spend a considerable amount of time on it. Once you have mastered the techniques of these Badminton Shots, you will be able to deceive your opponent...

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BOWLING



Bowling Rules/ideas were taken from:

<http://www.accessentertainment.co.uk/TenPin/Rules.htm>

www.wiaa.com/CoachesSchool/07Presentations/Kivett-BowlingSkills.pdf

Teaching Bowling Skills

Basic knowledge of bowling

- Learn the dots & arrows
-5, 10, 15, 20, 25, 30, 35
- Learn pin numbers
- Adjustments
-3-6-9
- Keeping score

5 Important things to do before the ball releases

- Grip
- Stance
- Approach-Timing
- Release- Timing
-Arm swing finish
-The thumb out first & thumb up
-Fingers lift ball
-Ball goes forward 6-18" beyond foul line
-Point index finger to target arrow
-Hand reaches up to bend at elbow
-Up & over ball-side shoulder
-Stay balanced at foul line until the pins strike
- Follow Through

Methods of Aiming

- Shadow bowl
- Look at arrows
- Look at boards
- Spot bowl

Ball Reaction

- Oily or slick lanes- Not much hook
- Dry or slow lanes- Hooking lanes
- More speed reduces hook
- Less speed increases the hook

Spare Shooting

- How to pick up 7 and 10 pins
- Adjustments
-3-6-9
-2 pin- move 3 boards right same target as
-4 pin- move 6 board's right arrow as
-6 pin- move 9 boards right strike ball

How to pick up Splits

Revised Summer 2008

- “Baby Split” 2-7 and 3-10 splits
- Splits fit in between
- Slide it over splits

Splits that are impossible

- 8-10 split
- 4-6-7-10 split
- 4-6-7-9-10 split
- 4-6 split
- 7-9 split

Approaches

- 4 Step
- 5 Step

4 Deliveries

- Pushaway- (Push ball out and down, step out)
- Pendulum- (Ball swings back, take second step)
- Backswing- (Ball is at top height)
- Sliding- (Thumb comes out first as you slide to target and fingers lift)

Things to remember when your on the approach

Things to remember when up on the approach before you throw the ball:

- Stance, Grip, Aim, Breathe, push, Step, Swing, and Roll
- Remove all thoughts from your mind
- Concentrate on your target (arrow)
- Breathe
- Concentrate
- Thumb up
- Square hips
- Square shoulders
- Target arrow

What makes a better bowler?

- Positive Attitude- great attitude
- Working together as a team- cheer on others, encouragement
- New ideas- willing to learn new or different ways
- Coachable- listen and are able to accomplish what is asked of them
- Athletic ability
- Bowling ability
- Potential- want to do better
- Desire- strive for the best
- Discipline- take actions for wrong doing
- Mental game- focus on bowling and not the loud noises
- Fitness & nutrition- make sure you have eat & stretched before & after a match and practice

Helpful Hints

Always go back and teach the previous skills what you have taught.

Pick a ball close to your body weight, if using a house ball. Put fingers in first up to the second knuckle. Then insert your thumb all the way for a good fit. Fingers and thumb should not be tight or too loose.

Bowling towel drill- if people continue to drop the ball you can try this.

Try putting a towel on the lane, from the foul line on out, so they have to try and reach out and not hit the towel.

Visualize the spots ahead of time.

Practice good routines. Think about every shot, when you do something right. Remember what you have done, so you can keep practicing the correct way.

If your doing something wrong or it feels wrong try something else. Make sure you are hitting your mark before moving any boards. Do not continue to practice bad habits. Can try either moving your feet to the left or to the right, depends on how the ball is reacting.

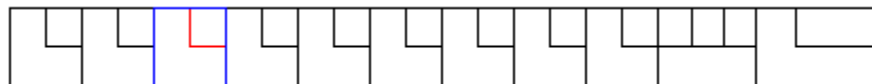
When in competition there is pressure, relax and take a deep breath when on the approach. When you're ready think about where your ball is going to roll over. Block out all the noise around you because it will be loud with people cheering.

SCORING

Basic Ten-pin Bowling Rules Scores and Guidelines:

Lets start with the scoring rules. The game of Ten Pin Bowling is split up into 10 frames, and each frame is split up into two shots. Each frame score is combined with the previous frames to give you a points total. There are special rules in the way that each frame is combined with the previous frames and will be described later.

A blank score sheet with a highlighted frame is shown below.



An example frame is contained within the blue box. The red box shows where your secondary shot for this frame is scored.

The following is an example of the very first frame with score.

7	2
9	

The number seven on the right is the first shot at the pins. Obviously 7 pins were knocked down. The number two on the right was the second shot in the frame, and in this frame you try to "convert" the frame, or in other words knock the rest of the pins down. The number nine at the bottom is the combined score of the two shots. This score carries forward to the next frame and becomes part of the total score.

The following diagram shows the first three frames in this game.

7	2	6	/	7	2
9	26	35			

So we have the 9 from the first frame carried forward. Looking at the second frame we can see that the first shot got 6 pins and the second shot was a spare marked with a /. A spare means that the very next shot can also be added to this frames score (think of it as a bonus). The next frames first shot was a 7, so for the second frames pin total we need to add 9 from the previous frames (in this case one frame), 10 from the second frame and 7 from the third frame. This gives a second frame total of 26. The third frame was not converted and so only the pins from the third frame are added to the previous frames total. This now gives us a score of 35 in the third frame.

The scoring continues until 10 frames have been played, remembering that in the 10th frame a strike would give two more bowls and a spare gives one more bowl.

The maximum that can be scored in any one game is 300. For this the player would have to strike 10 times for the 10 frames and then because the last frame strike allows two more bowls, these two should also be strikes making 12 in total

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FRISBEE GOLF



Frisbee Golf Rules/ideas were taken from:

www.bullpower.us/pe/docs/frolf.doc

FRISBEE GOLF

BASIC RULES OF THE GAME

The rules are quite similar to the rules used in the game of "Club Golf", including the matter of courtesy. It is only fair that your opponent's turn to throw be without distraction, just as you would like it to be for yours. Do not throw your disc until you are sure its flight or landing, will not distract another player.

Tee off order on the first tee will be mutual arrangement or by flipping discs. The printed side is heads and the odd man should be first. Tee off order on all subsequent holes is determined by the score on the previous hole. The player with the lowest score tees off first.

Proper foot placement when throwing will require some practice. The foot that you put your weight on when you throw, i.e., the "plant" foot, must be as close as is reasonable to the front line of the tee or to the marker disc: in no case ahead of the line or disc, or more than 1 foot behind the line, or disc. The other foot can be any place you choose as long as it is no closer to the hole than the rear of the marker disc.

Follow through, (stepping past marker disc after throwing), is allowed on any throw except when putting, (any throw where YOUR FRISBEE is within 10 meters of the hole). Falling forward to keep your balance after a putt is not allowed. This infraction is called a falling putt.

If the disc is stuck in a tree or a bush more than 2 meters above the ground, the marker disc is placed exactly beneath it and it is carefully removed from the tree. You have also just added one throw to your score. This is called a penalty throw. You may now proceed; however, take extreme care not to damage the tree or bush, or reshape them in any way to improve your throwing conditions. Some courses have "out of bounds" areas; or for the safety of the players. Observe the boundaries carefully and try to stay out. If your disc is "out-of-bounds" , i.e., you can see "out-of-bounds" area between the edge of your disc and the "inbounds" line, place your marker disc "inbounds" at the place where your disc went "out-of-bounds" and give yourself a one throw penalty. Again, please be careful of natural vegetation.

Unfortunately, there are usually litterbugs found on every golf course. Since clubs have been outlawed in Disc Golf, the only cure is to pick up trash as you play. Hopefully, everyone else will get the idea sooner or later. If you spot a vandal-bug in action, take time to explain the game to him.

FRISBEE GOLF RULES FOR RECREATIONAL PLAY

GENERAL

Disc Golf is played like ball golf using a flying disc. One point is counted each time the disc is thrown and when a penalty is incurred. The object is to acquire the lowest score, (without cheating).

TEE THROWS

Tee throws must be completed within or behind the designated tee area. Do not throw until the players in front of you are out of range.

LIE

The spot where the previous throw has landed, mark with a mini disc or turn over the thrown disc, directly towards the hole or dog leg.

THROWING ORDER

After teeing off, the player whose disc is farthest from the hole always throws first. The player with the least amount of throws on the previous hole is the first to tee off on the next hole.

FAIRWAY THROWS

Fairway throws must be made with the foot closest to the hole on the lie. The other foot may be no closer to the hole than the lie. A run-up and normal follow-through, after release, is allowed.

DOG LEG

A dog leg is one or more designated trees or poles in the fairway that must be passed as indicated by arrows. Until the dog leg is passed the closest foot to the dog leg must be on the lie when the disc is released.

COMPLETION OF HOLE

A disc that comes to rest in the Disc Pole Hole® basket or chains constituted successful completion of that hole.

UN-PLAYABLE LIE

Any disc that comes to rest above the ground is considered an un-playable lie. The disc must be thrown from the lie on the ground, directly underneath the un-playable lie. Relocated to avoid damage to the vegetation.

PENALTIES

Recreational players will not be penalized for rule infractions. Other players will keep you honest.

STRATEGY AND THE PUTT

The variety of situations you will encounter on a professionally designed FRISBEE Golf Course are infinite. We will therefore deal with the finesse of the game and leave the power.

The most important throw you can make is the putt. Most players concentrate on distance but if you can sink them from 30' consistently you can win all but the longest holes. If you would like to win concentrate on putting and let distance and power happen naturally.

The muscular coordination required when putting must be absolutely automatic. Baseball and club golf stress the need to "groove your swing". If you think about the putt as the last part of your normal back hand throw you may be pleasantly surprised to find that it is already automatic! The player who changes their throwing style when putting are the players who really have the work to find a new "groove." In other words, you can probably be a reasonably accurate putter with any style you choose, if you can concentrate on just throwing. But as soon as you apply concentration to the link of chain that is your target, compensate for wind, blank out people in the background, how far behind you are, etc. you will probably make your put.

Perhaps a better example of how long it takes to establish a new groove is to go back to your first attempt at throwing a Frisbee disc. How long was it from that first try until you could throw a disc to a friend accurately and without any particular thought, i.e., automatically? It takes a long time for your mind to record the proper "relax and contract" information for all the muscles involved. It takes even longer for it to learn to properly issue these instructions in a fraction of a second. If the putt is part of this already established program, your mind already knows "the groove". All you have to do is to learn how to give it the correct information. This ability requires total concentration.

Stand facing the target. Relax and feel the wind on your face. Some players like to drop blades of grass or dust to gauge the wind velocity. Mentally record wind direction. Wind from either side is not too important unless you need to throw a curve. Wind from the front will cause the disc to hit higher than your aiming point and wind from the rear will cause it to drop. The more wind, the more radical the variation will be. A lot of practice and a heavy putter will help.

Revised Summer 2008

Next, turn 45 degrees from the target. Believe it or not, this is where the release usually occurs in your normal back hand throw, "the groove". Then judge the distance and move your arm. With the disc in your hand, towards the target at about the velocity and angle you want it exactly "in the groove". Pick a point to focus on. A link of chain, a mark or whatever but, focus on it until you don't see anything else. Then throw with your mind only. See the disc hit its mark. Now throw! If anything happened to break your concentration, the message to your computer has been garbled and you will most assuredly miss. Do not throw!! Stop and repeat the whole process. When you get so that you can putt consistency well, amid all sorts of distractions, start to work on the rest of your game.

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Golf

Areas of emphasis:

Grip

Stance

Swing

Putting

Types and uses of the different clubs

Scoring

Terminology

Safety

Etiquette



Golf Rules/Ideas were taken from:

http://westlake.k12.oh.us/hilliard/whspe/golf/basic_rules.htm

Golf Rules
and
Terminology

Golf Terminology

Addressing the Ball - Taking a stance and grounding the club (except in a hazard)

Away - Ball furthest from the hole

Birdie - One stroke under the designated par of a hole

Bogey - Usually one stroke over the designated par of a hole

Divot - Turf displaced by player's club when making a swing

Dog-leg - A hole in which the route of play angles to the right or left before reaching the putting surface

Eagle - Two strokes under par for a hole

Fairway - Closely mowed route of play between teeing area and putting green

Fore - A warning cry to any person in the way of play

Green - The putting surface

Handicap - A deduction from a player's gross score devised to match his score against par to equate differential abilities to other players

Hazard - A term used to designate bunkers(sand traps or water areas)

Hook - A stroke made by a right-handed player which curves the ball to the left of the target

Match play - Type of competition in which each hole is a contest

Par - A numerical standard of scoring excellence hole based on yardage and two putts per green

Stroke play - Competition based on total number of strokes taken

Basic Rules

1. When driving from the tee you must tee up between the markers and not more than two club lengths behind the markers never in front
2. If the ball falls off the tee before you take a forward swing you may replace it without penalty
3. If you swing and miss after addressing the ball it counts one stroke
4. If you top the ball and knocked it off the tee- it counts as a stroke and must play it where it lies.
5. You may not improve your lie by moving, breaking, or bending growing vegetation
6. You may move loose, natural impediments (tree branches, fallen leaves or stones)
7. If you play the wrong ball, except in a hazard you loose the hole in match play or are penalized two strokes in stroke play
8. When the ball must be dropped you must face the hole, stand erect, and drop the ball behind you over your shoulder
9. In match play, an opponent must take a penalty stroke if he moves a players ball. In both match and stroke play the player must replace the player must place the ball on the spot from which it was moved
10. In stroke play there is no penalty if a players ball moves an opponent ball the ball moved must be replaced. When both balls lie on the putting green the player whose ball strikes the other players ball must take a two stroke penalty

Obstructions and Out of Play

- 1) A ball is lost if it cannot be found within 5 minutes after your side begins to search for it or when another ball is played under the rules. Signal any players behind you to go thru while you look for your ball
- 2) If your ball is found after you have played another, you must continue to play the second ball
- 3) If your ball lies up against a tree or in some other equally bad spot, you yourself must decide weather you can play it from there or not. If you decide it's playable, you must play it as it lies, But if you decide it isn't you may go back to the spot from which you hit it and play a ball adding one penalty stroke to your score for that hole and counting all strokes played or under a one-stroke penalty you may drop a ball within two club-lengths of the point where the ball lay, but not nearer the hole.
- 4) If you think your ball may be lost outside a water hazard or out of bounds, to save time you may play a provisional ball providing
 - a) You do so before going forward to look for your ball and (2)
 - b) You tell your opponent what you intend to do before playing it.

- 5) If a ball touches an artificial obstruction such as a hose, you may move the hose.
- 6) If your ball touches some immovable artificial obstruction, like a bench of drinking fountain you may drop the ball within one club-length of the nearest point of relief but no nearer the hole.
- 7) If anywhere on the course except in a hazard or a putting green
 - a) Casual water
 - b) Ground under repair or
 - c) A hole made by a burrowing animal
- 8) You may without penalty pick the ball up and drop it outside the area, within one-club-length of the nearest point of relief which is not nearer the hole. But in a bunker your ball lies in casual water, ground under repair or a hole made by a burrowing animal you have a choice of playing as it lies or lifting without penalty and dropping it without penalty in the hazard
- 9) If you are certain that your ball is "lost" in ground under repair or in casual water or in a hole made by a burrowing animal you do not have to take a penalty stroke for a lost ball
- 10) If a ball is completely covered by sand, fallen leaves or the like in a water hazard or sand trap, you may remove as much of the material as necessary so you can see the top of the ball.
- 11) If your ball lands in the sand trap you may not touch the hazard with your hand or club and clear away excess sand.
- 12) If you hit your tee shot into the water you may hit again from the tee with a one stroke penalty
- 13) If your ball is in a water hazard and you think you can play it as it lies you may do so

Golf Etiquette

- 1) When you reach the green leave your bag off the green
- 2) If your ball lies against the pin and all of it does not lie below the level of the lip of the hole it cannot be counted as being in the cup
- 3) When you pull the pin out the ball drops in it is counted as "holed out"
- 4) If the ball falls away from the pin the ball is placed on the lip of the hole
- 5) If your ball strikes an unattended flagstick after you play from the green you incur a penalty of loss of hole in match play or two strokes in stroke play
- 6) In match play, if your ball hits a pin that has been removed you lose the hole. In stroke play you have to take a two-stroke penalty and you must then play the ball as it lies.

- 7) In match play if your ball hits the pin when it has been removed or while anyone is holding the pin you lose the hole
- 8) In stroke play you take a two-stroke penalty and play the ball as it lies
- 9) If leaves or other loose impediments lie on the green you may remove them without penalty. If your ball moves after a loose impediment has been touched, it shall be replaced without penalty.

- 10) You must not touch the ground in your line of putt except that you may
 - a) Repair a ball mark or an old plug
 - b) Lift the ball for cleaning
 - c) Remove a loose impediment
- 11) If you land on the wrong green you must pick your ball up and drop it within one club length at the nearest point of relief but not nearer the hole
- 12) In match play if your opponent's ball lies within your line of putt you may ask to have it picked up and marked
- 13) If your ball knocks your opponent's ball into the cup he is considered to have holed out on his previous stroke.
- 14) In stroke play when both balls lie on the putting green if your ball strikes a fellow-competitor's ball you must take a penalty of two strokes and the other player's ball must be returned to its original position.
- 15) On the putting green you may lift and clean your ball without penalty
- 16) When finished putting player should immediately leave the green.
- 17) The most players to play a hole at one time is a foursome
- 18) The "course" is the whole area within which play is permitted
- 19) Bare patches, scrapes, roads, tracks and paths are not hazards
The "hole" shall be 4 ¼ inches in diameter and at least 4" deep

GOLF ACTIVITIES

GRIP

The hands must work together as a single unit when striking a ball with power. There are three common and fundamentally sound grips from which to choose, which are pictured on the following pages.

In addition to the type of grip you choose, another characteristic of a sound grip is light grip pressure. Gripping the club too tight can cause thin, weak shots that slice. A lighter grip enhances wrist hinge - a vital power source in the swing. This light pressure also increases the amount of clubface rotation, thus improving your chance of squaring the club at impact.

On a scale of 1 to 10, where 1 is light and 10 is tight; use a pressure of 4 or 5. This allows the club to be swung with power and control. At address, feel relaxed and tension-free in your hands and forearms.



Vardon Overlap Interlocking, Ten Finger

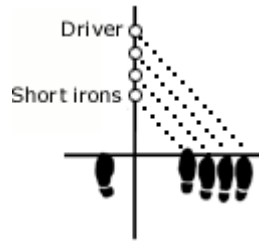
Golf Stance



A square setup will encourage a square impact. A square stance means the feet are parallel to the target line. Imagine railroad tracks. Your feet are touching one rail and the ball is on the other rail.



A closed stance will encourage an inside-to-outside swing path, causing a draw. An open stance may encourage an outside-to-inside swing path by giving your arms and shoulders more freedom.



Position the ball a couple of inches inside the left heel for most shots. A consistent position helps develop a repeatable swing. Playing the ball too far forward in your stance tends to open the shoulders encouraging an outside-to-inside swing, often causing a slice.

GOLF SWING

Your hips start the forward swing. Your left hip shifts all your weight directly over your left foot. This produces a whip-like effect, where your hips are pulling your shoulders, which pull your arms, and finally the club. As a result, the club head is moving much more rapidly than your hips, arms, or hands.

Your shoulders follow your hips, and your arms follow your shoulders. Follow means they come behind. Never push with your hands or arms. The arms must come behind the hips and shoulders to reach their maximum velocity. Maximum club head velocity is good, very good. Because this is where you get distance.

At impact your back and legs look like a letter "K." The left side of your body is straight, and the right side is angled in.

After impact, your hips will continue to rotate toward the target, your shoulders and arms will follow. About 95 percent of your weight will be on the left.

The Mechanics of Putting

- Posture is generally the same as in a full swing: Back straight, bending at the hips, your knees may flex a little more than in the full swing if you like.
- Stance can vary from shoulder width to feet almost being together. There is a lot of flexibility here.
- A neutral grip is preferred. A grip is very individual in putting, there isn't one particular grip that is best.
- Your arms and shoulders form a triangle. Whether your arms are straight or bent doesn't matter. It's that you maintain the way you're holding your arms throughout the stroke. So if they're straight, keep them straight; if they're bent, keep them bent. Don't change the angle of your arms during the putt.
- Ball position: There isn't one prescribed ball position, but most of the better players have a ball position that is toward the instep of the left foot.

[Back to individual activities](#)

ORIENTEERING



Introduction:

The purpose of this unit is to introduce students to the sport of orienteering. **The unit will integrate physical education, social studies, and math concepts. The students will be introduced to map reading and compass reading skills and learn how to apply them in practical learning activities.**

Orienteering is an outdoor sport in which the participants use a very detailed topographical map and a compass to find points in the landscape. It can be enjoyed as a walk in the woods or as a competitive sport. Orienteering competitions are also conducted in local parks, on city streets with bicycles and wheelchairs, and on the snow with cross-country skis. A standard orienteering course consists of a series of control sites that are marked by circles on a map and numbered in the order they are to be visited. On the ground, a control flag marks the location that the orienteer must visit. The route between "controls" (refers to the flag or the site) is not specified, and is entirely up to the orienteer. This element of route choice and the ability to navigate through unknown territory are the essence of orienteering. Most orienteering events use staggered starts to ensure that each orienteer has a chance to do his or her own navigating, but there are several other popular formats, including relays and events in which the orienteer must find as many controls as possible within a specified time.

Rationale:

Orienteering combines physical and mental skills that will serve the students well throughout their lives. Map and compass skills give a person independence and provide a foundation for safe participation in many outdoor activities. Orienteering events take place in many parts of the country and are open for all skill levels. It is a true lifetime sport for people of all fitness levels. Although the objective of an orienteering event is to finish the course as quickly as possible, the fastest runners do not necessarily have an advantage since route finding is a critical component of the sport. Participation is the factor that will be stressed in this unit.

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Orienteering gets people into natural settings and challenges them both mentally and physically.

Student Learning Objectives:

1. Demonstrate a basic level of proficiency in topographical map reading skills.
2. Demonstrate a basic level of proficiency in using a compass.
3. Perform route finding skills using the map and compass in tandem.
4. Actively participate in the physical activity of orienteering.
5. Demonstrate the skills necessary to participate in community orienteering events.

Essential Academic Learnings:

This unit is designed to meet some of the essential academic learning requirements of health and fitness and communication. Specifically, as a result of completing this unit, the student will:

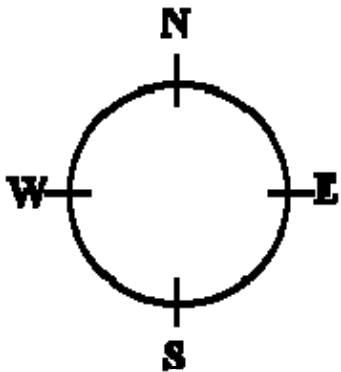
1. Develop fundamental physical skills and progress to complex movement activities as physically able.
2. Incorporate rules and safety procedures into physical activity.
3. Acquire skills to move safely.
4. Understand how environmental factors affect one's health.
5. Use listening and observation skills to gain understanding.
6. Use communication strategies to work effectively with others

How to use a compass

How to use a compass

Using the compass alone

This is a very easy lesson, and I would say, not sufficient for those who would like to travel safely in unfamiliar terrain.



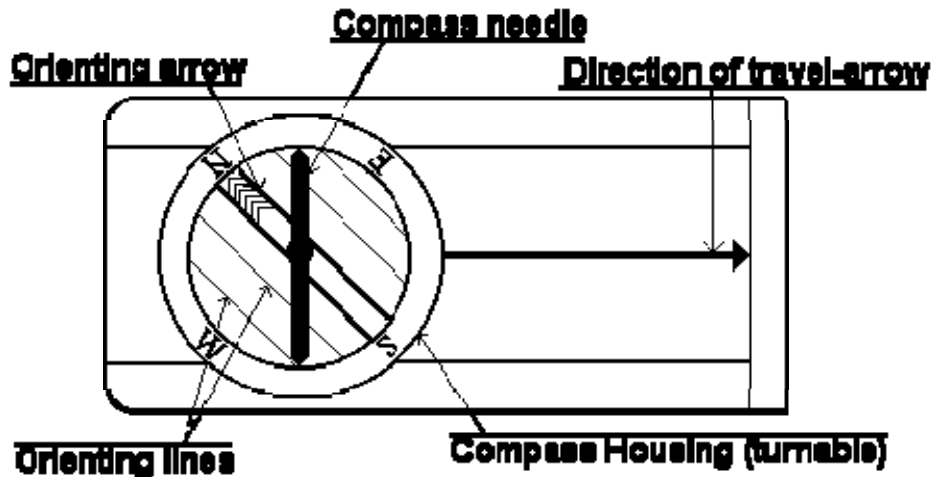
The first thing you need to learn, are the directions. **North**, **South**, **East** and **West**. Look at the figure and learn how they are. North is the most important.

There are several kinds of compasses, one kind to attach to the map, one kind to attach to your thumb. The thumb-compass is used mostly by orienteers who just want to run fast, and

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this is the kind of compass I normally use.

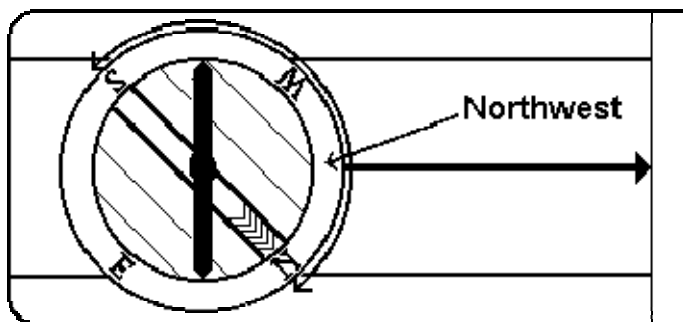
But not in this tutorial. I would recommend the third kind of compass. Let's take a look at it:



You see this red and black arrow? We call it the *compass needle*. Well, on some compasses it might be red and white for instance, but the point is, **the red part of it is always pointing towards the earth's magnetic north pole**. Got that? That's basically what you need to know. It's as simple as that.

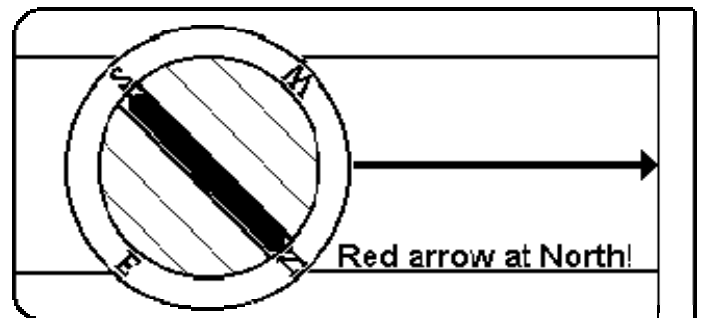
But if you don't want to go north, but a different direction? Hang on and I'll tell you.

You've got this turnable thing on your compass. We call it the *Compass housing*. On the edge of the compass housing, you will probably have a scale. From 0 to 360 or from 0 to 400. Those are the degrees or the *azimuth* (or you may also call it the bearing in some contexts). And you should have the letters N, S, W and E for North, South, West and East. If you want to go in a direction between two of these, you would combine them. If you would like to go in a direction just between North and West, you simply say: "I would like to go Northwest".



Let's use that as an example: You want to go northwest. What you do, is that you find

out where on the compass housing northwest is. Then you turn the compass housing so that northwest on the housing comes exactly there where the large *direction of travel-arrow* meets the housing.



Hold the compass in your hand. And you'll have to hold it quite flat, so that the compass needle can turn. Then turn yourself, your hand, the entire compass, just make sure the compass

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housing doesn't turn, and turn it until the compass needle is aligned with the lines inside the compass housing.

Now, time to **be careful!** It is *extremely* important that the red, north part of the compass needle points at north in the compass housing. If south points at north, you would walk off in the exact opposite direction of what you want! And it's a very common mistake among beginners. So always take a second look to make sure you did it right!

A second problem might be local magnetic attractions. If you are carrying something of iron or something like that, it might disturb the arrow. Even a staple in your map might be a problem. Make sure there is nothing of the sort around. There is a possibility for magnetic attractions in the soil as well, "*magnetic deviation*", but they are rarely seen. Might occur if you're in a mining district.

When you are sure you've got it right, walk off in the direction the direction of travel-arrow is pointing. To avoid getting off the course, make sure to look at the compass quite frequently, say every hundred meters at least.

But you shouldn't stare down on the compass. Once you have the direction, aim on some point in the distance, and go there. But this gets more important when you use a map.

There is something you should look for to avoid going in the opposite direction: The Sun. At noon, the sun is roughly in South (or in the north on the southern hemisphere), so if you are heading north and have the sun in your face, it should ring a bell.

When do you need this technique?

If you are out there without a map, and you don't know where you are, but you know that there is a road, trail, stream, river or something long and big you can't miss if you go in the right direction. And you know in what direction you must go to get there, at least approximately what direction.

Then all you need to do, is to turn the compass housing, so that the direction you want to go in, is where the direction of travel-arrow meets the housing. And follow the above steps.

But why isn't this sufficient? It is not very accurate. You are going in the right direction, and you won't go around in circles, but you're very lucky if you hit a small spot this way. And that's why I'm not talking about *declination* here. And because that is something connected with the use of maps. But if you have a mental image of the map and know what it is, do think about it. But I think you won't be able to be so accurate so the declination won't make a difference.

Map Reading



Class discussion of various types of maps. A world map and a United States map will be on the wall. Each group of 4-5 will have other maps to look at. Present the idea of scale in terms of the different maps by eliciting input from students. Discussion about the development of maps. In small groups, the students will determine an appropriate scale for representing this map on a piece of paper. Using the various tape measures and drawing tools, they will draw this map including fields, mountains, lakes, rivers, lots, and boundaries. This activity will probably require several class periods. Once the groups are done with their maps, there will be a chance to share them with the rest of the class. (Another way to accomplish this same objective is to decide as a class the appropriate scale representation and then divide the class into sections so that each group draws one section and then the maps can be put together.)

Activities



1. DIRECTIONAL Foot Bag:

This activity will be more effective if students have already learned some of the basic footbag maneuvers. Have the students get into groups of 4 or 8. Designate north and then have each student place themselves in one of the cardinal compass directions. (N,S,E,W and add NW, SW, NE, SE if 8 in circle.) The object of this is for the students to pass the footbag around the circle calling out the directional position of the person who they are passing to (or the person they passed to). Footbag is a great warm up activity for any lesson!! If the students are unfamiliar with the footbag, they could pass a soccer ball on the ground, or throw balls to each other.

2. Directional pacman tag:

Pacman tag is a game where the students have to stay on the lines of the gym floor. Designate which color lines are in bounds. You can use some, or all of the lines. The "it" must also stay on the lines. Everyone moves around the gym on the designated lines. Start out walking and then let the students move progressively faster to warm up. In this version of the game, the "it" must call out the direction that s/he is moving in order for the tagee to be "it".



3. Topographical Map Puzzle:

Make as many copies of a topographical map as you have students. Cut up one copy of the same map into as many pieces as you want and letter or number each piece. (You should draw the lines on which you will cut on the copies to be distributed to the students.) If possible, laminate the pieces so that you can use them again. Place the pieces around the gym. Give the full maps to the students. They must go around and write the letter or number of the map piece into the respective square on their map. You could sequence the letters so that they

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create a saying or a word. There are obviously many variations that can be made to this game. You could make teams with each team having a different map and different puzzle pieces and play it as a relay. Or, have a few different maps cut into pieces and give each student a piece of map. They have to find the other people with pieces from the same map and put the map back together.

4. Map symbol relay

The purpose of this activity is to get practice in quick recognition of various map symbols. Make a set of (laminated) 3x5 cards that have a map symbol on one side and the name of another symbol on the back. For instance, make one card with the symbol for swamp on the front and the word contour lines on the back. The next card will have contour lines drawn on the front and perhaps the word railroad on the back. The third card will have the picture of the railroad symbol and another word on the back. Make 2-3 sets of identical cards (however many teams you want to divide the class into). Put the cards at the opposite end of the gym or field from where the teams are lined up. Call out the name of the symbol the first team member is to find and to start the game. For instance SWAMP- GO. The first person runs down to find the swamp card, carries it back to his or her teammate and tells them the name of the next symbol (contour lines). The first team with all of the cards found in the correct order wins. The whole team can participate by confirming the correct choice of the symbol brought back. Have them line up the cards in the order picked up. Another way to involve the whole team more effectively is to take symbols that are all found on a particular map. Give the teams a copy of the map. As the symbol cards are returned, the players must find the respective symbol on the map and indicate its location on a separate piece of paper (by longitude and latitude).

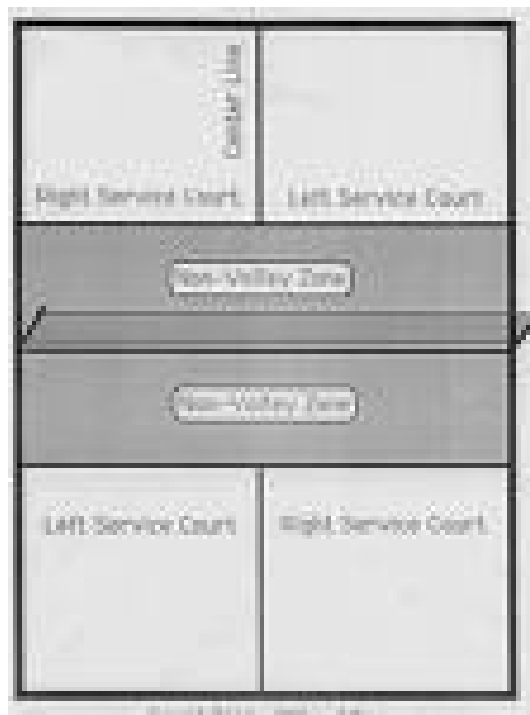
5. Score-O



This game utilizes the school map that the students drew in lesson one. Or if you haven't drawn a school map, you may be able to acquire one from the school. The purpose of this activity is to introduce the sport of orienteering in an uncomplicated way. You will need to set out the controls ahead of time and mark their location with a number on the school map. You can set out as many or as few as you want. (Orienteering services sells little stickers that look like orienteering flags. These work well to mark the control locations.) Write a letter, word, or number on each control sticker. Make a couple of copies of the master map. Make copies of the blank map with one of the control sites circled to give to each team. It is a good idea to specify a different control on each map as the first site for each team to go to. This spreads the teams out at the start of the activity. Each of the controls is worth a specified number of points. For instance controls marked as 101, 102, etc. can be worth one hundred points. Controls numbered 201, 202, etc. can be worth 200 points, etc. Make sure that the controls that are harder to find or further away from the start are worth more points...

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PICKLEBALL



Pickleball Rules/ideas were taken from:

<http://www.cwu.edu/~jefferis/unitplans/pickleball/>

Official Pickle-Ball Rules

History

Pickle-Ball was created during the summer of 1965 on Bainbridge Island outside of Seattle, Washington. The original purpose of the game was to provide a sport for the entire family. Pickle-Ball was invented by US Congressman Joel Pritchard, William Bell, and Barney McCallum. Originally people played in their backyards on hard surfaces and driveways. Since the mid-1970's, Pickle-Ball has grown from a family activity game to a sport with formalized rules.

Equipment

Each player will use an official Pickle-Ball paddle. The game can be played with an official Pickle-Ball or whiffle ball (approximately size of baseball).

Court

The size of the court is 20' x 44' for both singles and doubles, the net is approximately 36" 36" on the sides and 34" in the center.

Serve

A player must serve with one foot behind the back line, hitting the ball with an underhanded motion (the paddle must pass below the player's waist). When serving, you need to serve the ball diagonally across the net and it must clear the non-volley area. Only one service attempt is allowed. In the case of a let serve (when the ball hits the net and still goes into the correct service area) the serve is repeated. In doubles, at the start of a new game the first team to serve is allowed only one fault before the serve is turned over to their opponent. After the first serve, members of each team will serve and fault before the ball is turned over to the opponent. The player in the right hand court will always start the serve.

Fault

A fault can be:

- hitting the ball out of bounds
- a ball not clearing the net
- stepping into the non-volley area and volleying a ball (A player may only step into the non-volley area if a bounced ball has brought him/her into the non-volley area.)
- volleying the ball before the double bounce rule has occurred.

Official Pickle-Ball Rules

Double Bounce Rule

Each team must play their first shot off of the bounce. That is, the receiving team must let the serve bounce, and the serving team must let the return of serve bounce before playing it. After the two bounces have occurred, the ball can be volleyed or played off the bounce.

Volley

A volley is to hit the ball in the air without first letting it bounce. All volleying must be done with the player's feet behind the non-volley zone line. It is a fault if the player steps over the line on his volley follow through.

Scoring

A team can score a point only when serving. A player who is serving shall continue to serve until a fault is made by their team. The game is played to 11 points and a team must win by two. In physical education class the game is played for the entire period unless otherwise instructed by your teacher. You must still win by two.

Official Pickle-Ball Rules

Doubles Play

The player in the right hand court (facing the net player on the right side) always serves first. The serve should be diagonally across the court to the receiver in the opposite right hand court. After complying with the double bounce rule the ball can be volleyed or played off of the bounce until a fault is made. When the serving team makes its'first fault, players will stay in the same court and the second partner will then serve. When they make their second fault they will stay in the same courts and turn the ball over to the other team. Players switch courts **only** after scoring. A ball landing on the line is good.

Singles Play

All rules of doubles apply except: when playing singles each player serves from the right hand court when **their** score is 0 or even, and from the left hand court when their score is an odd number.

Doubles Strategy

Pickle-Ball involves strategies that include lobbing, overhead slamming, passing drive shots from the baseline and fast volley exchanges at the net. The key strategy to remember is that the team that reaches the front court in a net volley position first will be in the best position to win the point. Remember, the serving team must stay back until the ball has bounced once (double bounce rule) on their side prior to moving forward into the net volley position. The player receiving the serve should play with 1-2 feet behind the baseline anticipating a deep serve. The receiving team should hit a deep return shot and move forward to the net volley position side-by-side with their partner. This is an ideal attack position. The serving team needs to stay side-by-side behind the baseline for the serve and return of serve in order to play the ball after it bounces. They should try to use a passing shot, lob shot, or drop shot to avoid their opponent and allow them to come to the net.

Pickle-Ball is a sport where shot placement, steadiness, patience, and tactics have a far greater importance than brute power and strength.

Some Common Terms & Definitions

(USAPA)

Carry: Hitting the ball in such a way that it does not bounce away from the paddle but tends to be carried along on the face of the paddle during its forward motion.

Cross-court: The court diagonally opposite your court.

Dead Ball: A dead ball is declared after a fault. See fault.

Dink Shot: A soft shot that is intended to arc over the net and land within the non-volley zone.

Double Bounce: A ball that bounces more than once, on one side, before it is returned

Double-Hit: One side hitting the ball twice before it is returned over net. Double hits may occur by one player or could involve both players on a team.

Drop Shot: A groundstroke shot that falls short of the opponent's position.

Drop Shot Volley: A volley shot that is designed to "kill" the speed of the ball, and return it short, near the net, to an opponent positioned at or near the baseline. This shot is especially effective when initiated close to the non-volley line.

Fault: A fault is any action that stops play or a rules violation.

Groundstroke: Hitting the ball after one bounce.

Half Volley: A groundstroke shot where paddle contacts ball immediately after it bounces from the court and before the ball rises to its potential height.

Hinder: Any element or occurrence that can affect play. For example, a stray ball that enters the court or people disrupting play by walking across the court.

Lob: A shot that returns the ball as high and deep as possible, forcing the opposing side back to the baseline.

Non-Volley Zone: The section of court, adjacent to the net in which you cannot volley the ball. It includes all the lines comprising the zone.

One Hand Out: A term used to describe the condition when a serving team loses the first of its two allocated serves.

Overhead Slam/Smash: A hard overhand shot usually resulting from an opponent's lob, or high return, or a high bounce.

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Passing Shot: A volley or groundstroke shot that is aimed at a distance from the player that is designed to prevent return of the ball, i.e., line drive close to sideline.

Rally: Continuous play that occurs after the serve and before a fault.

Replays: Any rallies which are replayed for any reason without the awarding of a point or a side out

Side Out: Declared after one side loses its service and other side is awarded service.

Technical Foul: The referee is empowered to add one point to a player's score or a team's score when in the referee's judgment; the opponent is being overly and deliberately abusive.

Volley: Hitting the ball in the air, during a rally, before the ball has a chance to bounce onto the court.

Some Common Rules

(USAPA)

Serving Rules:

The serve must be made with an underhand stroke so that contact with the ball is made at or below waist level.

The server must keep at least one foot behind the baseline during serve. The server may serve with one foot inside the serving court baseline, as long as the other foot remains on the floor and outside, and not touching the baseline, at the time the ball is struck.

The serve must be made without bouncing the ball off the court before hitting it.

The serve must be made to the crosscourt (diagonally opposite court) service court.

The service must clear the net and the non-volley line and land into the opponent's service court. Serves may land on any service court line, except the non-volley zone lines.

Double Bounce Rule: The serve and the service return **MUST** be allowed to bounce before striking the ball. After allowing these two bounces, volleys are allowed.

Singles (two players):

At the start of each game the server begins the serve on the right side and alternates from right to left to right, etc., as long as the server holds serve.

The server must serve to the court diagonally opposite of him/her.

Doubles (four players):

The service always starts in the right-hand court and alternates from right to left to right, etc., as long as server holds serve.

The server must serve to the court diagonally opposite of him/her.

The team serving the initial serve of each game is allowed only one fault before passing service to the opposing team. After that, each team member must serve and fault before passing service to the opposing team.

The serving team will rotate positions after scoring a point. After the first server faults, the second serve is performed from whatever side the second server is playing. The service will continue to rotate positions as long as the server continues to win points.

Non-volley Zone Rules:

The non-volley zone is formed by the non-volley line that is parallel to the net and stretches across the court, and the two (2) sidelines extending from the net to the intersection of the non-volley line.

No player is allowed to cross the non-volley zone unless the ball has bounced in the non-volley zone on your side of the court.

A fault will be declared if the player violates the intent of the non-volley zone rule. All volleys must be initiated outside of the non-volley zone. A maneuver such as standing within the non-volley zone, jumping up to hit a volley, and then landing outside the non-volley zone is prohibited. If you are inside the non-volley zone for any reason, you cannot volley the return until your feet are legally positioned (i.e., on the floor) outside the non-volley zone.

A player may step on the non-volley line or enter the non-volley zone at any time except when that player is volleying the ball. There is no violation if your partner returns the ball while you are standing in the non-volley zone.

Scoring Rules:

Only the serving team can score points.

Points are scored by legally serving a ball that is not touched by the opponent or by winning the rally (faulting by the opponent).

The first side scoring eleven (11) points and leading by at least a two (2) point margin wins. If both sides are tied at ten (10) points then play continues until one side wins by two (2) points.

Etiquette

- If there is a disagreement whether the ball was clearly in or out, play the point over
- Never walk behind a court, or enter one, while a rally is in progress
- When a point is over, return the ball to your opponent, not merely in his/her general direction
- If the opponent claims there was a major distraction while hitting a shot (such as a ball bouncing onto the court), don't hesitate to replay the point.
- Verbal outbursts are -distracting to your opponent and to players on other courts.
- Throwing equipment in anger is unsportsmanlike and dangerous. Control your temper on the court at all times.
- Give your opponent time to get into position to return the ball before you serve.
- It is the server's responsibility to clearly announce the score before serving each point.
- Return stray balls to other courts, but not while a point is being played
- Know the rules of the game and observe them.

The referee has the power to call technical fouls; when a technical foul is call one point is added to the score of the player's opponent. If a player has two technical fouls called on them in a game, he must forfeit the game. Actions resulting in technical fouls:

- Profanity
- Excessive arguing
- Threats of any nature to any player or referee
- Purposely breaking the ball
- Purposely throwing the paddle
- Any other actions that are considered unsportsmanlike behavior

Task Analysis of the Pickleball Forehand Volley

(Class handout)

Visual Description

Starting from an athletic ready position for Pickleball, the performer will shift their feet to a 45 degree angle to the net while simultaneously bringing the racquet above the head to a 2 o'clock position and the non-racquet hand to a 10 o'clock position. Step toward the net while executing a short, crisp stroke, which moves the racquet from 2 o'clock to 10 o'clock with contact with the ball occurring at 11 o'clock.

Movement Sequence

1. Starting in an athletic ready position
2. Shift feet until a 45 degree angle occurs
3. Racquet moves to 2 o'clock position
4. Step toward the net
5. Short, firm stroke from the shoulder
6. Racquet moves from 2 o'clock to 10 o'clock
7. Contact at 11 o'clock
8. Return to the athletic ready position

Verbal Cues

- AARP
- 45 degrees
- 2 o'clock
- Slide step
- Firm from shoulder
- 2 to 10
- Hit at 11
- AARP

Task Analysis of the Pickleball Smash

Visual Description

If your opponent lobs the ball, or you have a high return or bounce, the smash is a great option. Starting from an athletic ready position for Pickleball, the performer will cock their arm back with elbow to ceiling, so their racquet is just above their shoulder blade and perpendicular to it. The performer's other arm will simultaneously be pointed up at a 45 degree angle, with your index finger straight out. While executing a hard, long stroke up over your head and around to your leg, the performer will step toward the net. The racquet will have contact with the ball over the performer's head. While hitting the ball, the racquet will carry the ball down. After the follow through, the performer will return to the athletic ready position.

Movement Sequence

- | | Verbal Cues |
|--|-----------------------------|
| 1. Starting in an athletic ready position | AARP |
| 2. Cock arm back with elbow to ceiling | cock arm back |
| 3. Racquet by and perpendicular to shoulder blade | racquet to shoulder blade * |
| 4. Opposite arm up at 45 degree angle with index pointed | 45 & point * |
| 5. Hard, long stroke up and around | hard and around * |
| 6. Step toward net | step forward |
| 7. Contact with racquet and ball over head | contact over head |
| 8. Racquet carries the ball down | ball down * |
| 9. Return to the athletic ready position | AARP |

Task Analysis of the Pickleball Serve

Visual Description

Starting from an athletic ready position for Pickleball, take a forward stride position with knees flexed and weight on back foot. When serving, allow your striding foot to cross over the line to be in the court. Take the paddle arm back behind the waist with the wrist cocked back. Hold the ball in the other hand in front of the forward foot waist high. Drop the ball, while shifting weight and rotating body forward. Contact is below the waist and follows through upward. Then go into the court in an athletic ready position.

Movement Sequence

- | | Verbal Cues |
|--|---------------------|
| 1. Starting in an athletic ready position | AARP |
| 2. Forward strike, knees bent, one foot in court | forward strike in |
| 3. Take paddle arm back behind waist | behind waist |
| 4. Cock wrist back | cock * |
| 5. Hold ball in front, waist high | waist high |
| 6. Drop ball, shift weight, and rotate forward | drop, shift, rotate |
| 7. Contact is below waist and follows upward | follows up |
| 8. Return to an athletic ready position | AARP |
- Four most critical points

Instructional Drills & Activities

Have students shake hands. Next have them shake hands with a paddle making sure to make a V.

Arrange students in a scattered formation and have them bounce the ball upward with the paddle, trying to control the ball without letting it drop to the floor. Repeat until they are able to bounce it 10 consecutive times without moving more than a step or two.

Have students bounce the ball and pick it up with the paddle and then hit it 5 more times and then repeat.

Arrange students standing sideways about 15 to 20 feet from the wall, with knees flexed and racket hand extended behind the back hip. They should drop the ball and hit it towards the wall before it hits. If they can do this then have them back up a few feet and try it again.

Students are in pairs. One partner drop hits two balls from midcourt to backcourt, concentrating on contacting the ball with an open paddle face and lifting the ball to the opposite backcourt. The partner retrieves and drop hits lobs back. After awhile practice alternating hits between regular and lob.

Partner students on opposite sides of the net. Partner A stands in midcourt and drop hits to B, who stands two steps behind the non volley zone and volleys back, directing the ball downward. Reverse roles after five trials. If the ball is below the net line, the ball is volleyed upward and is a defensive shot.

Arrange the students behind the four ends of the court. The first students in the first tow lines (A and B) serve three balls diagonally across the net and then partners (C and D) retrieve the balls and then return the same way.

Have students hit the ball against the wall using both forehand and backhand.

Have students do many different drills hitting the ball in the air forehand and backhand: small bounces, high bounces, walking around, etc.

Have students do different eye-hand coordination drills with the ball: throwing it up in the air while spinning around or clapping their hands, etc.

Have students serve diagonally and position "point boxes/places" on the court Play "King of the Court"

Six-Day Block Plan

Day One:

Introduction of Pickleball: history, equipment, rules, etc.

Have students do eye-hand coordination drills/activities

Day Two:

Teach students forehand and backhand

Have students do drills and activities for forehand and backhand

Have students volley back and forth with a partner

Day Three:

Teach students how to serve

Play points games with students serving to the diagonal

Have students play a little game of Pickleball with a partner at the end of class

Day Four:

Teach students smash shot

Teach/give students hints about how to score points on their opponents

Have students practice with a partner, or two, their shots, while following all rules

Day Five:

Have students practice for the first 10 minutes with a partner

Then have students pair up and play "King of the Court"

Day Six:

Evaluate each student, while paying attention to body position, athletic ready position, that they are following the rules and etiquette, each shot, etc. You can play a game while doing this with the point's places/boxes around the court.

[Back to individual games](#)

TABLE TENNIS (Ping Pong)



Ping Pong Rules/ideas were taken from:
<http://homepage.eircom.net/~ojk/tt/laws.htm>

TABLE TENNIS RULES/PLAY

(Ping Pong)

THE LAWS OF TABLE TENNIS

2.1.1 The upper surface of the table, known as the playing surface, shall be rectangular, 2.74m long and 1.525m wide, and shall lie in a horizontal plane 76cm above the floor.

2.1.2 The playing surface shall not include the vertical sides of the tabletop.

2.1.3 The playing surface may be of any material and shall yield a uniform bounce of about 23cm when a standard ball is dropped on to it from a height of 30cm.

2.1.4 The playing surface shall be uniformly dark coloured and matt, but with a white side line, 2cm wide, along each 2.74m edge and a white end line, 2cm wide, along each 1.525m edge.

2.1.5 The playing surface shall be divided into 2 equal courts by a vertical net running parallel with the end lines, and shall be continuous over the whole area of each court.

2.1.6 For doubles, each court shall be divided into 2 equal half-courts by a white centre line, 3mm wide, running parallel with the side lines; the centre line shall be regarded as part of each right half-court.

2.2 THE NET ASSEMBLY

2.2.1 The net assembly shall consist of the net, its suspension and the supporting posts, including the clamps attaching them to the table.

2.2.2 The net shall be suspended by a cord attached at each end to an upright post 15.25cm high, the outside limits of the post being 15.25cm outside the side line.

2.2.3 The top of the net, along its whole length, shall be 15.25cm above the playing surface.

2.2.4 The bottom of the net, along its whole length, shall be as close as possible to the playing surface and the ends of the net shall be as close as possible to the supporting posts.

2.3 THE BALL

2.3.1 The ball shall be spherical, with a diameter of 40mm.

2.3.2 The ball shall weigh 2.7g.

2.3.3 The ball shall be made of celluloid or similar plastics material and shall be white or orange, and matt.

2.4 THE RACKET

2.4.1 The racket may be of any size, shape or weight but the blade shall be flat and rigid.

2.4.2 At least 85% of the blade by thickness shall be of natural wood; an adhesive layer within the blade may be reinforced with fibrous material such as carbon fiber, glass fiber or compressed paper, but shall not be thicker than 7.5% of the total thickness or 0.35mm, whichever is the smaller.

2.4.3 A side of the blade used for striking the ball shall be covered with either ordinary pimped rubber, with pimples outwards having a total thickness including adhesive of not more than 2mm, or sandwich rubber, with pimples inwards or outwards, having a total thickness including adhesive of not more

than 4mm.

2.4.3.1 *Ordinary pimped rubber* is a single layer of non-cellular rubber, natural or synthetic, with pimples evenly distributed over its surface at a density of not less than 10 per sq. cm and not more than 30 per sq. cm.

2.4.3.2 *Sandwich rubber* is a single layer of cellular rubber covered with a single outer layer of ordinary pimped rubber, the thickness of the pimped rubber not being more than 2mm.

2.4.4 The covering material shall extend up to but not beyond the limits of the blade, except that the part nearest the handle and gripped by the fingers may be left uncovered or covered with any material.

2.4.5 The blade, any layer within the blade and any layer of covering material or adhesive on a side used for striking the ball shall be continuous and of even thickness.

2.4.6 The surface of the covering material on a side of the blade, or of a side of the blade if it is left uncovered, shall be matt, bright red on one side and black on the other.

2.4.7 Slight deviations from continuity of surface or uniformity of colour due to accidental damage or wear may be allowed provided that they do not significantly change the characteristics of the surface.

2.4.8 At the start of a match and whenever he changes his racket during a match a player shall show his opponent and the umpire the racket he is about to use and shall allow them to examine it.

2.5 DEFINITIONS

2.5.1 A *rally* is the period during which the ball is in play.

2.5.2 The ball is *in play* from the last moment at which it is stationary on the palm of the free hand before being intentionally projected in service until the rally is decided as a let or a point.

2.5.3 A *let* is a rally of which the result is not scored.

2.5.4 A *point* is a rally of which the result is scored.

2.5.5 The *racket hand* is the hand carrying the racket.

2.5.6 The *free hand* is the hand not carrying the racket; the *free arm* is the arm of the free hand.

2.5.7 A player *strikes* the ball if he touches it in play with his racket, held in the hand, or with his racket hand below the wrist.

2.5.8 A player *obstructs* the ball if he, or anything he wears or carries, touches it in play when it is above or travelling towards the playing surface, not having touched his court since last being struck by his opponent.

2.5.9 The *server* is the player due to strike the ball first in a rally.

2.5.10 The *receiver* is the player due to strike the ball second in a rally.

2.5.11 The *umpire* is the person appointed to control a match.

2.5.12 The *assistant umpire* is the person appointed to assist the umpire with certain decisions.

2.5.13 Anything that a player *wears or carries* includes anything that he was wearing or carrying, other than the ball, at the start of the rally.

2.5.14 The ball shall be regarded as passing *over or around* the net assembly if it passes anywhere other than between the net and the net post or between the net and the playing surface.

2.5.15 The *end line* shall be regarded as extending indefinitely in both directions.

2.6 THE SERVICE

2.6.1 Service shall start with the ball resting freely on the open palm of the server's stationary free hand.

2.6.2 The server shall then project the ball near vertically upwards, without imparting spin, so that it rises at least 16cm after leaving the palm of the free hand and then falls without touching anything before being struck.

2.6.3 As the ball is falling the server shall strike it so that it touches first his court and then, after passing over or around the net assembly, touches directly the receiver's court; in doubles, the ball shall touch successively the right half court of server and receiver.

2.6.4 From the start of service until it is struck, the ball shall be above the level of the playing surface and behind the server's end line, and it shall not be hidden from the receiver by the server or his doubles partner or by anything they wear or carry.

2.6.5 As soon as the ball has been projected, the server's free arm and hand shall be removed from the space between the ball and the net.

The space between the ball and the net is defined by the ball, the net and its indefinite upward extension.

2.6.6 It is the responsibility of the player to serve so that the umpire or the assistant umpire can see that he complies with the requirements for a correct service.

2.6.6.1 If the umpire is doubtful of the legality of a service he may, on the first occasion in a match, declare a let and warn the server.

2.6.6.2 Any subsequent service of doubtful legality of that player or his doubles partner will result in a point to the receiver.

2.6.6.3 Whenever there is a clear failure to comply with the requirements for a correct service, no warning shall be given and the receiver shall score a point.

2.6.7 Exceptionally, the umpire may relax the requirements for a correct service where he is satisfied that compliance is prevented by physical disability.

2.7 THE RETURN

2.7.1 The ball, having been served or returned, shall be struck so that it passes over or around the net assembly and touches the opponent's court, either directly or after touching the net assembly.

2.8 THE ORDER OF PLAY

2.8.1 In singles, the server shall first make a service, the receiver shall then make a return and thereafter server and receiver alternately shall each make a return.

2.8.2 In doubles, the server shall first make a service, the receiver shall then make a return, the partner of the server shall then make a return, the partner of the receiver shall then make a return and thereafter each player in turn in that sequence shall make a return.

2.8.3 When two players who are in wheelchairs due to a physical disability are a pair playing doubles, the server shall first make a service, the receiver shall then make a return but thereafter either player of the disabled pair may make returns. However, no part of a player's wheelchair shall protrude beyond the imaginary extension of the centre line of the table. If it does, the umpire shall award the point to the opposing pair.

2.9 A LET

2.9.1 The rally shall be a let

2.9.1.1 if in service the ball, in passing over or around the net assembly, touches it, provided the service is otherwise correct or the ball is obstructed by the receiver or his partner;

2.9.1.2 if the service is delivered when the receiving player or pair is not ready, provided that neither the receiver nor his partner attempts to strike the ball;

2.9.1.3 if failure to make a service or a return or otherwise to comply with the Laws is due to a disturbance outside the control of the player;

2.9.1.4 if play is interrupted by the umpire or assistant umpire;

2.9.1.5 if the receiver is in wheelchair due to a physical disability and in service the ball, provided that the service is otherwise correct,

2.9.1.5.1 leaves the receiver's court after touching it in the direction of the net ;

2.9.1.5.2 comes to rest on the receiver's court;

2.9.1.5.3 in singles leaves the receiver's court after touching it by either of its sidelines.

2.9.2 Play may be interrupted

2.9.2.1 to correct an error in the order of serving, receiving or ends;

2.9.2.2 to introduce the expedite system;

2.9.2.3 to warn or penalise a player or adviser;

2.9.2.4 because the conditions of play are disturbed in a way which could affect the outcome of the rally.

2.10 A POINT

2.10.1 Unless the rally is a let, a player shall score a point

2.10.1.1 if his opponent fails to make a correct service;

2.10.1.2 if his opponent fails to make a correct return;

2.10.1.3 if, after he has made a service or a return, the ball touches anything other than the net assembly before being struck by his opponent;

2.10.1.4 if the ball passes over his court or beyond his end line without touching his court, after being struck by his opponent;

2.10.1.5 if his opponent obstructs the ball;

2.10.1.6 if his opponent strikes the ball twice successively;

2.10.1.7 if his opponent strikes the ball with a side of the racket blade whose surface does not comply with the requirements of 2.4.3, 2.4.4 and 2.4.5;

2.10.1.8 if his opponent, or anything his opponent wears or carries, moves the playing surface;

2.10.1.9 if his opponent, or anything his opponent wears or carries, touches the net assembly;

2.10.1.10 if his opponent's free hand touches the playing surface;

2.10.1.11 if a doubles opponent strikes the ball out of the sequence established by the first server and first receiver;

2.10.1.12 as provided under the expedite system (2.15.2).

2.11 A GAME

2.11.1 A game shall be won by the player or pair first scoring 11 points unless both layers and pairs score 10 points, when the game shall be won by the first player or pair subsequently gaining a lead of 2 points.

2.12 A MATCH

2.12.1 A match shall consist of the best of any odd number of games.

2.13 THE ORDER OF SERVING, RECEIVING AND ENDS

2.13.1 The right to choose the initial order of serving, receiving and ends shall be decided by lot and the winner may choose to serve or to receive first or to start at a particular end.

2.13.2 When one player or pair has chosen to serve or to receive first or to start at a particular end, the other player or pair shall have the other choice.

2.13.3 After each 2 points have been scored the receiving player or pair shall become the serving player or pair and so on until the end of the game, unless both players or pairs score 10 points or the expedite system is in operation, when the sequences of serving and receiving shall be the same but each player shall serve for only 1 point in turn.

2.13.4 In each game of a doubles match, the pair having the right to serve first shall choose which of them will do so and in the first game of a match the receiving pair shall decide which of them will receive first; in subsequent games of the match, the first server having been chosen, the first receiver shall be the player who served to him in the preceding game.

2.13.5 In doubles, at each change of service the previous receiver shall become the server and the partner of the previous server shall become the receiver.

2.13.6 The player or pair serving first in a game shall receive first in the next game of the match and in the last possible game of a doubles match the pair due to receive next shall change their order of receiving when first one pair scores 5 points.

2.13.7 The player or pair starting at one end in a game shall start at the other end in the next game of the match and in the last possible game of a match the players or pairs shall change ends when first one player or pair scores 5 points.

2.14 OUT OF ORDER OF SERVING, RECEIVING OR ENDS

2.14.1 If a player serves or receives out of turn, play shall be interrupted by the umpire as soon as the error is discovered and shall resume with those players serving and receiving who should be server and receiver respectively at the score that has been reached, according to the sequence established at the beginning of the match and, in doubles, to the order of serving chosen by the pair having the right to serve first in the game during which the error is discovered.

2.14.2 If the players have not changed ends when they should have done so, play shall be interrupted by the umpire as soon as the error is discovered and shall resume with the players at the ends at which they should be at the score that has been reached, according to the sequence established at the beginning of the match.

2.14.3 In any circumstances, all points scored before the discovery of an error shall be reckoned.

2.15 THE EXPEDITE SYSTEM

2.15.1 Except where both players or pairs have scored at least 9 points, the expedite system shall come into operation if a game is unfinished after 10 minutes' play or at any earlier time at the request of both players or pairs.

2.15.1.1 If the ball is in play when the time limit is reached, play shall be interrupted by the umpire and shall resume with service by the player who served in the rally that was interrupted.

2.15.1.2 If the ball is not in play when the time limit is reached, play shall resume with service by the player who received in the immediately preceding rally.

2.15.2 Thereafter, each player shall serve for 1 point in turn until the end of the game and if the receiving player or pair makes 13 returns the receiver shall score **a point**.

2.15.3 Once introduced, the expedite system shall remain in operation until the end of the match.

Table Tennis Terms

- **Anti-topspin** - a rubber type that deactivates spin and speed, returning a "dead" ball
- **Backhand** - a stroke done directly in front of the body, with the racket turned so that the back of the hand faces the opponent
- **Backspin** - a type of spin where, if struck with a normal racket position, the ball would not make it over the net
- **Block** - a defensive shot done mostly against loops and smashes, where the racket is in a closed position to keep the ball on the table
- **Chop** - a defensive shot that carries a tremendous amount of backspin
- **Closed** - a racket angle that allows the top of the ball to be struck
- **Dead ball** - a ball returned without any spin. Very difficult to execute, read, and return
- **Doubles** - a format in table tennis where two people play on each side and must alternate turns at striking the ball
- **Drive** - an offensive shot used mostly as a setup or in rallies, where the racket is in a normal position and the ball is struck at a medium pace
- **Drop shot** - a surprise shot where the ball is placed precisely near the net
- **Expedite rule** - after a time limit (about 10 minutes) has expired during a single point, the receiver automatically wins the point if he/she returns the ball successfully 13 times in a row. This forces the server to change his rallying tactics.
- **Forehand** - a stroke done to the right-front (for right-handers) of the body, with the racket in a normal position (palm of hand facing opponent)
- **International Table Tennis Federation** - the international governing body for the sport of table tennis
- **Inverted** - See pips-in
- **Let** - a stoppage of play as a result of a serve hitting the net or interference from outside the playing court
- **Lob** - a defensive shot used against high-speed balls, where the ball (usually with unpredictable spin) is returned very high in the air, causing difficulty in timing and technique
- **Long pips** - a rubber type whose surface consists of fairly long pimples. Produces unpredictable spin.
- **Loop** - an offensive shot that carries a tremendous amount of topspin

- **Match** - a competition format with the winner winning two of three or three of five games
- **Medium-long** - a serve whose second bounce, given the opportunity, would bounce near the very end or just off the table. Difficult because the opponent cannot execute a good attacking stroke
- **Open** - a racket angle that allows the bottom of the ball to be struck
- **Penhold** - a grip where the racket is held exactly as it sounds, with the racket handle held straight up and down
- **Pips-in** - a rubber type whose surface is smooth yet gripping. Produces much spin and in many cases better speed. Also known as inverted rubber
- **Pips-out** - a rubber type whose surface consists of many tiny pimples. Produces much control and speed, but little spin
- **Push** - a defensive shot used to successfully return backspin shots, where the racket is open to lift the backspin over the net
- **Receive** - return of service, usually done tactically to set up an attack
- **Seemiller** - Name of 5 time US champion Dan Seemiller. Also the name of a table tennis grip
- **Serve** - the beginning of a point where one player strikes the ball after tossing it. Usually used tactically to set up a strong attack
- **Set** - one game to 21 points in a match
- **Shakehands** - a grip where the racket is held exactly as it sounds but with the middle, ring, and pinky fingers wrapped around the handle
- **Short** - a serve that, given the opportunity, would bounce at least twice on the table. Difficult because the opponent cannot execute a good attacking stroke
- **Sidespin** - a type of spin where, if struck with a normal racket position, the ball would travel either to the right or left without landing on the table
- **Skunk** - an informal rule in table tennis that says that a player wins a game at a score of 7-0 or 11-1
- **Smash** - an offensive, high-speed shot used against high balls, where the racket is in a normal position to generate the most speed possible. Also called a kill
- **Topspin** - a type of spin where, if struck with a normal racket position, the ball would travel over the opposite side of the table without hitting the surface

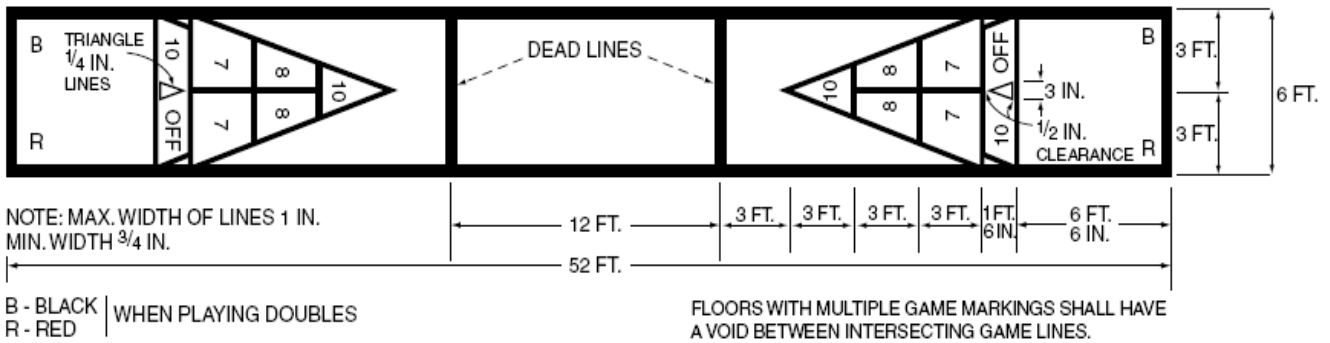
Table Tennis Tips and Tricks

1. **Mix up serves of different length and spin.** Some examples of advanced serves include medium-long, deep, short, down-the-line, pure spin, pure speed, etc. Serves to the elbow tend to be very effective, since the receiver must quickly decide (and often does not in time) to use a forehand or backhand.
2. **Develop a third-ball attack.** This is where you serve, the receiver receives, and you nail one in for a winner. An example is a short backspin serve, followed by a long push, then a powerful loop.
3. **Attack whenever you can,** primarily on a long serve. It has been proven that the player to open the offense most often usually wins point, set, and match.
4. **Keep your eyes mostly on the opponent's racket when receiving a serve.** If you have ever seen World Champion Jan-Ove Waldner play, you can see that he makes a quick glimpse at how high the ball is tossed, then watches back down to the racket. If you keep your eyes on the ball, the server will baffle you with his deceptions.
5. **Mix up your returns when receiving.** Most players too often tend to push, allowing their opponents to start the offense. Mixing up loops, drives, pushes, chops, etc. provides for excellent variation and a bewildered opponent.

6. **Choose your equipment wisely.** If you are ready for [professional equipment](#), begin with a medium-fast blade (rather than fast). A medium-fast blade allows you to rely more on technique than on equipment to get the ball over the net. It will also provide optimum control. The most important consideration for a blade, however, is that it provides good "feeling." As for rubber try to get the "beginner" kinds for the beginning. The reason for this is because beginner rubbers are designed with less spin and speed, and this translates into easier returns of spinny balls. Trying to return a sidespin serve will be a hair-pulling experience for a beginner if he/she uses an overly spinny rubber.
7. **Forehands are the way to go.** To hit forehands wherever you are on the table, you will need to develop good side-to-side footwork. But it never hurts to work extra on your backhand so that your opponent won't know what hit him/her when you blast that down the line backhand smash! The best players are always two-winged, or being able to attack almost equally well on both hands.
8. **Find some cool serves to experiment with.** Examples include a high, heavy backspin serve that bounces on your side near the net, on the opponent's side near the net, and goes back over to your side. Or you can go about 20 feet to the side of the table and, standing sideways, nail the ball on the side so that it arcs back to the table and opponent. Not only is it a heck of a lot of fun, trying these serves also promotes the development of 'touch' and spin.
9. **Control your temper.** When you are losing in a match, or have missed several shots in a row, don't get mad, get even. Ask yourself what needs to be done in order to beat the problem that is plaguing your game. Then try the solution. If it doesn't work, do it again. Until the match is over, you should never give up. If it is your turn to serve, then you are allotted a reasonable amount of time per serve to wait and think things over before you toss the ball. Take advantage of it.

[Back to individual activities](#)

SHUFFLEBOARD



Shuffle Board Rules/ideas were taken from:

www.shuffleboard.net

SHUFFLEBOARD OFFICIAL TOURNAMENT RULES

These are the official rules as provided by the The Shuffleboard Federation. They are used in sponsored tournaments All players shall shake hands before and after each match.

1. All games are fifteen points unless specified otherwise.
2. Short foul line rule is in effect.
3. If there is no score in a frame, the hammer switches.
4. If the leading weights in a frame are tied, (regardless of whether or not there are any other weights on the board), there is no score and the hammer changes.
5. Any weights in question will be called by a minimum of three people, and five people in a money round or game deciding situation.
6. Any weights in danger of falling off the end of the board may be made safe by an official at the request of any of the players involved. If a weight is made safe, any weight of the opposite color that subsequently outdistances it will not count.
7. You may wax dry spots on the rails up to the foul line, out of the containers only, only on the end you are shooting, only when it is your shot, and only prior to the end of the frame All other re-waxing shall be done by the officials or by mutual agreement only.
8. No drinks, cigarettes, or other foreign objects in hands or mouth while shooting.
9. Flip for choice of hammer or color prior to the beginning of the game. For two out of three events, loser of the flip has choice on the second game, flip again in game three, if necessary.
10. If the player that has the hammer shoots first, they lose that privilege and must complete the frame in the same rotation.
11. Players shall be allowed to use their own weights, which must have red and blue caps. You do not have to offer your opponent the option of using your weights. However, all weights are subject to inspection by the tournament officials, who have the right to disallow weights that do not meet accepted tournament standards.
12. Players may walk to the opposite end of the board to examine the position of the weights.
13. No coaching of a player in a singles event by anyone. In doubles, advise may be given by a person's partner only. One warning, one point penalty per infraction thereafter. Team captains may offer advise to any members of their team.
14. All boards will be siliconed each morning prior to the start of that days events. Subsequent spraying will be done as follows: for single game, double elimination events -- every fifteen games; for two out of three events -- every six matches; and for five out of nine events (single board) -- every three matches.
15. The following criteria must be met for a shot to be a legal delivery: one foot must be on the ground, both feet must be behind the deuce line when the shot is delivered. Penalty for violation will be the loss of that shot. Any weights that have been knocked off or moved shall be replaced.
16. All contestants shall show respect for the players on the board next to them.
17. No blasting on a clear board, no warning, one point penalty.
18. If the object weight has wax on the side which may result in a "soft" or "mush" hit, you may have an official wipe it off and respot it.
19. No double release shots shall be permitted.
20. Players shall stand behind their opponent while opponent is shooting, one warning then a one point penalty thereafter.

21. No physical or verbal harassment, no warning, two point penalty.
22. Changing weights from one board to another shall result in automatic disqualification.
23. Tampering with or altering weights, wax, or boards, shall result in automatic disqualification.
24. For events that are single game, double elimination: First available board, first available game format will be used. Two out of three and five out of nine events shall have pre-designated boards and starting times.
25. No meetings at the middle of the board are allowed until one team reaches eleven points. Maximum of one meeting per frame thereafter. Maximum of one minute per meeting.
26. Before an event starts, you may practice on any board. Once an event starts, you may not practice on the board you are scheduled to play on next.
27. Any player not present when scheduled to play will be given a five minute grace period and then be assessed a one point per minute penalty. For doubles, if one player of a team is present, he/she will be allowed their team's practice time.
28. More than thirty seconds between shots shall constitute slow play and will result in a one point penalty per offense.
29. No player shall play consecutive games in the same event on the same board on the same day.
30. Each player in singles shall have four practice weights on each end; for doubles, each player shall have four practices weights from their end; and the player or team with the hammer practices first.

SHUFFLE BOARD GAMES Knock Out

Scoring:

Only one team scores in a round.

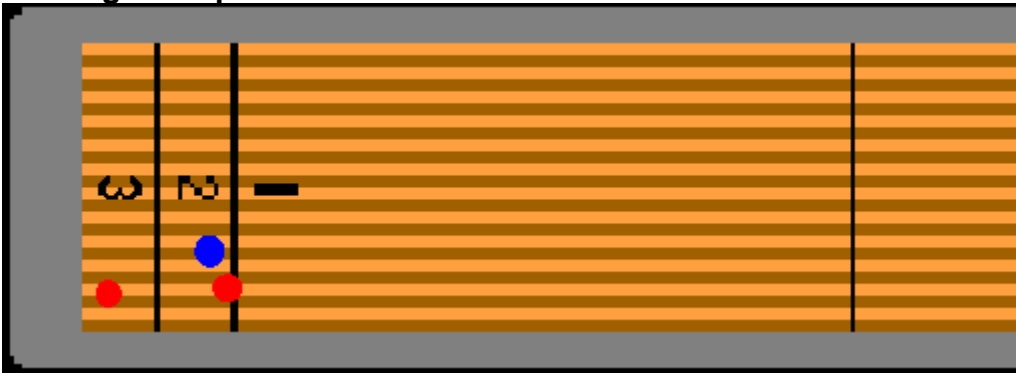
The team which has their weight closest to the end of the board scores. All of their weights which are ahead of their opponent's deepest weight (closest to the end of the board) are added together for the score for that round.

A weight scores one point if it is located between the short foul line (short foul line) and the "2" line.

Weights completely across the "2" or "3" line count 2-points or 3-points respectively. To judge if a weight is completely over the line it should be viewed from above (i.e., look down over the top of the weight). Again the entire weight must be over the line for it to count as the next higher point value. You should be able to see some wood between the line and the weight.

If any portion of the weight is hanging over the *end* of the board (not the side) it is called a "hanger" and counts four (4) points. Close calls can be checked by holding a weight so the bottom of the weight is along the back end of the board. The weight is then slid along the back end of the board. If it hits the "disputed" hanger the weight is indeed hanging and is worth 4 points.

Scoring Examples:



On the table above, the "red" team gets to score because the red weight is closest to the end of the board. All red weights located between the end of the board and the first blue weight would be added up for a total score. On the table above, there is only one red weight between the end of the table and the first blue weight, so only one weight counts for points. It appears that this weight is a three (3). Thus the red team scores three points.

If a second red weight was ahead of the blue weight, it would be added into the score. That is, there would be two red weights located between the end of the table and the first blue weight. The red team would then get the combined point value of both weights.

If the red weight in the 3 area was not there, the blue team would score (2) since the blue weight is ahead of the other red weight and also across the 2 line.

ACTIVITIES

Hoarse Collar

Over View

Games are played one-on-one or with two or more teams of two people Team members play on same end of the board each player using one set of weights red or blue, however depending on the number of teams may need to alternate ends as the changes frames. Games are played in frames until one team scores 51 points, however scoring 51 points first does not necessarily make that team the winner. Every team gets to finish that frame and the highest score is the winner. If the team that scores 51 or more has the hammer (the last team to play) then they are declared the winners. Before a team can score at least one weights must be a 3 or more. Weights are considered in play if they are on the board and past the foul line furthest from the shooter (i.e., a long foul line).

How to Play

If playing singles one player will throw all eight weights, if playing teams (2 players) one player will throw 4 weights of the same color, then the other player will throw the remaining 4 weights. The objective is to get at least one weights into the 3 zone (or a hanger if your feeling good or lucky) to get the scoring started. You may bump or tap weights to accomplish this or simply lag one in. All weights must be past the long foul line or off the board, if a weights remains on the board that is not past the long foul line no points can be awarded. However if it is not the last weights it may be knocked off

Scoring

In order to score a team must have at least one weights being worth 3 or more, it does not have to be the first weights thrown in order to score though. For example if a team throws 1 weight worth 3 points and 2 weights worth 2 points and 3 weights worth 1 point and all weights are past the long foul line or off the board this team would score 10 points.

Hangers are worth 13 points, that is a weight is hanging partially of the end of the board.

Corners are worth 26 points, that is a weight is hanging partially of the end and partially of the side.

Note that just hanging off the side of the board does not have any special meaning or point value.

Games are played in frames until one team scores 51 points, however scoring 51 points first does not necessarily make that team the winner.

Every team gets to finish that frame and the highest score is the winner (51 or more).

If the team that scores 51 or more has the hammer (the last team to play) then they are declared the winners.

Not scoring constitutes a Hickey, those that gamble sometimes place a dollar or five into the Hickey Jar which the winner of the game gets. This is just something to make the game more interesting and may or may not be included in your tournament.

Scoring example below is worth 6 points.



Crazy Eights

Overview

Crazy Eight is a singles game played with 2 or more players and is played in frames allowing all players to have an equal chance. Players alternate ends of the board between frames each player using all eight weights red and blue. Games are played in frames until one player scores 15, 21 or some other agreed upon number of points, however scoring the agreed upon points first does not necessarily make that player the winner. Every player gets to finish that frame and the highest score is the winner. If the play that scores agreed upon points or more has the hammer (the last player to play) then he/she is declared the winners. Before a player can score, the first 4 weights (same color) must be thrown simultaneously with one hand all 4 must stay on the board and be past the long foul line (the foul line furthest from the shooter), then all 4 weights must be knocked off using the remaining 4 weights one at a time, with what is still on the board being your score.

How to Play

1. Take 4 weights of the same color group them together and throw them with one hand, if all 4 weights do not pass the long foul line and stay on the board this is a hickey (see above).
2. Shoot the remaining 4 weights one at a time and take off the first 4 attempting to keep them on the board to score points (this is a great way to practice combinations). If all of the first color weights are knocked of and you still have some of the second color on the board and past the long foul line this is your score, if not it is a Hickey (see above).

Scoring

Scoring is the similar to knock off with the exceptions noted above, first 4 weights of the same color must remain on the board and past the long foul line, and then they must all be knocked off with the remaining 4 weights of the opposite color while keeping one or more of these weights on the board.

A weight scores one point if it is located between the long foul line and the "2" line.

Weights completely across the "2" or "3" line count 2-points or 3-points respectively. To judge if a weight is completely over the line it should be viewed from above (i.e., look down over the top of the weight. Again the entire weight must be over the line for it to count as the next higher point value. You should be able to see some wood between the line and the weight.

If any portion of the weight is hanging over the end of the board (not the side) it is called a "hanger" and counts four (4) points. Close calls can be checked by holding a weight so the bottom of the weight is along the back end of the board. The weight is then slid along the back end of the board. If it hits the "disputed" hanger the weight is indeed hanging and is worth 4 points.

Scoring example below is a Hickey because not all of the first colored weights have been removed from the board.

[Back to individual activities](#)

TENNIS



TENNIS SAFETY AND RULES

Large classes and numerous racquets and balls make safety precautions important. Therefore, before starting to teach **tennis**, a physical education teacher must determine the rules that the students should follow to ensure a safe learning environment. We recommend five safety rules which need to be explained, demonstrated and practiced before students can be assumed ready

to begin hitting:

1. Students should stop immediately on the “stop” or “freeze” signal (teacher’s voice or whistle, for example) and not begin until the “Go” signal.
2. As soon as possible after they hear the “stop” signal, students should hug their racquets against their chests with crossed arms between activities.
3. Each student (or group of students) needs a clearly defined area or “personal space” so she or she knows specifically where he or she is allowed and not allowed to swing a racquet.
4. Striking balls recklessly is inappropriate; shots should be aimed and controlled to land in a certain space or to hit a target. In general, teach students that racquets should not rise above the head unless the serve skill is being practiced.
5. Students should not chase balls out of their playing area. Loose balls should be picked up and stored immediately by students when it enters their space. Loose balls can be stored in pockets, tucked into clothing, etc. If a ball is lost, students should be able to obtain a ball from their peers or from supply stations located safely on the perimeter of the activity area.

FORMING GROUPS FOR PLAY

Listed below are a number of suggested formats for organizing students for play when space is limited and when you want to vary instructional activities to meet different skill levels.

SELF-SPACE

A number of drills and activities require students to strike a ball (or other object) in their self-space. When using this format, you might want to require the students to stand on a carpet square or inside a hoop as a means of defining each student’s personal space and to keep them from traveling into another student’s personal space.

PARTNERS

Your students will often be working with partners. Sometimes teachers assign students of equal ability to be partners; sometimes one student (typically a **high**-skilled student) might “coach” another student. Be sensitive to how partners are selected so that no student feels left out. It is a good practice to tell students who do not find a partner to come to the center so they can be paired up quickly. It is also a good idea to ask the partners to define their boundaries by using ropes or cones, for example, to avoid accidentally moving into another student’s space and being hit by a racquet.

SMALL GROUPS

Some activities require students to work in small groups. Again, it is important that they define their space and are careful to work cooperatively and support one another's efforts.

Sometimes when students work in small groups, more skilled or unmotivated youngsters can become overly critical, and this should be discouraged. Criticism of unskilled players is not a recommended way

to lead youngsters to the joys of playing **tennis**.

SPORTSMANSHIP TIPS

Many of us have been in a position to award a sportsmanship trophy, and we all regularly assess athletes as good or poor sports. But what are we judging?

Sportsmanship is an internalized attitude which reflects itself in a wide range of actions on and off the court. Good sports have a healthy attitude about competition. They have respect for their opponents and themselves. They tend to remain under emotional control even in adverse situations. As a result, they are often among the steadiest and most reliable competitors at every

level of sport. By incorporating practical tips and suggestions in every lesson plan and by exhibiting sportsmanlike behavior at all times, the physical educator can positively impact a student's lifetime attitude towards competition.

TENNIS STATION ACTIVITIES OR LEARNING CENTERS

For managing large numbers of students and to maximize equipment, it is helpful to set up the playing environment in stations. One of the advantages of a station format is that it gives the teacher an opportunity to vary the activities in a class and thus create opportunities for success for both low and **high**

skilled students as well as for children with special needs. Students can rotate every few minutes following the teacher's signal. Playing music during the activities creates additional fun and motivation

TENNIS STATION DESCRIPTIONS

1. Racquet and Ball Handling - Lead-Up:

Partner Bean Bag/Ball Pass. Students work with a partner or small group and toss a beanbag (or foam ball) back and forth and catch it with racquet. Begin 4 to 6 ft apart. For each successful catch, students can back up a step.

2. Racquet and Ball Handling:

- ° Tap Downs—try and bounce the ball down at waist level
- ° Bump Ups—try and bounce the ball up eye level without letting the ball touch the ground
- ° Edgies—try and dribble the ball down at waist level using the edge of the **tennis** racquet
- ° Self-Rallies—Alternate bumping the ball off the racquet and off the ground
- ° Invent a Bounce— Students attempt different ways to dribble or bump the ball. This can be choreographed to music.

3. Forehand - Wall Rallies:

Standing 10-15 feet away, players attempt to rally the ball consecutively against a wall. Rallies can be done individually, in pairs, or in teams.

4. Partner Rallies over Line - Backhand:

Partners work together with a line or jump rope between them to serve as an imaginary net. They bump and bounce the ball back and forth over the backhand. To start the rally, students should start close, match up the racquet faces, and take two steps back. Have students try and set the “world record” for longest rally.

5. Forehand and Backhand in Combination

Ready Position and Catch. One student is the tosser and the other student is in ready position with the racquet. The tosser will toss the beanbag or foam ball to one side or the other of the student in ready position. Their goal is to catch it on the racquet (forehand or backhand side) and learn to move into position rather than reaching for the ball. Switch positions after 4 tosses. 6. Toss, Volley, and Catch: Using a foam ball, one partner tosses to the forehand or backhand side of their partner. The partner volleys it back to their partner who catches it. Begin with partners three steps apart. Change roles after 6 tosses.

7. Serve and Trap:

Students serve the ball at the wall and trap the rebounding ball on the racquet strings. Students should hit the ball under control in order to successfully trap the ball. This activity can also be done with partners serving and trapping the ball to each other.

8. Mini Tennis:

Students rally and play over makeshift or portable nets incorporating the different skills they learned from each of the stations.

Modifying Activities for Inclusion

Inclusion requires modifying activities to increase the opportunity for success. Children with disabilities are not the only students who need additional consideration; most youngsters benefit from modifications. Rules can be changed for everyone so that all youngsters have a chance to contribute to group success. When children learn to accept that everyone has a right to

participate, physical education contributes to the development of quality citizens.

Be aware of situations that devalue a child socially. Never use the degrading method of having captains choose from a group of waiting children. Elimination games should be changed so that points are scored instead of players being eliminated. (This is an important consideration for all youngsters.) Determine the most desirable involvement for children with disabilities by analyzing

participants' roles in game and sport activities (Figure 7.4). Assign a role or position that will make the experience as natural or normal as possible.

Offer a variety of individual and dual activities. Youngsters with disabilities may want to build confidence in their skills before they participate with others. Individual activities give children more practice time without the pressure of failing in front of peers. Try to arrange the environment so children with disabilities are not set apart from able classmates. Over protectiveness benefits

no one and prevents the special student from experiencing challenge and personal accomplishment. Avoid the tendency to underestimate abilities of students. The following sections offer ideas for modifying activities to facilitate integration of youngsters with disabilities.

Modify Tennis Activities to Increase the Opportunity for Success

- 1.** Modify the tempo of the game. Stop the game regularly for substitution. Auto-substitution is an excellent method for allowing students to determine when they are fatigued. They ask a predetermined substitute to take their place.
- 2.** Reduce the weight and/or modify the size of the projectile. A lighter object moves more slowly and inflicts less damage on impact. A larger object is easier to track visually and to catch. A beanbag will not roll when missed. A beach ball or balloon floats and allows more time for reaction. Scarves can be used for practicing the service toss.
- 3.** Reduce the distance that a ball must be thrown or served. Options are to reduce the dimensions of the playing area or add more players to the game. In serving, others can help make the serve playable. For example, in tennis, other teammates can bat the serve over the net.
- 4.** In games that are played to a certain number of points, reduce the number required for a win. For example, play volleyball games to 7 or 11, depending on the skill and intensity of the players.
- 5.** Modify striking implements by shortening and reducing their weight. Racquets are much easier to control when they are shortened. Softball bats are easier to control when the player “chokes up” or selects a lighter bat.
- 6.** Play the games in a different position. Some games may be played in a sitting or lying position, which is easier and less demanding than standing or running.
- 7.** Provide matching or substitution. Match another child on borrowed crutches with a child on braces. Two players can be combined to play one position. A student in a desk chair with wheels can be matched against a child in a wheelchair.
- 8.** Youngsters can substitute skills for each other. For example, a child may be able to serve an object but may lack the mobility to return it.
- 9.** When learning to strike the ball, begin with one that is held stationary. The use of a batting tee or tennis ball fastened to a string offers children the opportunity for success. In addition, a larger racquet can be used and the youngster can choke up on the grip.
- 10.** Increase the size of the goals or targets such as hoops or carpet squares.

TEACHING CUES FOR TENNIS SKILLS

Racquet and Ball Handling:

- a. Choke up on the racquet if needed for more control
- b. Bump the ball softly
- c. Use a controlled stroke, not wild swings.
- d. Hit the ball “eye high” for bump ups and “waist high” for tap downs

Forehand Ground Stroke:

This is a stroke that is played when the ball comes to the dominant side. The ball is played off the bounce.

- a. Have the students hold the racquet out in front and shake hands with it
- b. Setup sideways to the target
- c. Path of the racquet should move low to high
- d. Make contact with the ball in line with the front foot
- e. Keep the racquet strings pointed where you want the ball to go (left, right, high, low)

Backhand Ground Stroke:

This is a stroke that is played when the ball comes to the non-dominant side. The ball is played off the bounce. It is suggested for beginners to use two hands to gain additional support.

- a. For the two handed backhand stroke, the non dominant hand is placed just above the dominant hand in the “shake hands” position
- b. Turn sideways to target with dominant side facing target
- c. Contact the ball even with the front hip for the two handed backhand
- d. Move the racquet low to high with the strings pointed towards the target area
- e. For the one-handed backhand, the index knuckle of the dominant hand is on top of the handle and contact with the ball is a foot beyond the front foot

Volley:

A volley is any shot that is hit before it bounces. The volley can be explained to students as a blocking motion with the racquet held firmly in the path of a ball like the “stop sign.” The following are key points of emphasis for the volley shot.

- a. The shake hands grip is used for the forehand volley. The wrist is held firm in either case
- b. The side of the body is turned sideways to the target before contacting the ball
- c. The ball is contacted in front of the body; the ball is blocked, not hit. Students can choke up on the racquet initially to gain control
- d. Similar to the backhand groundstroke, two hands can be used to hold the racquet for additional support on the backhand volley.

Serve:

The serve should be taught in a simplified manner that involves the striking of the ball and the return of the ball by a partner. Students should start with an abbreviated motion that focuses on a controlled overhand hit and getting the ball to travel in the proper direction.

The following are key points of the serve:

- a. Use the shake hands grip.
- b. Start with the non-dominant side to the target.
- c. Toss the ball to the top of the racquet (when the racquet is extended overhead).
- d. With the racquet held in a natural throwing position, fully extend the racquet overhead to strike the ball.
- e. Follow through with the racquet and bring it across the body.

Overview

The object is to complete at least one set of six games in as little time as possible. A game is completed in one successful rally as defined below, but it may take several rallies to succeed. At the end of play, you calculate your score as the average amount of time it took to complete each game (which can be done automatically with some sports watches).

Size of your team

These rules can be played with a team of two to four people. Everyone plays at the same time. The more people you have, the more challenging the game is, so you might want to start out with a two person team.

Individual game: definition and play

A traditional tennis serve (standing behind the back line and hitting into the service quadrant of the court diagonally across from you) starts a rally. Every other rally is served from the opposite side of the center line. A game is completed when the following two criteria have been met in a single rally:

1. Each player has hit the ball from within each quadrant of their side of the court. Note that it is where the ball strikes the racquet that counts, not where the player is standing.
2. At least two hits by each player must be “ground strokes” (where the ball strikes the court before the player hits the ball).

A rally ends when no player is able to return the ball before it strikes the ground a second time. “Out of bounds” balls may be returned, however.

Each player should keep track for themselves which quadrants they have hit the ball from so far and with the help of their teammates, endeavor to complete their required hit locations and ground strokes. When each player has completed their part of the game requirements, they should say “game”. When all players have said “game” during the same rally, the game is completed.

Service Rotation

The same player serves until one or more games are completed. The number of games served before rotating depends on the size of your team, as indicated in the table below:

Number of players on your team	Number of games to serve before rotating
2	3
3	2
4	1

Keeping time and calculating your score

The object is to play a predetermined number games as fast as you can. A sports wrist watch with a stop watch function should be employed. The timer should be running whenever the ball is in play, but you may stop it when you need to retrieve balls, switch sides of the court, or you simply want to take your time getting back into position for the next serve.

A set consists of six completed games. At least one set must be played before a score can be calculated.

When you rotate to a new server, the player who is the time keeper should rotate as well. Pass the watch or use additional watches to keep time, but be sure that only one watch is running at a time so you can add the times from all watches when you are done playing to calculate your score.

Once you have completed at least one set of six games, you may calculate your score by dividing the total lapsed play time by the number of games you completed.

Automatic score calculation

Note that some sports watches have lap and average lap features that are designed for running but should work perfectly for automatically calculating your final average score. The timer must allow you to start and stop the over-all time without clearing the lap data. One watch that we have found with these features is the Sportline Model 150. To use one of these watches, zero the stop watch at the start. Then when you start play, start the timer. When you complete each game, use the lap function. When you want a time-out to retrieve balls, stop the timer and restart it again before the next serve. When you want to see your average, use the average lap feature. This is particularly nice to see how you are doing for an average before you complete all your games.

The learning curve

The physical challenges of tennis have a steep learning curve. Beginners will have trouble completing a single game as described in the rules above, and completing an entire set of games could take all day! Don't be discouraged. Beginner tennis players (cooperative or competitive) don't need to keep score to know if they are improving, they can just rally and have fun. When you want a bit more of a challenge, see how many games you can complete each time you go out to play, but don't use a timer or try to calculate an official score. Once your team can complete games fairly regularly, you will be ready to use your stop watch!

Strategies

The beginners strategy for completing games quickly is to hit the ball at a slow to moderate speed as accurately as you can, such that your teammates can hit the ball in each of the quadrants in turn. Keeping the speed down improves your chances of completing the game quickly, because your team will make fewer errors and require less rallies to complete a game. Once you find that you can often complete a game in the first rally, then is the time to hit the ball faster to improve your score even further.

FITNESS

Fitness Gram Testing

Five Components of Physical Fitness

(1) Aerobic Capacity- aerobics are exercise activities that are sustained by oxygen. During aerobic activity, muscles are used strenuously between 15-60 minutes or more. As muscles are used, they increase their capacity to use more oxygen efficiently. As the heart (muscle) uses more oxygen, it becomes able to pump more blood to the lungs to obtain more oxygen. The lungs in response increase their capacity to provide oxygen to the blood stream. Heart beats non-stop everyday, everyday 2000 gallons of blood runs through your heart. Heart needs exercise or it will deteriorate.

Cardiovascular- hearts ability to pump blood to brain, organs, muscles of the body.

Cardiovascular Fitness- refers to the heart muscles efficiency in pumping the blood.

Cardiovascular Benefits-Conditions heart and lungs by increasing oxygen available to the body and enables heart to use oxygen more efficiently. Helps control body, (aerobic exercise + strength training + proper diet)increases resistance to fatigue, gives extra energy, tones muscles, decreases tension, sleep better, decreases depression and anxiety, reduces risk of coronary heart disease, and some forms of cancer. Strengthen bones: Running - improves cardiovascular and muscular endurance in the gluteus muscles, hamstrings, and quadriceps; same results with speed walking.

Fitness Gram Test for Aerobic Capacity is the Mile Walk/Run - objective is to run the fastest time as possible. Walking is permitted at a fast pace. Cool down 3-5 minutes. **Muscle group development = gastrocnemius, quadriceps, hamstrings, Gluteus maximus, abdominals, lower back.**

(2) Muscular Strength- maximal force that can be generated by a specific muscle or muscle group one time. A common measure of strength is a 1 repetition maximum or 1RM weight lifting test. A 1RM is the heaviest weight that can be lifted only once (example= bench press).

(3) Muscular endurance- ability of a muscle group to execute contractions repeatedly, for a prolonged period of time, to cause muscular fatigue. A 60 second curl-up test and push-up test are commonly used to assess muscular strength and muscular endurance.

Fitness Gram Test for Muscular Strength and Endurance is the- Push-Up - muscle group development = bicep, triceps, pectoralis major, latissimus dorsi, trapezius, deltoids. Push-ups increase muscular hypertrophy (increase in size of muscle fibers) prevents muscle atrophy (muscle dies and shrinks) Push-ups help with everyday living, sports, lifting objects etc. Technique-elbows at 90 degrees, slow, no bouncing, 20 per minute, 1 every 3 seconds, hands under shoulders, fingers stretched, legs slightly apart, back straight.

Fitness Gram Test for Muscular Strength and Endurance is the-Curl-up - muscular strength and endurance. Strong abs = good posture, correct pelvic alignment. Not a full sit-up, don't use your hip flexors, minimize compression of the spine. **Muscles used - rectus abdominus, external oblique, lower abs.** Technique - knees bent, feet flat, slightly apart, arms on lap, raise up until hands, touch knees, slow, no bouncing.

4) **Flexibility** - flexibility of soft tissues (muscles, ligaments, tendons) around a joint. Muscle and bone comprise the musculoskeletal system of the body. Bones provide posture and structural support for the body and muscles provide the body with the ability to move. The musculoskeletal system provides protection for the bodies internal organs. In order to serve their function, bones must be joined together by something. The point where bones connect to one another is called a joint, and this connection is made mostly by ligaments (also with the help of muscles) muscles are attached to the bone by tendons. Bones, tendons and ligaments, do not possess the ability to make your body move muscles do.

Benefits - improves your posture, prevent low back pain, stretching your hamstrings, quadriceps, hip flexors and low back muscles, regularly, promotes relaxation in the tissues, reducing strain on your back. Helps maintain healthy joints, stretching increases tissue temperature, blood supply, nutrient transport to tissue and synovial fluid within the joint capsule. Increases range of motion around a joint, prevents injury of muscle strains, ligaments tears, promote circulation. Maintains balance in your body, recover quickly from sport injury, get out of bed without being stiff and sore, decreases muscle soreness.

Fitness Gram Test for Flexibility is the-Shoulder Stretch - both shoulders, touch fingertips together.

(5) Body Composition

Fitness Gram Test for Body Composition is the- Body Mass Index* or BMI. Indication of the appropriateness of a child's weight relative to height.

BMI formula = child's weight (kg) divided by height (squared) in meters. There is a 5%-6% error rate. Does not estimate percent of fat in body.

AEROBIC

What is?

The [American College of Sports Medicine](#) (ACSM) defines aerobic exercise as "any activity that uses large muscle groups, can be maintained continuously, and is rhythmic in nature." It is a type of exercise that overloads the heart and lungs and causes them to work harder than at rest. The important idea behind aerobic exercise today, is to get up and get moving!! There are more activities than ever to choose from, whether it is a new activity or an old one. Find something you enjoy doing that keeps your heart rate elevated for a continuous time period and get moving to a healthier life.

What is the Benefit?

Health Benefits of Exercise and Physical Activity:

- Reduce the risk of premature death
- Reduce the risk of developing and/or dying from heart disease
- Reduce high blood pressure or the risk of developing high blood pressure
- Reduce high cholesterol or the risk of developing high cholesterol
- Reduce the risk of developing colon cancer and breast cancer
- Reduce the risk of developing diabetes
- Reduce or maintain body weight or body fat
- Build and maintain healthy muscles, bones, and joints
- Reduce depression and anxiety
- Improve psychological well-being
- Enhanced work, recreation, and sport performance

Aerobic Dance

Equipment Needed:

- proper foot wear (shoes designed for aerobic dance are recommended)
- light weight, well ventilated clothing
- spacious area or room
- floor surface that provides cushion and stability
- motivating music

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- tape player
 - music 120-135 beats per minute
 - exercise video tape if at home, or various aerobic shows on TV
-

Variations:

- [Low Impact](#)
- [High Impact](#)
- [Step](#)

Muscle Groups:

- predominately lower body muscles
- upper body muscle groups used predominately to gain added aerobic intensity

Low-Impact Aerobics

Definition:

- aerobic movements (those movements involving large muscle groups used in continuous rhythmic activity) in which at least one foot contacts the ground at all times
- evolved to decrease the lower leg overuse injuries associated with high-impact classes
- ideal for special populations, such as seniors, pregnant women and overweight individuals

Guidelines:

- arm and leg movements should be controlled as participant problems with the knee may occur due to the repetitive use of the flexed knee
- with low impact, more fit individuals may have difficulty achieving adequate intensity and, therefore, must use larger movements
- Using large movements in the upper body will also increase the intensity of the class

High-Impact Aerobics

Definition:

- aerobic dance in which there are moments when the body is moved through space and both feet lose contact with the ground
- high impact aerobics utilizes aerobic movements such as jumping and hopping
- provides great cardiovascular advantages along with good metabolic benefits (i.e., kilocalories utilized per minute of exercise)

Guidelines:

- high impact aerobics has a high reported injury incidence, particularly in the lower body
- high impact aerobics may be inappropriate for individuals with biomechanical or other factors that predispose them to injury in the lower leg and foot regions
- the low impact variation should be shown during class

Step Aerobics

Definition:

- step aerobics utilizes stepping up and down from a platform
- step aerobics can offer a moderate- to high-intensity cardiovascular workout with low impact stresses
- intensity of the class can be individualized by changing the platform height and use of propulsion

Guidelines:

- when stepping up, do not allow any part of the foot to hang over the edge
- when stepping down, step close to the platform and do not bounce or step on the balls of the feet
- make sure to step with the heel first when stepping up and down
- do not pound the feet on and off the platform
- do not constantly focus on the platform or drop the head too far forward while stepping
- do not step down with the back toward the platform
- maintain good posture with abdominals tucked in, back straight,

Jump Rope



Equipment:

- Jump Rope
- Appropriate footwear

Variations:

Low:

- Double foot jump - Both feet take off from the ground slightly and land together.
- Alternate foot jump - The "skipping technique" where feet are alternated up and down while the rope makes it's revolution.

Moderate:

- Alternate foot jump - The "skipping technique." (See above description.)
- Running Step - A slight jog is incorporated while jumping/skipping over the rope. A slightly faster pace with increased intensity.
- High Step - The moderate run with a high knee lift to increase intensity.

High:

- Cross Step - While in the air during the jump phase, cross lower legs slightly and land with legs crossed.
- Side to Side - Alternate landing areas from left to right. Use caution as getting familiar with where the rope might go may take time.

Muscle Groups:

- Legs - Calves and Thighs
- Abdomen
- Chest
- Shoulders
- Back
- Arms

Guidelines:

- Use a floor surface that is even, non abrasive and limits friction.

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- The length of the rope - when you step on the middle, the end sections of the rope should fit comfortably in the hands and reach the middle of the chest.
- Remember to lift feet off floor just high enough for the rope to pass quickly.
- Try not to jump high and land hard.
- Keep shoulders relaxed and turn the rope with wrists.
- Have patience. Start slow, then increase slowly.
- Make sure to land on the padded portion or balls of the feet to avoid knee injuries.
- This is an impact sport, so use caution with regard to your knees and ankles.

Running



Equipment:

Running shoes and clothing appropriate for the weather are all you need. A pair shoes will cost anywhere from \$40 to \$120. Make sure you buy shoes that are the proper size. Feet have varied shapes (even on the same person). Running shoes also have different shapes. Visit your local running shoe store and assure yourself (by asking questions) that sales personnel have sufficient knowledge of shoe characteristics and your training plans.

Variations:

Jogging for exercise:

This can be part of a regular routine or a type of cross-training if your primary exercise activity is swimming, aerobics, etc.

Moderate Distance: This includes preparing or training for 5K and 10K runs.

Long Distance: This includes more ambitious distances such as half-marathons (13.1 miles) and marathons (26.2 miles).

Cross Country: Running outdoors on varied terrain over varied distances.

Aqua Running: A good low-impact alternative in which you run in a pool while wearing a flotation vest.

Short Distance: Generally varies from 100 meters to 1 mile and requires faster speeds.

For those seeking social interaction as part of their running activity, local running clubs/organizations offer weekly club runs. Camaraderie among recreational runners is legendary, take advantage of it!

Muscle Groups:

Running involves the lower body (the ankles, knees, and hips). Specifically, running works the hip flexors, the quadriceps, the hamstrings, and the gastrocnemius and soleus muscles.

Guidelines:

- **Risks:** Injury is always a possibility, especially in the area of the knee and foot. If you plan to begin a running program, ease into it gradually. Do not increase

distance more than 10 percent per week. Pulled muscles and other related aches and pains can be avoided with a proper warm-up.

- **Safety:** Take your runs in familiar neighborhoods close to home. Try to avoid busy streets and intersections - pedestrians rarely appear on automobile drivers' radar screens. Running at dusk, dawn, or in darkness, when visibility is low, requires that you wear bright and reflective clothing.
- **Concerns:** Do not increase distance or intensity too quickly.

Workout:

Before beginning or continuing a running program, click [Workout](#) to identify your target heart rate training range. Scroll down to view more detailed programs to help you complete races from a 5K to a marathon, or just to improve your running performance.

How would you classify your running?

- **Beginning** - people who use running as a way to meet minimum aerobic fitness requirements. Little interest in pushing the limits of distance or speed.
- **Intermediate/Moderate** - runners who run beyond minimum aerobic fitness requirements, occasionally pushing limits of distance and speed.
- **Competitive/Intense** - runners who train intensely and often push limits (possibly in competition).

Beginner Program:

(no serious competition - possibly 1 to 2 races per year for fun)

- **Frequency:** 3-4 days/week
- **Intensity:** 50-85% VO2 Max or HRR
- **Duration:** 20-35 minutes per workout Mode: continuous running (generally 3 miles or less)
- **Distance:** 10-20 miles per week

Intermediate Program:

(occasional competition)

- **Frequency:** 3-5 days/week
- **Intensity:** 60-85% VO2 Max or HRR

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- **Duration:** 20-45 minutes per workout
- **Distance:** 20-40 miles per week
- **Mode:**
 - continuous running (generally 3+ miles per workout)
 - interval training 1-2 sessions per week (for racers)

Competitive Program:

(advanced)

- **Frequency:** 4-6 days/week
- **Intensity:** 70-85% VO₂ Max or HRR
- **Duration:** 30-60 minutes
- **Distance:** 40+ miles/week
- **Mode:**
 - continuous running (up to marathon distance)
 - interval running 1-2 sessions per week

Interval Training:

The purposes of interval training are to:

- Improve anaerobic performance, hence speed
- Adapt the body to racing conditions, including race pace and high levels of lactate in the muscles
- Accomplish more overall work with less physiological strain in comparison with continuous running.

There are three types of interval training, all of which require the runner to run at or above race pace for a given time or distance. The first type, fartleks, are sustained bursts of speed during continuous running. The runner increases from a slower pace up to race pace for a predetermined distance or time. After the time or distance has been reached, the runner slows back to the previous training pace. These bouts are repeated at regular intervals through out the run. The second type of interval, repeats, are simply repeat runs at or above race pace for a given distance or time. These intervals vary in distance and speed and may even include hill work. The third type of interval, formal intervals, are run on the track at a given distance with a specific goal time.

The following charts can be used to figure your interval training pace.

Find your racing per mile pace in the left column. Then move to the right to find your interval training pace for the respective distances.

Mile	100m	200m	400m	600m	800m	1,000m	1,200m
4:00	:15	:30	1:00	1:30	2:00	2:29	2:59
5:00	:18	:37	1:15	1:52	2:30	3:06	3:44
6:00	:22	:45	1:30	2:14	3:00	3:44	4:29
7:00	:26	:52	1:45	2:36	3:30	4:21	5:14
8:00	:30	1:00	2:00	3:00	4:00	4:58	5:59
9:00	:33	1:07	2:15	3:22	4:30	5:36	6:44
10:00	:37	1:15	2:30	3:45	5:00	6:12	7:30
11:00	:41	1:23	2:45	4:07	5:30	6:49	8:15

Physiologic Responses of the Body to 5K Running:

Not only is the 5K a race against time and competitors, it is also a race against the loss of metabolic efficiency. Race pace is usually run faster than the athlete's lactate/ventilator threshold pace and this causes rapid rises in blood lactate. This rapid rise in blood lactate results in earlier onset of muscular fatigue which is caused by blood acidosis. The most economical strategy, therefore, is to run an evenly paced race, which will allow blood lactate to stay as low as possible until the end of the race when ready to make that final surge. An evenly paced race will give the runner a feeling of freshness in the middle of the race when other runners, that went out faster, are beginning to feel stale and fatigued. This will allow a confident second half and a strong all out finish.

Physiologic Responses of the Body to 10K Running:

From a physiological standpoint, running at this distance is very similar to 5K running. The accumulation of lactate in the blood, however, is much intense. 10K running is run at a slower pace and hence a lower % of lactate/ventilator threshold. This allows runners to insert occasional supra race pace surges as a tactic to break away from the field and increase the likelihood of victory.

Heat and Humidity:

One factor that plays a major role in 10K running is the weather. For example, higher ambient temperatures will cause an increased in blood flow to the skin, to increase cooling. This will detract from the volume of blood sent to skeletal muscle, which will decrease oxygen supply to these working muscles. In high humidity environments, the body's ability to cool itself is decreased. This is a result of a decreased rate of

evaporation which does not allow sweat to evaporate at a high rate. The result is a lowered ability to maintain the usual race pace.

Helpful Hints for 5/ 10K Running:

- **Set Goals:** set specific realistic and attainable short and long term goals for your running
- **Train to Accomplish Goals:** plan and accomplish training sessions that will allow for goal achievement
- **Be Familiar with Pace:** practice recognizing pace, both during easy and hard training. Pace recognition during fatigue is a key to successful running.
- **Prepare for Possible Conditions:** on race day, have shoes/ clothing appropriate for weather conditions, including extreme heat and/ or humidity, cold, rain, snow, and ice.
- **Have a Race Plan:** be sure to have a race plan with specific goal splits and finish time. When used in conjunction with accurate pace judgment and good training, race plans/ goals often come true.
- **Maintain a Good Diet and Good Sleep Patterns:** maintain a diet high in complex carbohydrate and low in fat. Get 7-8 hours sleep every night.
- **Wear Good Shoes and Appropriate Clothing:** wear shoes and clothing that have been worn before and proven not to cause blisters or other irritations. Never wear new shoes for a race.
- **Relax and Be Confident:** resist stress and tension before the race, it will only be detrimental. Relax and think back to the hard training completed and how prepared you are. Your hard training should boost your confidence.
- **Stay Focused and Be Patient:** once the race has started, stay focused on your race plan. Be patient and do not be distracted by other runners who have a race plan different from your own, or those who intentionally try to coerce you into something you did not plan to do.

Years ago, children were more physically active while performing everyday tasks. Most of those tasks have become a simple push of the button today. You probably use remote controls and riding lawnmowers to make your chores and daily activities easier.

The following chapter will teach you some carefully designed exercises that you or anyone may use. Some of them have been around for many years and others are unique to this program. You may modify them if necessary to suit your particular circumstances. Increase or decrease the number of repetitions according to your needs and physical ability. When you first start these exercises, correct form is more important than speed. After you become familiar with them, you may increase the speed at which you perform them. Most of them are considered cardiovascular (aerobic) exercises as well as strength building (anaerobic) exercises. They will also help you develop balance, coordination and agility.

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These exercises can be performed just about anywhere with little effort. Parents should try them with their children. A family that exercises together stays healthy together.

These exercises, if performed slowly, may be used as part of a "warm up" or "cool down", or more vigorously with "stretching" and "mental exercises" as a substitute when no sport involvement is available.

Please remember to stretch (see Flexibility) before and after these or any type of exercise or physical activities. Always start an exercise program with the minimum amount of activity, then increase it when it becomes easier for you to perform.

If you have younger brothers or sisters that like to watch you, try some of these exercises with them. Please, make sure you are supervised by an adult when performing any type of physical activity with young children and use a padded mat or similar soft surface.

- soccer ball kicking
- jumping
- rolling
- **beach ball catch**

Exercise #1 "Jumping Jacks"

20-50 times

Areas Affected: leg and arm muscles.

(When you become comfortable with these exercises, you may increase their effectiveness by adding ankle and wrist weights (1-3 lbs.) when performing them.)

Step #1 Standing straight up with your feet together and your hands down by your side. Slightly bend your knees, then jump straight up while bringing your arms and hands together above your head moving your feet about two feet apart without bending your elbows or knees. Always land on the ball of your feet before your heel touches the floor.

Step #2 from last position in step #1 (hands straight up over your head and feet spread apart), slightly bend your knees and jump up while returning your arms to your side and your feet together.

Exercise #2 **"Squat Thrust with a PUSH"**

5-25 times

Affected Areas: leg and arm muscles, chest and back.

Step #1 Standing straight up with your feet about twelve inches apart and your hands down by your side. While keeping your back straight, crouch down by bending your knees until your hands touch the floor in front of your toes. This will be the "squat" position. With your hands flat on the floor in front of your feet, kick your feet straight out in back of you. This will be the "push-up" position.

Step #2 While keeping your legs and back straight, bend your elbows and lower your body until your chest touches the floor. Now straighten your elbows to raise your body back to the "push-up" position.

Step #3 Jump back to a "squat" position while keeping your hands on the floor. Now stand up straight to original "starting" position.

Exercise #3 **"Slalom Jump"**

20-50 times

Affected Areas: leg muscles.

While standing straight up with your feet together, squat down about half way, leaning slightly forward. Put your left arm in front of you and your right arm in back (running position). Lean and jump to the right while swinging your arms in the opposite position and keeping your feet together. You should now be to the right of your original starting position with your right arm in front of you, your left arm in back and your feet together with your knees bent in a crouched position. Now lean and jump back to your original position while swinging your arms back to their original position. (when you become comfortable with these exercises, you may increase their effectiveness by adding ankle and wrist weights (1-3 lbs.) when performing them.)

Exercise #4 **"Ski Jump"**

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20-50 times

Affected Areas: legs and arms.

From a standing position with your left leg and left arm in front of you and your right leg and right arm in the back, slightly bend your knees (running position). Jump up while swinging your arms and legs in the opposite direction before you land on the floor. You should now have your left leg and arm in back of you and your right leg and arm in the front. Now, jump up again while swinging your arms and legs in the opposite direction before you land on the floor. You should now have your left leg and left arm in front of you and your right leg and right arm in the back (original position). (when you become comfortable with these exercises, you may increase their effectiveness by adding ankle and wrist weights (1-3 lbs.) when performing them.)

Exercise #5
"Alternate Toe Touch"

10-50 times

Affected Areas: legs, arms, back and shoulders

From a standing position with your back straight and your feet about two feet apart, put your arms straight out beside you. While keeping your elbows and arms straight, bend forward and twist your body to touch your left toes with your right hand. Your left arm will be straight above you. Now return to your original straight up position with your arms straight out beside you. Repeat this technique to touch your right toes with your left hand, then return to your original position.

Exercise #6
"Stair Climber"

Affected areas: legs, ankles and feet

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Warning!! Always use extreme caution and never run when using stairs. These exercises may be performed at home, school or whenever you use stairs. Always place your foot in the middle of the stair and keep your back straight.

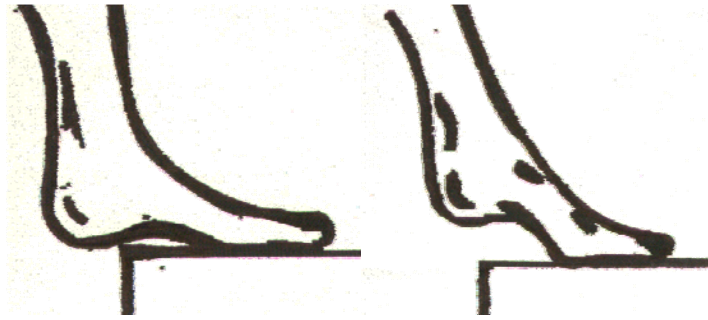


Step #1 (15-25 stairs each way) Walk up the stairs with only the ball of your foot coming in contact with each stair. Try to step smoothly with little or no impact and noise. Walk down the stairs using the same technique.



Step #2 (15-25 stairs each way) Walk up the stairs using the same technique as step #1, but, skip every other stair. Walk down the stairs using the same technique as step #1, but, do NOT skip any stairs on the way down.

Step #3 (30-50 stairs each way) Walk up the stairs while placing your foot flat on each stair with your heel hanging over the edge and pushing yourself up with your toes to the next stair. Walk down the stairs using the same technique as step #1.



Exercise #7
"3-way push ups"

3-15 times

Affected areas: arms, chest, back & legs

From a push-up starting position with your back straight, bend your elbows to lower yourself halfway to the floor. Count to 5 then lower yourself until your chest touches the floor. Push your body back to the half way position using your arms. Hold this position for 5 seconds, then return to your original push up starting position.

Exercise #8
"Arm Circles"

2-4 minutes

Affected areas: arms & shoulders

From a straight standing position with your arms extended straight out from your body, rotate your arms in a forward rotating motion making small circles about 3 inches in diameter at your hands. Gradually increase the diameter of the circles until you are making the biggest circles possible. This should take about 2-4 minutes.

Exercise #9
"Trunk Rotations"

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10-30 times each direction

Affected areas: back, sides and hips

From a straight standing position with your hands on your hips, rotate your upper body as far as possible in each direction. This exercise should be done with a smooth even motion. Do not rotate fast or jerk your body.

Exercise #10 "Forward Lunge"

20-50 times

Affected areas: legs, quad muscles, ankles and feet

From a standing position with your back straight up, step forward with your right foot as far as you can while keeping your back straight and your left toes on the floor. While keeping your back straight, slowly bend your right knee, lowering your body until your left knee touches the floor. Hold this position for 5 seconds then slowly straighten your right knee and step back to your original standing position. Repeat this for your left leg.

Exercise #11 "Foot Curl"

5-25 times

Affected areas: feet, ankles and leg muscles.

From a standing position with bare feet on top of a towel, curl your toes to grope the towel under your feet. lift the towel by flexing your feet with your heel on the floor.

"Fun Jumping Exercises"

INTRODUCTION

The following exercises resemble hop scotch, but, with a little twist. They are a watered down version of plyometric exercises which are popular among many professional athletes. I developed these exercises to be fun yet effective for children, athletes or anyone else who wishes to jump into good health.

If you have any problems with your knees, back, legs, ankles or feet, do NOT attempt to do these exercises. If you develop pain after or during these exercises, stop immediately and seek the advice of a qualified physician before continuing.

When performing these exercises, always wear quality running or aerobic shoes, and land on the ball of your foot with as little impact as possible.

PREPARATION

Have a parent or other responsible adult cut a piece of cardboard box or similar material into a 12" x 12" square (18" x 18" for older children and adults) and use it to outline the "jump pattern" (below) on a cellar floor or similar surface. Use chalk or another removable marker. Children should always get parent's permission before drawing on any surface. Number the squares 1 -12 resembling the "jump pattern" and make sure the surface of the pattern is clean and dry, sturdy and unable to move or slide.

A series of exercise patterns are provided. Some of them can be easily memorized. You may want to have someone read the more difficult ones to you as you perform them. You may add some of your own when you get familiar with how the exercise works.

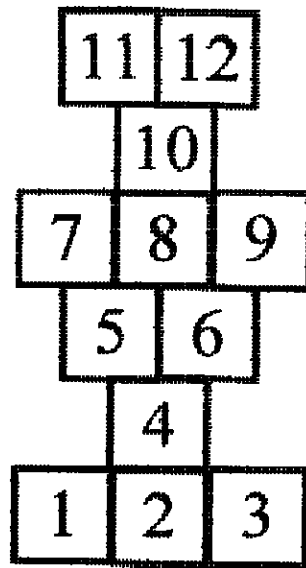
Most of the exercises start with your left foot on number 1 and your right foot on number 3. This is called the "start" position. The numbers indicate the square in which you must land. The letter "L" represents the left foot and "R" represents the right foot. When jumping to the next square be sure to land on the ball of your foot and with as little impact as possible.

Remember to:

- Land on the ball of your foot and NOT your heel.
- Warm up and stretch BEFORE and AFTER these or any exercises.
- Take turns with your friends or family members.
- Use caution when small children are present.

THE JUMP PATTERN

(1' x 1' squares)



Example: 1L+3R/4L/5L+6R

- "1L+3R" means left foot on the #1 square and right foot on the #3 square
- "4L" means just your left foot on the #4 square (only 1 foot on the pattern)
- "5L+6R" means left foot on the #5 square and right foot on the #6 square

Try the carefully designed patterns below, then try some of your own.

Roanoke City Public School
High School
Advanced PE Program

Revised Summer, 2008

By:

Matt Kesler, William Fleming High School
Sally Entsminger, Patrick Henry High School

SOL

**PE 11/12 1, 2, 3
Five For Life One**

Big Idea

To understand the five components of fitness and how they relate to health, Performance, and appearance.

Knowledge

Be able to apply the principles of training to the five components of fitness.

Skills and Actions

Teachers will connect principles to each component of fitness through circuit training.

SOL Verbs

Connect
Apply
Reinforce

Key Vocabulary Terms/Phrases

Body composition, cardiorespiratory endurance, flexibility, muscular endurance, muscular strength, resistance training.

Enabling Objectives

Student will understand that being fit in all life components of fitness is necessary in order to live a healthy and productive life.

Students will apply the training principles in their fitness plans to maintain or improve their level of fitness in all components.

Learning Activities

Five For Life Circuit
4-5 Minute Walk & Run

Assessment Activities

Five Components of Fitness Assessment
Test

Resources Needed

Five For Life Resource Guide. Dynamic Workout DVD. Internet.
Three-Minute Step CD

SOL

11/12 1, 2, 3
Five For Life 2

Big Idea
Ways to understand how to apply the training principles to their exercise goals.

Knowledge
Teacher will instruct and demonstrate how the principles can be applied to a student's exercise plan.

Skills and Actions
Ability to reinforce the training principles throughout the year.

SOL Verbs
Define
Reinforce
Apply. Demonstrate

Key Vocabulary Terms/Phrases
FIT Principle, Frequency, Intensity, Overload, Progression, Specificity, Time

Enabling Objectives
Students will understand the training principles can be applied to a student's exercise plan.
Students will be able to define the vocabulary words that are included in the training principles.

Learning Activities
Design fitness plan that follows FITT Principle.

Assessment Activities
Cardiorespiratory Endurance Recording Chart
Test

Resources Needed
Five For Life Resource Guide. Dynamic Workout DVD. Internet.
Three-Minute Step CD

SOL

*No Specific SOL
Five for Life 3*

Big Idea

What foods and amounts make up a healthy diet.

Knowledge

Students will understand what foods and portions make up a healthy diet.

Skills and Actions

Ability to read and analyze food labels in order to make good choices for a healthy diet.

SOL Verbs

Analyze
Synthesize
Understand and evaluate

Key Vocabulary Terms/Phrases

Calorie; daily amounts; discretionary daily allowance; food label; food pyramid; food measurements(cups, ounces); gram; healthy diet; healthy eating; moderation; nutrient; percent daily value; portion distortion; portion size; proportionality; ounce equivalents, serving size and variety.

Enabling Objectives

Students will understand the food pyramid & the recommendations for the correct daily amount that should be eaten from each category; Students will apply basic portion sizes to a variety of foods; Students will analyze a food label to determine its nutritional value, including serving size, calories, nutrients, percent of daily value & calories per gram.

Learning Activities

Food Label Activity
Daily Amounts Activity

Assessment Activities

Food For Life Multiple Choice Assessment

Resources Needed

Food Label Activity; Daily Amounts Activity; Five For Life Resource Guide; Resource CD.Five

SOL

**No Specific SOL
Five for Life 4**

Big Idea

Students will learn how their activity, nutrition, hydration and sleep habits affect their life.

Knowledge Students will learn how their activity levels, nutrition habits, drinking and sleeping habits affect their lives.

Skills and Actions

Activity Log A & B
Nutrition Log A & B
Hydration Log
Sleep Log

SOL Verbs Compare/Contrast
Understand
Assess,
Apply, Evaluate

Key Vocabulary Terms/Phrases Activity Log, Nutrition Log, Hydration Log, Sleep Log.

Enabling Objectives Students will log their patterns of activity, nutrition, hydration and sleep to analyze how their everyday behaviors connect to long-term health. Students will compare and contrast their everyday behaviors to long-term health recommendations.

Learning Activities Students will log their everyday behaviors on the activity, nutrition, hydration and sleep logs. Students will apply health recommendations to their everyday behavior by comparing and contrasting information gathered on logs.

Assessment Activities

Log Self-Reflection

Resources Needed Activity Packet, Nutrition Packet, Hydration Packet, Sleep Packet, Five for Life Guide, Resource CD

SOL

11/12 1, 2, 3
Five For Life 5

Big Idea

Circuit Training can improve cardiorespiratory endurance, muscular strength & endurance, flexibility, and body composition.

Knowledge

Students will understand that circuit training provides a method of training that can improve fitness. Students will understand location & function of muscles.

Skills and Actions

Exercises that raise the heart rate.
Flexibility
Strength
Endurance

SOL Verbs

Understand
Evaluate
Analyze

Key Vocabulary Terms/Phrases

Cardiorespiratory Endurance; Circuit Training; Flexibility; Muscular Endurance; Muscular Strength.

Enabling Objectives Students will improve their fitness levels through the use of circuit training. Students will know a variety of exercises that can be performed using different pieces of equipment and which muscles are used. Students will apply strategies of circuit training to design their own circuit.

Learning Activities .

Assessment Activities Warm-Up Circuits

Fitness Circuits
Sports Skills Circuits

Resources Needed Five For Life Resource Guide; Sports Skills Circuit Plans; 5 for Life Station Cards; Warm-Up Circuit Plans; 5 for Life Components of Fitness Circuit Plans.

SOL

*PE 11/12 1, 2, 3, 4, 5
Five For Life 6*

Big Idea The science of cardiorespiratory endurance training is something that everyone can use to stay fit for a lifetime.

Knowledge

Students will understand how cardiorespiratory endurance provides long-term benefits and will apply the FIT principle & Heart Health Pyramid.

Skills and Actions

Students will demonstrate how to wear & operate a heart rate monitor. Students will understand the concept of age-adjusted heart rate training.

SOL Verbs

Understand
Evaluate
Analyze

Key Vocabulary Terms/Phrases

Base Level, Cardiorespiratory Endurance Training, Heart Health Level, Heart Health Pyramid, Heart Rate Monitor, Max Level, Maximum Heart Rate.

Enabling Objectives . Students will understand that cardiorespiratory endurance training will provide benefits in health, performance, and appearance. Students will apply the FIT Principle & Heart Health Pyramid to cardiorespiratory endurance training in a training log over time.

Learning Activities Starting with a Heart Rate Monitor

Age Adjusted Maximum Heart Rate Formula
Heart Health Training Log.

Assessment Activities

Heart Health Pyramid Multiple Choice and Short Answer Assessment

Resources Needed

Heart Health Training Logs
Five for Life Resource Guide
Heart Health Monitors

SOL

11/12 2, 5
Five For Life 7

Big Idea Students will understand the intensity level of different activities & how intensity relates to the number of steps taken.

Knowledge
.Why it's important to chart your steps and performance to receive personal feedback.

Skills and Actions
Steps For Life 4-minute Challenge
Steps For Life Recording/Reflection
Steps For Life Log & Graphing Activity

SOL Verbs
Compare
Understand
Improve

Key Vocabulary Terms/Phrases
Calories, Fad Diets, Intensity, Pedometer, Weight Cycling

Enabling Objectives: Students will: compare and contrast the intensity level of activities and how they relate to the number of steps taken during the activity; understand the connection between a variety of activities & amount of movement associated with each activity; improve cardiorespiratory endurance using pedometers and pacing.

Learning Activities Steps for Life 4 Minute Challenge
 Steps for Life Recording & Reflection
 Steps for Life Log & Graphing Activity

Assessment Activities
Steps for Life Recording & Reflection
Steps for Life Assessment

Resources Needed Pedometers; Steps for Life Recording & Reflection Sheets; Steps for Life Graphing Sheets

SOL

11/12 1, 2, 3, 4, 5

Big Idea The systematic approach to the development of a health profile begins to build a value of how to maintain or improve individual fitness levels.

Knowledge Students will understand how fitness measurements relate to the components of fitness & health, & to performance & appearance.

Skills and Actions
Base line measurements
Goal Setting
Developing a plan for improvement
Post measurements

SOL Verbs
Understand
Evaluate
Analyze

Key Vocabulary Terms/Phrases Ambient heart rate, Blood pressure, Body composition, Curl-Ups, 3 min. step, Height & Weight, Exercise heart rate, 5 for Life health profile, Mile run/Walk, Push-ups, Recovery heart rate, Seated chest press, Seated leg press, Sit & Reach

Enabling Objectives Students will understand which component of fitness is assessed with each measurement. Students will become aware of their current level of fitness in each component of fitness & how it related to their health, performance and appearance.

Learning Activities Ambient Heart Rate, Blood Pressure, Body Composition Measurement, Curl-Ups, 3 Minute Step(Exercise & Recovery heart rate), Height & Weight, Push-ups, Seated Chest Press, Seated Leg Press, Sit & Reach, Mile Run/Walk

Assessment Activities 5 for Life Health Profile

Resources Needed 5 for Life Health Profile; Heart Rate Monitors; Step Boxes; Recording Sheets; Pencils

SOL

11/12.3 A-D
11/12.4 A&B
11/12.5

Big Idea Students will understand the process of goal setting and apply goal setting to the components of fitness.

Knowledge Why it is important to set goals and the steps you need to follow to complete these goals.

Skills and Actions
Goal Setting for Life
Five For Life Fitness Plan

SOL Verbs
Understand
Apply
Develop, Evaluate

Key Vocabulary Terms/Phrases Attainable Goal, Goal, Goal Setting, Long-Term Goal, Realistic Goal, Short-Term Goal.

Enabling Objectives Students will: understand that goal setting can be used to plan for maintenance or improvements in the 5 components of fitness; set realistic, attainable goals for fitness measurements; develop the Five For Life fitness plan using the FIT principle; evaluate; adjust goals for their fitness plan.

Learning Activities
Goal Setting for Life
Five For Life Fitness Plan

Assessment Activities
Self Assessment
Turn in a copy of Five For Life Fitness Plan

Resources Needed Heart Rate Monitors, Step Boxes, Stopwatch, 3 Minute Step Test CD, Mats, Sit & Reach Box, Scale, Height Rod, Five For Life Fitness Measurements Recording Sheet.

SOL

**11/12.2
Five For Life 10**

Big Idea Students will learn location and function of basic bones as well as understanding how a good diet and exercise help in bone development.

Knowledge Why it is important to have strong and health bones and how to achieve it.

Skills and Actions Circuits/Stations for students to work on strength and fitness exercises to promote strong bones.

SOL Verbs Review
Understand
Promote
Assess and Explain

Key Vocabulary Terms/Phrases Clavicle, Cranium, Femur, Fibula, Humerus, Ligaments, Patella Pelvis, Radius, Ribs, Scapula, Skeletal System, Sternum, Tibia, Ulna, Vertebrae.

Enabling Objectives Students will: review location & function of basic bones; understand how an active lifestyle with weight bearing exercises promote bone growth; understand that a healthy diet is necessary for a strong skeletal system.

Learning Activities

Bones for Life Circuit
Bones Diagram

Assessment Activities

Bones for Life Multiple Choice Assessment
Bone Recognition Skeleton Assessment

Resources Needed Weight Bars, Stretch Bands, Agility Rings, Step Boxes, Stability Balls, Medicine Balls, Dumbbells.

SOL

**11/12.2 A
Five For Life 11**

Big Idea Students will learn location and function of basic muscles as well as understand how good diet and exercise help in development.

Knowledge Why it is important to have good muscle development and how to achieve it.

Skills and Actions
Circuits to allow students to do exercises that develop muscles and promote fitness.

SOL Verbs Review, Understand, Promote, Assess, Explain

Key Vocabulary Terms/Phrases Abdominals, Biceps, Deltoids, Gastrocnemius, Gluteals, Hamstrings, Latissimus Dorsi, Muscles, Pectorals, Quadriceps, Trapezius, Triceps

Enabling Objectives Student will: understand how an active lifestyle with exercise promotes muscle growth; understand that a healthy diet is necessary for a strong muscular system; review the location and function of basic muscles of the human anatomy.

Learning Activities

Muscles for Life Circuit
Muscles Diagram

Assessment Activities

Muscles for Life Multiple Choice Assessment
Recognition Anatomy Assessment

Resources Needed Weight bars, Stretch bands, Agility Rings, Step Boxes, Stability balls, Medicine balls, Sets of Dumbbells

SOL

**11/12.2 A
Five For Life 12**

Big Idea Students will gain the knowledge necessary to understand how cardiorespiratory endurance training affects health, performance, and fitness

Knowledge What does it mean to have cardiorespiratory endurance and how to achieve it.

Skills and Actions
Cardiorespiratory Circuits

SOL Verbs
Understand
Develop
Assess

Key Vocabulary Terms/Phrases Aerobic, Anaerobic, Arteries, Blood, Capillaries, Cardiovascular System, Mouth, Muscular System, Nose, Respiratory System, Trachea, Veins.

Enabling Objectives Students will: understand the benefits of cardiorespiratory endurance; develop a healthy level of cardiorespiratory endurance by participating in the Cardiorespiratory Endurance for Life Circuit.

Learning Activities
Cardiorespiratory Endurance for Life Circuit

Assessment Activities
Cardiorespiratory Endurance for Life Multiple Choice and Short Answer Quiz

Resources Needed Agility Rings, Jump Ropes, Step Boxes.

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