

# Teacher Resource Manual Secondary Section (9-12)



# Suggestions for Program Organization

This section will give suggestions and samples for planning a secondary physical education program. It is understood that each academy is unique, and that its physical education instructors will need to design their program to fit their need and requirements. The following suggestions may be helpful in planning:

## Yearly Plan

Since most academies grade one quarter or nine-week time frame, the following are plans that could be used:

### Plan I

This plan uses units that focus on seasonal team activities.

Sample:

<u>Quarter</u>	<u>Week</u>	<u>Activity</u>
1 <sup>st</sup>	1 - 9	Flag Football
2 <sup>nd</sup>	10-18	Basketball
3 <sup>rd</sup>	19 - 27	Volleyball
4 <sup>th</sup>	28-36	Softball

### Plan II

Sample:

<u>Quarter</u>	<u>5 Weeks</u>	<u>4 Weeks</u>
1 <sup>st</sup>	Flag Football	Badminton
2 <sup>nd</sup>	Soccer	Volleyball
3 <sup>rd</sup>	Basketball	Floor Hockey
4 <sup>th</sup>	Track & Field	Softball

### PLAN III

This plan offers still more activities by teaching three-week units within each nine weeks. This would allow twelve activities per year.

#### Sample:

<u>Quarter</u>	<u>Weeks</u>	<u>Activity</u>
1 <sup>st</sup>	1 - 3	Flag Football
	4 - 6	Soccer
	7 - 9	Tennis
2 <sup>nd</sup>	10 - 12	Swimming
	13 - 15	Volleyball
	16 - 18	Basketball
3 <sup>rd</sup>	19 - 21	Badminton
	22 - 24	Tumbling
	25 - 27	Floor Hockey
4 <sup>th</sup>	28 - 30	Recreational Games
	31 - 33	Track and Field
	34 - 36	Softball

### Unit Plan

This plan is for a tennis unit that will be taught in 10 classes. The unit objective will be that the student will recognize the basic concepts of tennis.

Class 1	Introduction to Tennis/Forehand
Class 2	Forehand Rally
Class 3	Backhand
Class 4	Groundstroke and Volley
Class 5	Progressive Rally
Class 6	Video Evaluations
Class 7	Scoring
Class 8	Video During Rallies
Class 9	Tennis Fitness
Class 10	Final Evaluation

# Physical Fitness

Physical fitness is an essential part of the total physical education curriculum. It can be incorporated in ways such as these:

1. offering specific activities such as aerobics, weight training, and jogging.
2. planning for physical fitness activities in each class period throughout the entire year.
3. teaching fitness knowledge, self-evaluation, and program development by using a lab/lecture approach.
4. devoting days to specific fitness activities.

As you incorporate physical fitness into your program, make it meaningful and beneficial to everyone. Physical Best and the Presidential Fitness program are examples of evaluation tools that will enhance your curriculum. Strong emphasis should be given to help students make wise choices regarding the different ways of developing, evaluating, and maintaining fitness.



# Grading

## Areas of Grading

- ▶ Attendance
- ▶ Participation
- ▶ Sportsmanship (conduct, cooperation)
- ▶ Skill
- ▶ Knowledge (rules, strategies)
- ▶ Fitness
- ▶ Performance (improvement, effort)

Many physical education teachers use a combination of the above areas to determine grades. Points and percentages are the most frequently used methods for grading. Below are some examples:

	<u>AREA</u>		<u>PERCENT</u>
No.1	Fitness	- daily fitness/warm-ups	30
	Daily Points	- uniform, participation, sportsmanship	30
	Skill	- games, skills tests	20
	Knowledge	- quizzes, tests	20
No. 2	Fitness	- tests (8 percent), daily (22 percent)	30
	Knowledge	- tests, quizzes, papers	20
	Sportsmanship	- participation, attitude, dress, attendance	25
	Skill	- skill tests	25
No. 3	Attendance	- tardies, absences	20
	Skill Test		20
	Performance	- improvement, effort	20
	Knowledge	- tests, quizzes	20
	Participation	- attitude	20

As you decide on the areas you want and their weight, strive to arrive at a fair balance. Review your goals and philosophy to help you arrive at the balance.

\*See example of grading policy for attitude, participation and dress, in Appendix.





# Individual/Dual Sports

## AQUATICS

A. Swimming	B. Water Safety
<ol style="list-style-type: none"> <li>1. Water Orientation                             <ul style="list-style-type: none"> <li>▶ rhythmic breathing</li> <li>▶ front float and recovery</li> <li>▶ back float and recovery</li> <li>▶ front and back glides</li> <li>▶ sculling</li> <li>▶ treading water</li> <li>▶ surface dives (head first/foot first)</li> <li>▶ underwater swimming (short distance)</li> </ul> </li> <li>2. Strokes, Kicks, and Turns                             <ul style="list-style-type: none"> <li>▶ front crawl</li> <li>▶ back crawl</li> <li>▶ elementary back stroke</li> <li>▶ breast stroke</li> <li>▶ side stroke</li> <li>▶ flutter kick</li> <li>▶ whip kick</li> <li>▶ scissor kick</li> <li>▶ Front and back turns</li> </ul> </li> <li>3. Water Entries                             <ul style="list-style-type: none"> <li>▶ stride entry</li> <li>▶ front dive</li> </ul> </li> <li>4. Advanced Skills                             <ul style="list-style-type: none"> <li>▶ stride entry</li> <li>▶ front dive</li> </ul> </li> <li>5. Rules</li> <li>6. Safety</li> </ol>	<ol style="list-style-type: none"> <li>1. Personal Safety                             <ul style="list-style-type: none"> <li>▶ knowledge of facility's rules/regulations</li> <li>▶ knowledge of water hazards</li> <li>▶ safe water entry</li> <li>▶ safety in water sports situations</li> <li>▶ prevention of hypothermia</li> <li>▶ HELP position</li> <li>▶ drownproofing</li> <li>▶ use of personal flotation devices/life vest</li> <li>▶ safe boating practices</li> </ul> </li> <li>2. Emergency Procedures                             <ul style="list-style-type: none"> <li>▶ rescue breathing (on land, in water)</li> <li>▶ reaching assists</li> <li>▶ throwing assists</li> <li>▶ treatment for hypothermia</li> <li>▶ Heimlich maneuver</li> </ul> </li> </ol> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>C. Water Games</b></p> </div> <ol style="list-style-type: none"> <li>1. Tag Games                             <ul style="list-style-type: none"> <li>▶ marco polo, sharks and minnows, etc.</li> </ul> </li> <li>2. Ball Games                             <ul style="list-style-type: none"> <li>▶ marco polo, dodgeball, basketball, volleyball, etc.</li> </ul> </li> <li>3. Races and Relays                             <ul style="list-style-type: none"> <li>▶ tube races, stroke relays, and races, etc.</li> </ul> </li> <li>4. Diving Games</li> <li>5. Underwater Games</li> </ol>

## BEGINNING GYMNASTICS

### A. Pyramid Building

1. Basic Components
  - ▶ center of gravity
  - ▶ balancing techniques
  - ▶ basing techniques
  - ▶ Mounts
  - ▶ dismounts
  - ▶ safety techniques
2. Types of Pyramids
  - ▶ two-person
  - ▶ three-person
  - ▶ four-person
  - ▶ group (more than four)
  - ▶ instant pyramids
3. Terminology

### B. Tumbling

1. Forward Rolls
  - ▶ tuck
  - ▶ pike
  - ▶ straight-leg
  - ▶ handspring
  - ▶ headspring
  - ▶ back handspring
  - ▶ back bends
  - ▶ scales
2. Backward Rolls
  - ▶ tuck
  - ▶ straddle
  - ▶ pike
  - ▶ straight-leg
  - ▶ extension
3. Stunts and Springs
  - ▶ hurdles
  - ▶ snapdowns
  - ▶ tripod stand
  - ▶ headstand
  - ▶ handstand skills
  - ▶ walkovers
  - ▶ cartwheel
  - ▶ round-off
4. Basket Tossing
  - ▶ trophy
  - ▶ pencil
  - ▶ flair
  - ▶ back tuck

## INDIVIDUAL ACTIVITIES

### A. Distance Running

1. Basic Techniques
  - ▶ body position
  - ▶ stride
  - ▶ arm action
  - ▶ breathing
  - ▶ pacing
2. Training Methods
  - ▶ varying speed and distance
  - ▶ hill running
  - ▶ strength training
  - ▶ interval training
3. Running Strategies
4. Rules
5. Safety
6. Terminology

### B. Golf

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. Basic Skills<ul style="list-style-type: none"><li>▶ selection and care of equipment</li><li>▶ stance</li><li>▶ grip</li><li>▶ swing</li><li>▶ short irons</li><li>▶ long irons</li><li>▶ woods</li></ul></li><li>2. Game Skills<ul style="list-style-type: none"><li>▶ reading greens</li><li>▶ bunker shots</li><li>▶ shots from the rough</li><li>▶ trees</li><li>▶ wind</li></ul></li></ol> | <ol style="list-style-type: none"><li>3. Types of Competition</li><li>4. Rules and Scoring</li><li>5. Safety</li><li>6. Etiquette</li><li>7. Terminology</li></ol> |
|---|--|

## C. Track and Field

### 1. Running

- ▶ starts
- ▶ running form
- ▶ pacing
- ▶ finish

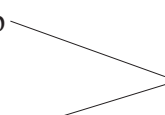
### 2. Hurdles

- ▶ starts
- ▶ hurdling form (approach, clearance, sprints)

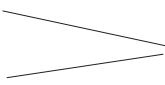
### 3. Relays

- ▶ baton passes
- ▶ passing zones

### 4. Jumping

- a. long jump
  - b. triple jump
  - c. high jump
  - d. pole vault
- approaches  
take-offs  
flight  
landings
- 

### 5. Throwing

- a. shot-put
  - b. discuss
- grips  
stance  
release  
follow-through and recovery
- 

### 6. Safety

### 7. Rules and Scoring

### 8. Terminology

<b>D. Climbing</b>	<b>E. Weight Training</b>
<ol style="list-style-type: none"> <li>1. Fundamental Skills and Holds <ul style="list-style-type: none"> <li>▶ belaying</li> <li>▶ types of hold <ol style="list-style-type: none"> <li>a. slopes</li> <li>b. pinch</li> <li>c. jug</li> <li>d. jib</li> <li>e. figure eight</li> <li>f. tie into harness/belay</li> <li>g. identify carabainer</li> <li>h. gri-gri/ATC</li> </ol> </li> </ul> </li> <li>2. Necessary Equipment <ul style="list-style-type: none"> <li>▶ harnesses</li> <li>▶ belay devices</li> <li>▶ locking cabinets</li> <li>▶ lga</li> <li>▶ chalk</li> <li>▶ climbing wall or outdoor facility</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Fundamentals <ul style="list-style-type: none"> <li>▶ safety</li> <li>▶ spotting</li> </ul> </li> <li>2. Free Weights</li> <li>3. Machine Weights</li> <li>4. Goal Setting</li> <li>5. Planning a Fitness Program</li> </ol>
<b>F. Mountain Biking</b>	
<ol style="list-style-type: none"> <li>1. Health and Safety <ol style="list-style-type: none"> <li>a. road rules</li> </ol> </li> <li>2. Equipment <ol style="list-style-type: none"> <li>a. knowledge of bike components/parts</li> <li>b. knowledge of repair</li> </ol> </li> <li>3. Bike History <ol style="list-style-type: none"> <li>a. cycling (road)</li> <li>b. mountain</li> </ol> </li> <li>4. Bike Etiquette</li> <li>5. Basic Skills</li> <li>6. Pedal Techniques</li> <li>7. Bike-Handling Drills</li> <li>8. Changing Gears</li> </ol>	<ol style="list-style-type: none"> <li>9. Riding Down Hills and on Rough Surfaces</li> <li>10. Downhill Braking/Stopping</li> <li>11. Slow-Speed Turns</li> <li>12. Turns on Dry Pavements</li> <li>13. Turn on Soft Surfaces</li> <li>14. Turn on Loose Surfaces</li> <li>15. Riding Over Obstacles</li> <li>16. Single-Track Technique</li> <li>17. Climbing Technique</li> <li>18. Racing</li> </ol>

## OUTDOOR PURSUITS

### A. Backpacking and Hiking

1. Conditioning
2. Health and Safety
  - ▶ familiar ground
  - ▶ finding your way
  - ▶ avoiding danger
  - ▶ first aid
  - ▶ rescue and evaluation procedures
3. Equipment
  - ▶ boots
  - ▶ clothing
  - ▶ bedding
  - ▶ shelter
  - ▶ pack
  - ▶ cooking gear
4. Packing and Carrying Gear
5. Orienteering
6. Etiquette
7. Terminology

### B. Camping

1. Selecting a Site
2. Camp Procedure
  - ▶ building fires
  - ▶ setting up shelter
  - ▶ sanitation
  - ▶ breaking camp
3. Etiquette
4. Safety and First Aid

## RACKET SPORTS

<b>A. Badminton</b>	
1. Basic Skills <ul style="list-style-type: none"><li>▶ footwork</li><li>▶ ready position</li><li>▶ grips</li><li>▶ serves</li><li>▶ clears</li><li>▶ drop shots</li><li>▶ net or hairpin shots</li><li>▶ drive shot</li><li>▶ smash</li></ul>	
2. Serves <ul style="list-style-type: none"><li>▶ singles</li><li>▶ doubles</li><li>▶ coed doubles</li></ul>	
3. Rules and Scoring	
4. Terminology	
<b>B. Racquetball</b>	
1. Stroke Fundamentals <ul style="list-style-type: none"><li>▶ grips</li><li>▶ ready position</li><li>▶ swing and follow-through</li><li>▶ footwork</li></ul>	<ul style="list-style-type: none"><li>▶ Z</li><li>▶ back wall</li><li>▶ overhead</li><li>▶ passing</li><li>▶ kill</li><li>▶ around-the-wall</li></ul>
2. Serves <ul style="list-style-type: none"><li>▶ lob serve</li><li>▶ Z serve</li><li>▶ drive serve</li></ul>	5. Game Strategies <ul style="list-style-type: none"><li>▶ singles</li><li>▶ doubles</li><li>▶ cutthroat</li></ul>
3. Serve Returns	6. Rules and Scoring
4. Shots <ul style="list-style-type: none"><li>▶ lob</li><li>▶ drop</li><li>▶ ceiling</li></ul>	7. Safety
	8. Terminology
	9. Etiquette

## C. Tennis

1. Basic Skills
  - ▶ footwork
  - ▶ grips
  - ▶ forehand
  - ▶ backhand
  - ▶ volleying
  - ▶ serving
  - ▶ lob
  - ▶ smash
2. Game Strategies
  - ▶ singles
  - ▶ doubles
3. Rules and Scoring
4. Terminology
5. Etiquette



## TEAM ACTIVITIES

### A. Basketball

1. Basic Movement Skills
  - ▶ running
  - ▶ catching
  - ▶ stopping
  - ▶ ready positions
  - ▶ pivoting
  - ▶ faking
2. Individual Offense
  - a. Passing Skills
    - ▶ chest
    - ▶ bounce
    - ▶ lob
    - ▶ hand-off
    - ▶ overhead
    - ▶ hook
  - b. Dribbling Skills
    - ▶ control
    - ▶ crossover
    - ▶ speed
    - ▶ reverse
  - c. Shooting Skills
    - ▶ set shot
    - ▶ lay-up
    - ▶ free throw
    - ▶ jump shot
    - ▶ hook shot
  - d. Driving
  - e. Cutting
    - ▶ footwork
    - ▶ defending players with/without the ball
  - f. Screening
3. Individual Defense
  - ▶ stance/footwork
4. Rebounding
  - ▶ offense
  - ▶ defense
5. Offensive Team Strategies
  - ▶ give and go
  - ▶ pick and roll
  - ▶ against zone defenses
  - ▶ against man-to-man defense
6. Defensive Team Strategies
  - ▶ man-to-man
  - ▶ zones
7. Rules
8. Officiating
9. Terminology

B. Flag Football	C. Floor/Roller/Ice Hockey
<ol style="list-style-type: none"> <li>1. Individual Skills <ul style="list-style-type: none"> <li>▶ running with the ball</li> <li>▶ passing</li> <li>▶ catching</li> <li>▶ running pass patterns</li> <li>▶ kicking</li> <li>▶ punting</li> <li>▶ faking</li> <li>▶ rushing</li> <li>▶ flag pulling</li> <li>▶ centering</li> <li>▶ blocking</li> </ul> </li> <li>2. Team Skills <ol style="list-style-type: none"> <li>a. Offence <ul style="list-style-type: none"> <li>▶ team formations</li> <li>▶ running plays</li> <li>▶ passing plays</li> </ul> </li> <li>b. Defense <ul style="list-style-type: none"> <li>▶ individual positions</li> <li>▶ team formations</li> <li>▶ man-to-man</li> <li>▶ zones</li> </ul> </li> </ol> </li> <li>3. Rules</li> <li>4. Officiating</li> <li>5. Safety</li> <li>6. Terminology</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual Skills <ul style="list-style-type: none"> <li>▶ running/skating</li> <li>▶ pivoting</li> <li>▶ stopping</li> <li>▶ stick handling</li> <li>▶ stick checking</li> <li>▶ passing</li> <li>▶ shooting</li> </ul> </li> <li>2. Goaltending Skills <ul style="list-style-type: none"> <li>▶ positioning</li> <li>▶ saves</li> </ul> </li> <li>3. Team Strategies <ul style="list-style-type: none"> <li>▶ offensive positions</li> <li>▶ defensive positions</li> <li>▶ power plays</li> </ul> </li> <li>4. Rules</li> <li>5. Safety</li> <li>6. Officiating</li> <li>7. Terminology</li> </ol>

D. Soccer	E. Softball/Baseball
<ol style="list-style-type: none"> <li>1. Individual Skills <ul style="list-style-type: none"> <li>▶ running</li> <li>▶ dodging</li> <li>▶ stopping</li> <li>▶ passing</li> <li>▶ trapping</li> <li>▶ dribbling</li> <li>▶ tackling</li> <li>▶ shooting</li> <li>▶ heading</li> </ul> </li> <li>2. Goaltending <ul style="list-style-type: none"> <li>▶ positioning</li> <li>▶ fielding and catching</li> <li>▶ palming</li> <li>▶ punching</li> <li>▶ throwing</li> <li>▶ falling on the ball</li> <li>▶ diving</li> </ul> </li> <li>3. Restarts <ul style="list-style-type: none"> <li>▶ beginning the match</li> <li>▶ kicks</li> <li>▶ throw-ins</li> <li>▶ penalty kicks</li> </ul> </li> <li>4. Team Strategies <ul style="list-style-type: none"> <li>▶ offensive positions</li> <li>▶ defensive positions</li> <li>▶ offensive formations</li> <li>▶ defensive formations</li> </ul> </li> <li>5. Rules</li> <li>6. Officiating</li> <li>7. Terminology</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual Skills <ul style="list-style-type: none"> <li>▶ throwing</li> <li>▶ catching</li> <li>▶ fielding</li> <li>▶ batting</li> <li>▶ bunting</li> <li>▶ base running</li> <li>▶ base running</li> <li>▶ pitching</li> <li>▶ sliding</li> <li>▶ stealing</li> </ul> </li> <li>2. Team Strategies <ul style="list-style-type: none"> <li>▶ offensive</li> <li>▶ defensive</li> </ul> </li> <li>3. Rules</li> <li>4. Officiating</li> <li>5. Safety</li> <li>6. Terminology</li> </ol>

## **F. Volleyball**

1. Individual Offensive Skills
  - ▶ serving
  - ▶ overhead pass
  - ▶ forearm pass
  - ▶ power hitting
  - ▶ half-speed spikes
  - ▶ tips
2. Individual Defensive Skills
  - ▶ reception skills
  - ▶ blocking
3. Team Strategies
  - ▶ three-person
  - ▶ six-person
  - ▶ positions for spiking and covering
  - ▶ attacking opponents' weaknesses
4. Rules and Scoring
5. Officiating
6. Terminology

## Additional Activities

### BLANKET VOLLEYBALL

**Description:** This is a good cooperative game and can be used with any number of players. Groups of players use a blanket or net to catch the ball and then throw it over.

**Rules:** Regular volleyball rules can be used.

### CAGEBALL VOLLEYBALL

Cageball volleyball is played with a three-foot (90 cm) cageball. The net may be stretched across the basketball court or a volleyball court may be used.

- Rule:**
1. Fifteen players will be on the court at a time.
  2. The ball must be clearly hit, with no catching or carrying.
  3. A team may hit the ball as often as necessary to get it over the net. Players may hit the ball as many times as they desire but never twice in succession.
  4. The game shall be 15 points. A point is scored on every serve.
  5. The ball may be hit in the net, providing no contact is made with opposing players.
  6. The game begins when one team throws the ball over the net.

### CRAB SOCCER

**Description:** This game is like traditional soccer, except the players are in a crab position. Only the feet may be used to advance the ball and there are no offsides.

## CROSS COUNTRY TEAM RUNNING

**Teams:** Eight to 10 per team.

- Rules:**
1. Two teams run a specified course at the same time.
  2. The team with fewest points wins.
  3. Points are given for order of finish.
  4. All team members run, but only the first seven to finish (for each team) scores points.
  5. If only five players run for each team they get points for 13<sup>th</sup> and 14<sup>th</sup> place finishes.
  6. Total points for run - 105.3
  7. Points scored for place of finish:

<u>Place</u>	<u>Points</u>
1 <sup>st</sup>	1
2 <sup>nd</sup>	2
3 <sup>rd</sup>	3
...etc.	
14 <sup>th</sup>	14

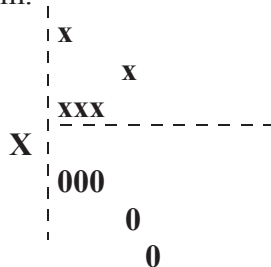
## FLAG RUGBY

**Description:** The game with two teams of seven to 11 players and one football. All players have their own set of flags. The objective of the game is to advance the ball by running with it or kicking it along the ground. There are two methods of scoring:

1. Carrying the ball across the goal line and touching the ball to the ground before your flag is pulled (4 points).
2. Punting the ball through the uprights (2 points).

**Rules:**

1. The game is started by a football kickoff.
2. Only backward passes are allowed.
3. The following situations will result in a turnover:
  - a. Blocking
  - b. Having your flag pulled while carrying the ball
  - c. Sending the ball over the end line
  - d. touching the ball with your hands while it is on the ground
  - e. Passing the ball forward
4. After a turnover, play is initiated by the non-offending team passing backward to a teammate. The offending team lines up 10 yards (9 m) away from the turnover and may not advance until the ball has been passed.
5. Neither team has possession while the ball is on the ground.
6. A ball on the ground must be made airborne by using the feet before players may touch it with their hands. Players may kick the ball to themselves.
7. A ball out of bounds on the sideline results in a throw-in for the non-offending team. Three players from each team line up as shown, with other teammates behind them.



The player making the throw must toss the ball in the air to the middle of the formation. The ball must then be tapped as in a jumpball to a teammate outside the throw-in formation. An imaginary scrimmage line extending from the thrower divides the two teams.

## FLOOR POLO

**Description:** Floor Polo is a game similar to floor hockey. Instead of hockey sticks, players use sticks with foam padding on the end, which can be purchased from most sport manufacturer catalogs. A small plastic or foam ball is used for a puck.

**Rules:** Same as floor hockey.

## FOUR CORNER VOLLEYBALL

A regulation volleyball court is divided by a net that runs lengthwise to provide four separate playing areas. Each section of the court is numbered, and the teams draw for their court each period.

1. Team consists of unlimited, but equal numbers.
2. The game is played in four-8minute periods.
3. A point is scored against a team if they fail to return the ball properly from their section or the ball falls in their section after legally being returned from other sections.
4. Scoring may be done in two different ways:
  - a. Each team keeps the score total for all four periods and the lowest score wins.
  - b. The team with fewest points at the end of each period receives seven points, five for second, three for third, and one for fourth. (If there is a tie at the end of a period, the teams split the points.) Each period then begins with all teams having no points for that period. At the end of the fourth period, the points received for each period are totaled, and the team with the highest points wins.



## FRISBEE GOLF

Frisbee Golf can be played on a course laid out on the school campus. Participants must throw their Frisbee from behind or beside the preceding “hole”. A “hole” may consist of nine or 18 five-gallon (19 l) cans or nine or 18 various structures or trees that participants must throw the Frisbee into, or hit with the Frisbee. The “holes” should be of various lengths and the instructor should determine the par on each “hole.”

## CRAZY OLYMPICS

The Crazy Olympics is an event in which five students compete as a team in contests that are similar to individual track events.

*Team High Jump* is an event in which four members of the team throw the fifth member over a bar. A thick landing pad must be used for safety.

*Human Baton Relay* is a relay race in which two team members carry a third member as the baton for 100 yards (90 m); then the person carried is passed to the other two teammates who finish the race. The baton teammate must be carried by both runners; they may not ride on just one runner.

*Centipede Dash* is a 50-yard (45m) dash in which all five team members must cover the 50-yard (45m) distance together. The race is run with the racers on hands and knees, and they stay together in file order by holding onto the ankles of the person in front of them. The race is not over until the last person crosses the finish line.

*Human Shot Put.* The four tossers throw the human shot as far as possible. The team is given two tosses, and the best distance is recorded. The distance is measured from where the front person is standing to where the human shot lands on the thick landing mat.

*Wall Vault* is a timed event in which all five teammates must scale a bank of bleachers. The race starts with all participants sitting on the floor, and the time ends when the last person reaches the top of the bleachers. A climber may not start up the bleachers until all teammates before them have reached the top.

*Hurdle Hop* is a timed event in which the team forms a human chain by holding hands, and the end member of the chain must jump over four obstacles as they are turning in a complete circle. The outside teammate must complete five laps. If the chain is broken, the race starts over with a different team member on the end of the chain.

## HAWAIIAN FLAGBALL

Regular flagball rules are utilized with the following exceptions:

1. An exchange is a transfer of the ball by any method or direction from one player to another. (The snap is not an exchange.)
2. The first exchange must be made so that the ball crosses the line of scrimmage, but thereafter may be made anywhere on the field.
3. A second or third incomplete exchange from one's own end zone results in a safety.
4. On a second or third incomplete exchange, the ball is placed at the spot of last possession.
5. A fourth exchange is a procedural violation. If accepted, it is marked at the spot of last legal position. (Penalty: five yards [4.5 m] and loss of down.)
6. The ball may not be carried over the goal line. An exchange must take place over the goal line to score (Penalty: a ball placed five yards [4.5 m] from goal line)
7. The neutral zone is five yards (4.5m) wide. All defensive players must line up behind this zone. (Exception: players line up one-half the distance to the goal line when inside the five yard [4.5m] line.)
8. On punt situations, a declaration of kick must be made. No one may enter neutral zone until the punt has been made. (Penalty: delay of game based on 30-second clock or five yards [4.5m] for illegal procedure.)
9. Blocking of any nature is illegal.
10. A stationary screen is legal provided it has been set in time to allow the defender adequate time to react to avoid the screen.
11. A moving screen is illegal and shall be penalized as an illegal block. (Penalty: 10 yards [9m] from spot of infraction.)
12. A Team A player close to the ball carrier must stop running when a defender is close in proximity. Contact does not have to occur for a screening violation to be called.
13. Incidental contact should not automatically be penalized. (Officials should use the same judgement on charging and blocking by Team A and B players as in basketball.)

Complete rules can be obtained from: Intramural Director, HPER Division, Southern College, Collegedale, TN 37315.

## **INDOOR SOCCER**

1. The game is played in the gym. The ball is played off the walls.
2. A hockey net is used for the goal.
3. There are five players per team.
4. The game starts with the flip of a coin.
5. A goal is scored only when the ball is kicked from the front half of the gym.
6. After a team is scored upon, they put the ball in play at the center line.
7. Only one defender can defend on penalty kicks.
8. Penalty kicks are given for holding opponents, or intentional handling of the ball.
9. There is a two-minute penalty for pushing, kicking, tripping, or slide tackles.

## **JAI ALAI**

The intramural version Jai Alai is played with two people in a racquetball court. Plastic scoops are used to catch and throw the ball. The modified rules are:

1. The ball must strike the front wall first.
2. The ball must hit the front wall above a four-foot (1.2m) line on the serve and on all plays.
3. The serve must return past the mid-court line and may not strike the side wall before the opponent plays it. The serve has two attempts to make a legal serve.
4. A ball that strikes the front wall between the four- and six-foot (1.2m and 1.8m) lines without being returned is scored as one point; a ball that is not returned after striking above a six-foot (1.8m) line is scored as two points.
5. The ball may not hit the floor.
6. A player is permitted only one step after catching the ball before returning it to the front wall.
7. The game is played to 15 points. A team scores only when it serves.

## KING OF THE BEAM

King of the Beam is a pillow fight on a low balance beam. In order to be legal knock-down, players must hit opponents only above the hips.

This game can also be used on a vaulting horse with participants sitting down.

Spotters and mats are to be used.

## MAX BALL

**Equipment:** Two basketballs, one soft ball that can be held in one hand, two pylons, pullover sweaters

**Facilities:** One basketball court (or make two jump on a floor or field)

Divide the players into two teams. Set a pylon in the center of each jump circle and balance a basketball on top of each pylon. The jump circle is the goal crease. No one but the goalie is allowed in that area. A point is made by throwing the small ball and knocking the ball off the pylon or by the accidentally knocking the ball off as they are trying to guard it.

The players can be anywhere on the floor at any time (there are no offsides) and can run with the ball or pass it as they please. Once a player who is holding or running with the ball is touched (one hand) by an opposing player, they must immediately pass or throw the ball.

The game begins with a jump ball at center as in basketball. After each goal, the team just scored against brings the ball across the center line.

- Variations:**
1. The player may not run with the ball as in Ultimate Frisbee.
  2. Once a player with the ball is touched, they may drop it and play it like soccer. They may not pick it up unless it comes off another player's foot.
  3. All players wear flagball flags. If the ball carrier has their flag pulled, they must give the ball to the player who pulled their flag. If they are only touched, they can pass or throw the ball.
  4. One point is given for throwing the ball knocking off the basketball and two points for kicking it as in soccer knocking off the basketball.
  5. The ball can only be advanced as in basketball.

## MAX BALL (Cont.)

### Strategy:

1. Emphasize the concept of spreading out and passing the ball.
2. Pass the ball over the goalie to the other side of the circle and spike the ball at the goal instead of catching and throwing. This technique is very effective and can be used when teaching volleyball spiking.
3. Bounce the ball between the goalie's legs to hit the goal.

**Rules:** Use similar rules to those of basketball regarding personal fouls. A penalty can be assessed as in hockey (penalized player stays off the floor for two minutes) or a penalty shot taken as follows:

1. Goalie stands in the crease.
2. Player (with the ball) starts at center court.
3. The player has five seconds to make one shot.
4. All other players stay on the sidelines.

## MUSH BALL

- Rules:**
1. Indoor softball using a soft volleyball, kickball, or ragball.
  2. Only foul ball is down first base line.
  3. Fair ball is alive if it bounces off the walls or roof.
  4. Place gym mat 10 feet (3m) toward first base. Batter must drop bat on mat or batter is out.
  5. Fielders can throw ball and hit runner if off base for an out.
  6. Home runs may be determined by instructor (i.e. hitting wall on the fly or hitting ball onto stage, etc.)

## PENGUIN SOCCER

**Description:** Select two teams. Have players tie their legs together between the calves and ankles using bands or ropes. One to two players from each team serve as goalies and remain at their wall or goal line. The remainder of each team meets at the center of the playing area for a face-off. Here, the instructor drops the ball and the game begins. Players may use body part, other than hands, to propel the ball. It is legal for goalies to use hands. There are no zones in Penguin Soccer. Consequently, players may travel the length of the court. A goal is scored when the ball contacts an opponent's wall or crosses the end line.

- Variations:**
1. Play without goalies.
  2. Use a second ball.
  3. Penguin Polo: Use a broom and a plastic ball.
  4. Siamese Soccer: Place a band inside legs of two players standing side by side.

## SCOOP LACROSSE

This game can be played with plastic scoops instead of lacrosse scoops. The goal is a large barrel or drum inside a circle with a 15-foot (4.6m) radius. The object of the game is to hit the barrel or drum with the ball.

1. The ball is advanced with the scoop by batting it or by catching and throwing.
2. Players may not carry the ball for more than two steps unless they wish to air dribble.
3. No body contact is allowed. If it occurs, a free shot or goal is allowed with only the goalie allowed to block.
4. Nobody, including goalies, may use the body to block the ball.
5. Infraction of No. 4 results in a turnover.
6. Only the goalie is allowed in the goal crease.

## SCOOTER SOCCER

**Description:** The indoor game uses the rules of soccer, but the players use gym scooter to move around. A regulation soccer ball is used or, for a variation, a large cage ball can be used.

**Rules:** Special rules for Scooters Soccer are:

1. Players must remain seated on scooters at all times.
2. Players cannot bump players out of the way with their body or scooters.
3. There are no offsides.

## SIX-GOAL SOCCER

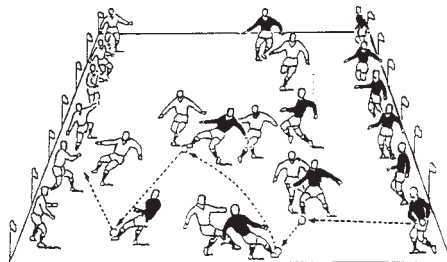
This game will help develop passing and shooting skills for soccer. Only the inside of the foot pass and shot are to be used.

**Teams:** Two teams of 12 players each.

**Area:** Use half of a regular soccer field. Position six goals of equal width down the two sidelines.

**Description:** Each team is subdivided into two groups of six. Six offensive players try to pass and score while the other six play defensive, guarding each of their six goals.

- Rules:**
1. Change offensive and defensive positions every five minutes or after every score.
  2. Defensive players have only one of the six goals and may use their hands only in front of that goal.
  3. Passes and shots are limited to head height.
  4. Goals are scored only if the ball passes below head height.
  5. Shots at the goal can be made only with the inside of the foot.
  6. Any rule violations are penalized by a free kick.
  7. There are no offsides.
  8. Balls out-of-bounds are thrown in.





## TENNIS VOLLEYBALL

**Equipment:** Volleyball court, net, ball

**Area:** Regular volleyball court

Tennis Volleyball is scored just like regular volleyball. The net is at the height of a tennis net. Players must serve underhand, and the ball must bounce off of the floor before it can be served. After the serve, each team has three attempts to get the ball over the net. The ball may bounce before each hit or may be played in the air.

## THREE-TEAM SOFTBALL

**Teams:** Three teams of four players each:

1. Outfield Team (four players)
2. Infield Team (four players)
3. Batting Team (four players)

**Rules:** Regular softball rules apply with the following exceptions:

1. After three out, the teams rotate. (Outfield to infield; infield to batting; batting to outfield.)
2. An inning is over when all three teams have batted.

## TWO-BASE BASEBALL

**Equipment:** Kickball, four cones

**Area:** In gym or outside (rainy-day game)

Home base is marked off between two cones that are four feet (1.2m) apart. Second base is another four-foot (1.2m) area between two cones 100-120 feet (30 - 36m) opposite home base. The game is played somewhat like kickball. The offensive player kicks the ball, which has been rolled to them by the pitcher. The kicker runs to second base after kicking the ball. The defensive team can make put-outs by:

1. Catching the ball in the air.
2. Hitting the runner with the ball before they reach second base.
3. Using the ball to tag the player.

The defensive players get only three steps if they have the ball. The offensive players who reach second base can choose to stay or try to get back home to score a point for their team. The offense can have up to five people on second base at once. When the next batter kicks, one player must leave second base. Two, three, or all five players may choose to run home. Once players step off the base, they cannot return. The offensive players do not have to run in a straight line from off the base. After all offensive players have a turn, the teams change places.

## TWO-MAN-VOLLEYBALL

Play by regular volleyball rules, but use a badminton court for the playing area.

# Intramural

An intramural program can be made available to all students at little or no cost. It should be an extension of the physical education program. It should enhance sportsmanship and present leadership and “followership” skills. Intramural should provide for positive use of leisure time and instill a desire for lifetime recreation.

## ORGANIZATIONAL IDEAS AND OPTIONS

### General Administration

- ★ Choose an Intramural Council of approximately five students. Make each a chairperson over one of the following subcommittees:
  - ▶ Activity Development
  - ▶ Rules and Regulations
  - ▶ Scheduling Teams and Officials
  - ▶ Public Relations
  - ▶ Statistics and Awards
  
- ★ Choose the tournament format that best meets your needs:
  - ▶ Round Robin
  - ▶ Ladder
  - ▶ Pyramid
  - ▶ Elimination
  
- ★ Write regulations for the following:
  - ▶ Discipline for poor sportsmanship
  - ▶ Forfeit times
  - ▶ Minimum number to start a game
  - ▶ Time factor
  - ▶ The need to play each team member every time
  - ▶ Dress or equipment requirements
  - ▶ Use of fees and/or deposits to prevent forfeits and to secure care and return of equipment and uniforms
  
- ★ Get fields, court, nets, scoreboards, etc., ready for games.  
Seek regional experts in these areas e.g. (County agents, ground keeper, facility maintenance)
  
- ★ Print schedules and post them; give copies to players (and parents, if applicable.)
  
- ★ Keep standings posted and up-to-date.

- ★ Place a faculty member on each team or provide a cool-headed parent or faculty coach for each team.
- ★ Choose team names in each sport, keeping the same name and roster year to year. New students are “drafted” onto teams to replace outgoing students.
- ★ If you have “A” and “B” leagues, set up a farm relationship in which “A” team and a “B” team have the same name. “A” players help coach the “B” team and “B” players can fill in on “A” teams.

### Teams and Captains

- ★ Use the Intramural Council to help choose captains.
- ★ Choose captains of similar ability who exhibit sportsmanship and leadership skills.
- ★ Choose a captain and co-captain to allow for more leadership experience.
- ★ Choose teams from Captain 1 through 4 and then 4 through 1. After the first person is chosen, the number 1 and 4 captains will always choose two.
- ★ After teams are chosen, have the captains select a team or draw from a hat to determine which team they will lead.
- ★ Alphabetize team rosters before posting them so no one knows the order of choice.
- ★ Include a faculty team in each sport, but do not keep its win/loss record.
- ★ Review rules with all participants.

### Scheduling

- ★ Schedule intramural at least twice a week
- ★ Schedule weekend tournaments in tennis, badminton, Three on Three Volleyball, etc.
- ★ In day academies, schedule intramural during a lengthened lunch period or after school.

### Activities

- ★ Offer a wide variety of activities to interest and involve as many students as possible.
- ★ Provide two-on-two tournaments, badminton, table tennis, free-throw shooting, etc. during lunch time.

## Officiating

- ★ Develop an officiating class. Have members fulfill the laboratory portion by officiating intramural games.
- ★ Require officials to dress and act professionally.
- ★ Train timers and scores to work game.
- ★ If you have too few officials, run self-officiated games in which players are responsible for making their own calls. One official may help to facilitate the game.
- ★ Consider a budget for paying officials.
- ★ Each team is to provide an official.
- ★ Review rules and guidelines with officials before each activity.



# Interscholastic

Sports in the school setting should contribute to the overall educational purposes of the Seventh-day Adventist school system. The issue of interscholastic sports is addressed in the North American Division Working Policy, F95.

Some schools and conferences are supporting interscholastic sports by getting involved in its organization. Commissions have been established to develop a philosophy, guidelines for governance, and evaluation. It is not the purpose of this resource guide to pass judgement on an athletic program.

Interscholastic Sports: Athletic events between schools. Games are played according to a formal schedule. Seventh-day Adventist schools are also involved in other forms of athletic activities such as these:

1. Community Leagues: Athletics events in which schools play community organizations.
2. Friendship Games: Games played between schools and organizations. Games may be scheduled on an occasional basis, but do not involve leagues, playoffs or championships.
3. Pick-Up Games: Games played between schools and organizations. Games are generally spontaneous and informal in nature. These games may take in conjunction with retreats, band and choir programs, gymnastics programs, academy/college days, etc.

Developing programs and activities that are truly Christ-centered may contribute to the following:

- ▶ developing deeper relationships with other schools
- ▶ a sense of belonging
- ▶ cooperation and teamwork
- ▶ the importance of work done to reach a goal
- ▶ activities for leisure time
- ▶ the importance of excellence
- ▶ motivation to enhance academic achievement
- ▶ fitness
- ▶ sportsmanship
- ▶ self-control
- ▶ expression through skilled performance
- ▶ self-discipline
- ▶ Christian witnessing

Programs that are not fully Christ-centered may contribute to the following:

- ▶ neglecting less-skilled performers
- ▶ giving preferential treatment to athletes
- ▶ interrupting the school environment
- ▶ increased aggression and violence
- ▶ intense rivalry
- ▶ leaders who are not properly trained in coaching
- ▶ emphasizing the end product rather than the process
- ▶ pressuring students to achieve adult goals
- ▶ desire to win exceeding the desire for safe environment
- ▶ spending too much time and money
- ▶ students becoming lovers of pleasure and self

### Conclusion

Christian educators must work to instill a spirit of cooperation in all activities. Organizers of interscholastic sports, as in any phase of the Seventh-day Adventist educational program, must strive to uphold Christian goals.



Adventist Academy

# Player/Spectator Secondary Sportsmanship Code

*As host school, we welcome our guests with friendly respect. May our school be humble in victory and gracious in defeat. Let our school be known for the highest of competition and good sportsmanship.*

Each player/spectator is expected to follow these guidelines:

1. *Language* should be such that it will reflect favorably on the school and it's students.
2. Consider all *participants* as guests and treat them with courtesy due friends and guests.
3. *Officials* are to be accorded respect at all times.
4. *Skill* in performance, regardless of who it is, should be recognized and appreciated.
5. Booming or negative *remarks* will not be tolerated.



# APPENDIX



# Sporting Goods and Supplies

BSN SPORTS  
P.O. Box 7726  
Dallas, TX 75209  
800-527-7510  
Fax:800-899-0149  
[www.BSNsports.com](http://www.BSNsports.com)

FLAGHOUSE, INC.  
150 No. MacQuesten Pkwy.  
Mt. Vernon, NY 10550-9989  
800-793-7900  
Fax:800-793-7922  
[www.flaghouse.com](http://www.flaghouse.com)

GOPHER SPORT  
2929 West Park Dr.  
Owatonna, MN 55060  
800-533-0446  
Fax:800-451-4855  
[www.gophersport.com](http://www.gophersport.com)

GREAT LAKES SPORTS  
P.O. Box 447  
Lambertville, MI 48144  
800-446-2114  
Fax:800-489-6256

GREG LARSON SPORTS  
P.O. Box 567  
Brainerd, MN 56401  
800-950-3320  
Fax:800-950-9301  
Email: [custsvc@glssports.com](mailto:custsvc@glssports.com)  
[www.glssports.com](http://www.glssports.com)

THE HEALTH CONNECTION  
55 West Oak Ridge Drive  
Hagerstown, MD 21740-7390  
800-548-8700  
Fax:888-294-8405  
email: [sales@healthconnection.org](mailto:sales@healthconnection.org)  
[www.healthconnection.org](http://www.healthconnection.org)

SPORTIME  
Select Service & Supply Co  
One Sportime Way  
Atlanta, GA 30340  
800-283-5700  
Fax:800-845-1535  
[www.sportime.com](http://www.sportime.com)

U.S. GAMES  
P.O. Box 117028  
Carrollton, TX 75011  
800-327-0484  
Fax:800-899-0149  
[www.us-games.com](http://www.us-games.com)

WOLVERINE SPORTS  
745 State Circle  
Box 1941  
Ann Arbor, MI 48106  
800-521-2832  
Fax:800-654-4321  
[www.wolverinesports.com](http://www.wolverinesports.com)

CANADIAN ABC CO. LTD  
333 Quest Port Royal West  
Montreal, Quebec Canada H3L2C1  
514-387-7387  
Fax: 514-387-9851  
[www.canadianabc.com](http://www.canadianabc.com)



## National Organizations

Amateur Softball Association  
2801 NE 50<sup>th</sup> Street  
Oklahoma City, OK 7311  
[www.softball.org](http://www.softball.org)

American Alliance For Health Physical Education,  
Recreation, and Dance (AAHPERD)  
1900 Association Drive  
Reston, VA 20191-1598  
1-800-213-7193  
[www.aahperd.org](http://www.aahperd.org)

American Bicycle Association  
PO Box 718  
Chandler, AZ 85244

National Federation of High School Associations  
PO Box 690  
Indianapolis, IN 46206  
Phone: 317-972-6900  
Fax: 317-822-5700  
[www.nfshsa.org](http://www.nfshsa.org)

United States Badminton Association  
One Olympic Plaza  
Colorado Springs, CO 80909  
719-866-4808  
[www.usabadminton.org](http://www.usabadminton.org)

United States Field Hockey Association  
One Olympic Plaza  
Colorado Springs, CO 80909  
719-866-4567  
Fax: 719-632-0979  
[www.usfieldhockey.com](http://www.usfieldhockey.com)

United States Orienteering Federation  
PO Box 1039  
Ballwin, MO 63111  
[www.us.orienteering.org](http://www.us.orienteering.org)

Unites States Tennis Association  
70 West Red Oak Lane  
White Plains, NY 10604  
914-696-7000  
[www.usta.com](http://www.usta.com)

United States Sports-Acrobatics Federation  
264 Audubon Blvd  
New Orleans, LA 70125  
317-829-5667  
Fax: 317-237-5069  
[www.usa-gymnastics.org/acro](http://www.usa-gymnastics.org/acro)

## Journals and Periodicals

Athletic Business  
4130 Lien Rd  
Madison, WI 53704  
1-800-722-8764  
[www.athleticbusiness.com](http://www.athleticbusiness.com)

Backpacker Magazine  
33 East Minor St  
Emmaus, PA 18098  
610-967-8296  
[www.backpacker.com](http://www.backpacker.com)

USA Badminton  
One Olympic Plaza  
Colorado Springs, CO 80909  
719-866-4808  
[www.usabadminton.org](http://www.usabadminton.org)

Golf Digest  
5520 Park Ave,  
Trumbull, CT 06611  
203-373-7000  
[www.golfdigest.com](http://www.golfdigest.com)

Inside Gymnastics  
PO Box 88605  
Atlanta, GA 30356  
[www.insidegymnastics.com](http://www.insidegymnastics.com)

Research Quarterly For Exercise and Sports  
1900 Association Dr.  
Reston, VA 20191  
703-476-3493  
[www.aahperd.org](http://www.aahperd.org)

Runner's World  
Box 366  
Mountain View, CA 94042  
[www.runnersworld.com](http://www.runnersworld.com)



# RULE SOURCES

## INDIVIDUAL & DUAL SPORTS

<b>Archery</b>	National Archery Association of the United States One Olympic Plaza Colorado Springs, CO 80909 (719) 866-4733 <a href="mailto:info@USArchery.org">info@USArchery.org</a>
<b>Badminton</b>	National Federation of State High School Associations One Olympic Plaza Colorado Springs, CO 80909 (719) 866-4733 <a href="mailto:usab@usabadminton.org">usab@usabadminton.org</a>
<b>Bowling</b>	American Bowling Congress 5301 South 76 <sup>th</sup> Street Greendale, WI 53129 1 800-514-BOWL
<b>Croquet</b>	The Croquet Association <a href="http://Croquet.com">Croquet.com</a>
<b>Cross Country Running</b>	National Federation of State High School Associations One Olympic Plaza Colorado Springs, CO 80909 (719) 866-4733
<b>Diving</b>	National Federation of State High School Associations One Olympic Plaza Colorado Springs, CO 80909 (719) 866-4733
<b>Frisbee</b>	Ultimate Frisbee Association 741 Pearl Street Boulder, Colorado 80302 (303) 447-3472
<b>Golf</b>	United States Golf Association P.O.Box 708 Far Hills, NJ 07931-0708 (908) 234-2300
<b>Horseshoes</b>	National Horsepitching Association <a href="http://Horsepitching.com">Horsepitching.com</a>

<b>Pickleball</b>	USAPA Fox Spit RD. Langley, WA. 98260 1 888 775-9615
<b>Racquetball</b>	U.S. Racquetball Association 1685 West Uintah Colorado Springs, CO 80904 (719) 635-5396
<b>Shuffleboard</b>	Shuffleboard.net
<b>Squash</b>	Squash.net
<b>Sports-Acrobatics</b>	USA Gymnastics Pan American Plaza 201 S. Capitol Ave. Suite 300 Indianapolis, IN 46255
<b>Swimming</b>	National Federation of State High School Associations PO Box 690 Indianapolis, IN 46206 (317) 972-6900
<b>Table Tennis</b>	United States Table Tennis Association One Olympic Plaza Colorado Springs, CO 80909
<b>Tennis</b>	United States Table Tennis Association 70 West Red Oak Lane White Plains, NY 10604-3602 1 800 990-USTA
<b>Track and Field</b>	National Federation of State High School Associations PO Box 690 Indianapolis, IN 46206 (317) 972-6900
<b>Weight Training</b>	United States Weight Lifting Federation 1750 East Boulder Street Colorado Springs, CO 80909
<b>National Organizations for Dual/Individual Sports</b>	*FitnessLink.com for additional articles and tips on sports

# Websites

## **Aquatics**

[www.usswim.org](http://www.usswim.org)  
[www.lornet.com/asca](http://www.lornet.com/asca)

USA Swimming  
US Swim Coaches Association

## **Athletic Training**

[www.nata.org](http://www.nata.org)  
[www.sportsmed.org](http://www.sportsmed.org)

National Athletic Training Association  
American Orthopedic Society for Sports  
Medicine – Homepage  
Dr. Pribut's Sports Page

<http://www.drpribut.com/sports/spsport.html>

## **Athletics**

[www.ncaa.org](http://www.ncaa.org)  
[www.naia.org](http://www.naia.org)

National Collegiate Athletics Association  
National Association of Intercollegiate  
Athletics  
Database of Sport, Fitness, & Sports  
Medicine Information.  
Fellowship of Christian Athletes

[www.sportquest.com/](http://www.sportquest.com/)

[www.fca.org](http://www.fca.org)

## **Cardiovascular**

<http://www.drpribut.com/sports/spsport.html>

Physical Activity & Health: A report of the  
Surgeon General  
American Running Association  
International Health, Racquet, & Sportsclub  
Association

<http://www.americanrunning.org/>  
[www.ihrsa.org/index.html](http://www.ihrsa.org/index.html)

New England Wellness  
National Strength & Conditioning  
Association  
Strength Training – Muscle Map &  
Explanation  
Masters Athlete Physiology & Performance  
Stride Magazine  
American Heart Association

[www.newellness.com](http://www.newellness.com)

<http://www.nscs-lift.org/default.asp>

[www.global-fitness.com/strength/s-map.html](http://www.global-fitness.com/strength/s-map.html)

<http://home.hia.no/~stephens/>  
[www.stridemag.com/stride/](http://www.stridemag.com/stride/)  
[www.americanheart.org](http://www.americanheart.org)

## **Intramural**

[www.nirsa.org](http://www.nirsa.org)

National Intramural Recreational Sports  
Association

## **Recreation**

[www.lin.ca](http://www.lin.ca)  
[www.nrpa.org/](http://www.nrpa.org/)

Leisure Information Network  
National Recreation & Park Association

### **Research Sources**

[www.medscape.com](http://www.medscape.com)

[www.nlm.nih.gov](http://www.nlm.nih.gov)

[www.cooperinst.org/](http://www.cooperinst.org/)

[www.acsm.org](http://www.acsm.org)

[www.health.org](http://www.health.org)

[www.physsportsmed.com/](http://www.physsportsmed.com/)

[www.sportsci.org](http://www.sportsci.org)

[www.aahperd.org/index.html](http://www.aahperd.org/index.html)

[www.aap.org](http://www.aap.org)

[www.cahperd.ca/e/](http://www.cahperd.ca/e/)

Medscape

National Library of Medicine

The Cooper Institute for Aerobics Research

American College of Sports Medicine

National Clearinghouse for Alcohol & Drug  
Information

Physical & Sports Medicine Online

Sports Science-peer-reviewed online journal

AAHPERD Home Page

American Academy of Pediatrics

CAHPERD

Canadian Association for Health, Physical  
Education,

# SAMPLE

## Space Awareness/Lesson Plan

**Ability Scale:** Beginning

**Space Awareness:** General and Personal Space

**Objective:** A child, at the completion of this lesson in Movement Education, will understand where the body moves in general and personal space as evidenced by the ability to:  
--explore personal space using different body parts;  
--travel in general space freely without touching another person.

**Materials:** Work area

**Process:** When you find a new place to play, you want to find out all about it. Today, we will explore our personal space. Find a space on the floor to stand. Now reach out very slowly. Can you touch a neighbor? If you can, move until you find a space where you can hear my voice, where you are not touching anyone. Check in front of you, and behind you and on both sides. Now you are in your personal space. Let's find out some things about it. On the start signal, sit down and move one arm and hand around you as many places as you can, keeping your seat in the same place. Start.....Stop.

Now move your head as many places as you can in your personal space on the start signal. Start.....now two.....three.....four.....five.....as many as you can. Stop.

Now can you make your personal space higher?...Yes, you can stand up. How high up does your personal space go? How wide is your personal space? Explore all your space to the right and to the left of you..... both side. If you stretch or reach out, what happens? How much personal space do you have in front of you? On the signal, place your hands on the floor as your base. (Signal) What is base? Using the floor as your base, see how many places you can move your body parts while you keep your hands on the base.

Now let's explore general space. Look around you..... All the space you see is general space. On the signal, move through general space very slowly without bumping into anyone or touching anyone. Start. Move in different direction. Have you been to all the places in general space. Move in as many different ways you can think of ..... walk..... run..... hop..... jump..... Stop. Remember not to touch or bump into anyone as you travel through general space.

# SAMPLE

## 50 Min. Lesson Plan/Tennis

**Class: Beginning Tennis**

**Text: Beginning Tennis (p 63)**

**Class Size: 20**

**Equipment Needed: 20 racquets**

**10 balls person (200 balls)  
2 ball loopers**

**Teaching Concept: Forehand**

**Today's Objectives:**

- 1. The students will learn the basic concepts of the forehand stroke**
- 2. The students will learn to perform the basic techniques of the forehand stroke**

**Class Sequence:**

<b>Class Attendance</b>	<b>9:00 - 9:02 (2 min.)</b>
<b>Prayer/Worship</b>	<b>9:02 - 9:04 (2 min.)</b>
<b>Warm-up/Stretch</b>	<b>9:04 - 9:09 (5 min.)</b>
<b>Presentation of Concepts (Ready position, back swing, forward swing, contact pt. follow through, ready position)</b>	<b>9:09 - 9:14 (5 min.)</b>
<b>Demonstration of Skill</b>	<b>9:14 - 9:16 (2 min.)</b>
<b>Activity</b>	
<b>Stationary Partner Hitting</b>	<b>9:16 - 9:36 (20 min.)</b>
<b>Footwork Drill</b>	<b>9:36 - 9:41 (5 min.)</b>
<b>Introduction to next class: modified game using forehand only</b>	<b>9:41 - 9:45 (4 min.)</b>
<b>Dismiss Class</b>	<b>9:45</b>

# SAMPLE

## 90 Min. Lesson Plan/Tennis

**Class: Beginning Tennis**

**Text: Beginning Tennis (p 63)**

**Class Size: 20**

**Equipment Needed:** 20 racquets  
10 balls person (200 balls)  
2 ball loopers

**Teaching Concept: Forehand**

**Today's Objectives:**

1. The students will learn the basic concepts of the forehand stroke
2. The students will learn to perform the basic techniques of the forehand stroke

**Class Sequence:**

Class attendance	9:00 - 9:02 (2 min.)
Prayer/Worship	9:02 - 9:07 (5 min.)
Warm-up/stretch	9:07 - 9:12 (5 min.)
Presentation of Concepts Ready position, back swing, forward swing, contact pt. follow through, ready position	9:12 - 9:17 (5 min.)
Demonstration of Skill	9:17 - 9:22 (5 min.)
Activity	
Baseline Lifting	9:22 - 9:27 (5 min.)
Partner Mirroring	9:27 - 9:29 (2 min.)
Partner Baseline Hitting	9:29 - 9:49 (20 min.)
Footwork Drill	9:49 - 10:00 (11 min.)
Modified Partner Game (forehand only)	10:00 - 10:15 (5 min.)
Introduction to new concept for next class: backhand	10:15 - 10:20 (5 min.)
Dismiss Class	10:20

# Friendship Tournament Structure 8 Team Round Robin

The following is a sample method to develop an 8 team Round Robin Tournament utilizing to 2 courts or fields. In keeping with the friendship games philosophy, sister schools should/could not only come together for a game, but take advantage of time together for spiritual growth as well.

	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7
<b>A</b>	1 v 2 3 v 4	1 v 4 2 v 6	1 v 6 4 v 8	1 v 8 6 v 7	1 v 7 8 v 5	1 v 5 7 v 3	1 v 3 5 v 2
<b>B</b>	5 v 6 7 v 8	3 v 8 5 v 7	2 v 7 3 v 5	4 v 5 2 v 3	6 v 3 4 v 2	8 v 2 6 v 4	7 v 4 8 v 6

A suggested/same weekend schedule could reflect the following realizing with 2 fields/courts to complete round robin tournament would be difficult. \* Note. Teams that complete a worship together are less likely to develop rivalries etc.

	Field Court 1	Field Court 2
<b>Friday</b> 1 pm 2 pm 5 pm 7 pm	1 v 2 5 v 6 Supper Team Vespers	3 v 4 7 v 8 Supper
<b>Sabbath</b> 10 am 11 am  7 pm 8:15 pm	Sabbath School Worship Service Lunch Together 1 v 4 3 v 8	2 v 6 5 v 7
<b>Sunday</b> 8 am 9:30 am 11 am 12:30 pm	1 v 6 2 v 7 1 v 8 4 v 5	4 v 8 3 v 5 6 v 7 2 v 3

Resources: Organizing Successful Tournaments, John Byl, ISBN 0-88011-377-4



# Physical Education Grading

The Physical Education Grade is earned by accumulating 4 total points each day in the following areas. A twenty point week is basically the norm. This does not include additional entries such as written test scores.

1. **PREPARED**  
DRESSED IN PROPER UNIFORM
  - Physical Education Shirt
  - Physical Education Shorts
  - Court Shoes (indoors) or Cleats (outdoors)ON TIME
  - Sitting on Designated Number
  - Student has Portfolio and Pencil
  - Student is Listening
  - 3 Tardies equals an absence
    - \*Refer to the school bulletin concerning tardies
  
2. **PARTICIPATION**  
STUDENTS SHOULD PARTICIPATE FULLY IN ALL ACTIVITIES  
- DEMONSTRATING LEVEL 1-4 BEHAVIOR DURING:
  - Worship & Roll
  - Warm-Ups
  - Activity Time
  
3. **PORTFOLIO & WRITTEN WORK**  
STUDENTS WILL BE REQUIRED TO MAKE DAILY ENTRIES  
INTO THE PORTFOLIO UTILIZING:
  - Heart Rate Monitor Data
  - Fitness Timings & Scores
  - Written Tests and Quizzes
  - Completed Portfolio's will be turned in at end of quarter

Physical Education classes are concerned with developing lifetime attitudes and qualities that will equip the student with the tools necessary for a physically fit "Christian Witness."

# Adapted Physical Education Resources

All students are deserving of inclusion in the overall P.E. program. We as educators should give our best efforts to include each student in activities.

You may contact your local school district to access available resources.

Lieberman, Lauren and Cowart, Jim  
Games for People with Sensory Impairments  
1996 ISBN 0-87322-890  
available from Human Kinetics  
P.O. Box 5076  
Champaign, IL 61825  
1-800-747-4457  
[www.humankinetics.com](http://www.humankinetics.com)

Catalogue:  
Kaplan  
P.O. Box 609  
Lewisville, NC 27023  
1-800-334-2014  
Fax: 1-800-452-7526  
Email: [Info@kaplanco.com](mailto:Info@kaplanco.com)  
[www.kaplanco.com](http://www.kaplanco.com)

# Field Days/Play Days

**Play Days and Field Days** would be considered an examples of friendship games. Within the definition of friendship games, these are games which can be played between schools and organizations. Games which could be played on an occasional basis, but do not involve leagues, play-offs, or championships.

**Opportunities** to associate with our sister schools in a play day or field day setting should be considered a privilege and a Christian witnessing opportunity. Local conferences are supporting organized spiritual week-ends (youth rally-tournaments), where many schools come together for a spiritual week-end as well as athletic contests.

**Types of Play Days can include:**

**Track and Field** – Norms are established where individual times/scores are compared to established norms. Points are awarded in conjunction to these norms. A possible 100 points per event can earned by each participant. A school may bring a predetermined total of participants(example 10 boys / 10 girls), each participant may enter only 4 events. The winner of the day is determined by the school that accumulated the most participation points. Below is an example of one event utilizing norms.

**Youth Rally-Tournament** – Benefits of this type of week-end are tremendous. If you have a school that can house 4-8 teams(guys and girls), hold vespers and church, and provide enough field or court space for 2 or more games at a time – you should host a youth rally-week-end. Benefits of such a week-end include: Spiritual togetherness amongst schools, time to share meals, make new friends, community involvement, local church involvement, Christian witness on the field and off, and team play. The combination of worshipping, eating, and fellowshiping outside the court, encourages and promotes harmony and lasting friendships on the court.

Track and Field Norm – 100M Dash (Girls)

PTS.	Time	Class	PTS.	Time	Class	PTS.	Time	Class
100	13.2	1 <sup>st</sup> - A	89	14.3	1 <sup>st</sup> - B	79	15.3	2 <sup>nd</sup> - B
99	13.3		88	14.4		78		
98	13.4		87	14.5		77		
97	13.5		86	14.6		76	15.4	
96	13.6		85	14.7		75		
95	13.7		84	14.8	1 <sup>st</sup> - C 2 <sup>nd</sup> - A	74		2 <sup>nd</sup> - C 3 <sup>rd</sup> - A
94	13.8		83	14.9		73	15.5	
93	13.9		82	15.0		72		
92	14.0		81	15.1		71		
91	14.1		80	15.2		70	15.6	
90	14.2							

CLASS A: Seniors/Juniors

CLASS B: Sophomores

CLASS C: Freshmen

- *For a complete list of track and field standards and meet schedule contact – Ken Bullington, Friendship Commission, Central California Conference.*
- *For a detailed program schedule for a youth rally-tournament week-end contact – Rico Balugo, Fresno Adventist Academy, Central California Conference.*

# Determining Teams

<b>Option 1</b>	<b>Choose a partner - Students choose a partner Partner A on one team Partner B on other team</b>
<b>Option 2</b>	<b>Number off - students line up &amp; number off 1-2-3-4 1 and 3's on one team 2 and 4's on other team</b>
<b>Option 3</b>	<b>Teacher chooses teams before class Posts teams or calls out teams</b>
<b>Option 4</b>	<b>Teacher chooses team captain &amp; captains choose prior to class in private</b>
<b>Option 5</b>	<b>“Number Game” Teacher calls out a number/students find that number of students and sit on floor. Example: 5 students Group in 5's. When teacher feels number of group/groups are sufficient - teams are formed.</b>

# Social Behavior Rubric

**Personal and Social Responsibility Scoring Rubric: Five level scoring rubric that scores irresponsibility, self control, involvement, self-responsibility, and caring.**

**Criteria: Level 0 - IRRESPONSIBILITY**

- **Interrupts, intimidates, manipulates, and verbally or physically harasses others**
- **Disrupts learning and teaching**
- **Comes to class unprepared (complete P.E. uniform, portfolio, pencil, etc.)**
- **Denies personal responsibility for what they do or fail to do**

**Level 1 - SELF CONTROL**

- **Does not interfere with learning and/or teaching**
- **Emotionally and physically in control**
- **Doesn't allow the irresponsibility of others to cause them to act inappropriately**

**Level 2 - INVOLVEMENT**

- **Follows directions and accepts challenges**
- **Participates in all activities**
- **Able to work with others**

**Level 3 - SELF-RESPONSIBILITY**

- **Self-directed student**
- **Makes good choices without being told or reminded**
- **Takes responsibility for their actions**
- **Prepared for class (P.E. uniform, portfolio, pencil, homework)**

**Level 4 - CARING**

- **Giving support to others**
- **Showing concern to others**
- **Respect others**
- **Exhibiting a Christ-like attitude**

## Minimum Physical Education Supply Suggestions

<u>SUPPLY</u>	<u>GRADES</u>
<b>Basketball:</b>	
<b>Junior size</b>	2 - 5
<b>Full size</b>	6 - 8
<b>Volleyball:</b>	
<b>Volley Trainers</b>	3 - 6
<b>Soft Touch Rubber</b>	5 - 8
<b>Leather Volleyball</b>	5 - 8
<b>Beach Volleyball</b>	1 - 4
<b>Net and Standards</b>	
<b>Soccer:</b>	
<b>Full size, No. 5</b>	3 - 8
<b>(Available through Sportime or BSN)</b>	
<b>Softball:</b>	
<b>Incrediballs, 12-inch size</b>	2 - 8
<b>(Stingless, safe, soft-wound ball</b>	
<b>That will carry 75 percent of</b>	
<b>Distance when hit)</b>	
<b>Throw Down Bases</b>	1 - 8
<b>Bats (aluminum)</b>	
25-26 inch (64-66 cm) size	K - 2
28-29 (71-73 cm)	3 - 5
32+(82 cm +)	6 - 8
<b>Volley Coated</b>	
<b>Foam Balls:</b>	
<b>(Available through Sportime)</b>	K - 8
<b>(Great for dodgeball, volleyball,</b>	
<b>And many other games. No pain balls.)</b>	
<b>Playground Balls:</b>	
<b>Eight-inch size</b>	K - 8
<b>Football:</b>	
<b>Ball</b>	5 - 8
<b>Flags - Triple Threat</b>	K - 8
<b>Parachute:</b>	K - 8
<b>Cones:</b>	
<b>(Great for goals, boundaries,</b>	
<b>zone lines, etc.)</b>	

(Joint Parent - Student)  
**Physical Education**  
**Policy and Contract**

**Due tomorrow - 10 Points**

Dear Parents,

I would like to take this opportunity to thank you for the privilege of working with your son/daughter this year. I am looking forward to an exciting school year. Please read the following policy/contract and sign at the bottom indicating your support of the program.

PHYSICAL EDUCATIONS UNIFORM

The official physical education uniform may be purchased at the school office. The COMPLETE UNIFORM consist of:

1. PE Shirt                      2. PE Short                      3. White Socks                      4. Court Shoes

ALL P.E. classes are REQUIRED to wear the official physical education uniform each day.

Altered PE Shirts will not be permitted which includes tom sleeves, half shirt, etc.

DRESS CUTS

Each dress cut will affect the students OVERALL GRADE. (Refer to the Grading Policy)

MEDICAL EXCUSES

The parent should sign medical excuses for one or two days. The note should include:

- Reason for excuse
- Limitations (can dress down and walk, not run)
- Duration of time excused from full activity

An excuse without these explanations will not be accepted as valid.

A doctor should write medical excuses that are for 3 or more days. If a student misses more than 7 activity days, he/she may not receive a letter grade for the grading period.

Please list any medical concerns this department should be aware of this year.

Thank you for your cooperation and support. If any additional question - feel free to call me at

\_\_\_\_\_, Athletic Director

-----  
YES, WE HAVE READ THIS CONTRACT AND WILL SUPPORT THIS POLICY.

Parent \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

Medical Problem: \_\_\_\_\_

Limitations: \_\_\_\_\_

# Heart Rate Monitors

## RATIONALE

The best means for monitoring physical strain or effort, is to measure heart rate. The higher the heart rate, the more strenuous we can say the exercises or activity for that particular individual. Heart rate is a useful property to measure during and after the exercise since it gives the individual feedback on their performance and individual progress. Important data that may be obtained utilizing a heart rate monitor include:

Resting Heart Rate	Delta Heart Rate	Ambient Heart rate
Target Heart Zones	Maximum Heart Rate	Recovery Time
Aerobic Training Zone	Anaerobic Threshold	Types of Training

## PROGRAMS

There are several heart rate monitor programs for physical education classes of all ages. Here are two recommended programs:

### “Lessons From the Heart”

by Beth Kirkpatrick and Burton Birnbaum

[www.humankinetics.com](http://www.humankinetics.com)

1 (800) 747-4457

Includes: 38 practical lesson plans, goals, key concepts materials needed, description of activity, helpful teaching tips, heart rate sports, funding opportunities, NASPE content standards for physical education and heart rate monitors.

### “Heart Zones Circuit Training”

by Rob Kerr and Sally Edwards

[www.heartzones.com](http://www.heartzones.com)

1 (916) 481-7283

Includes: goals and objectives, assessment tools, classroom management, training principles, 10 circuit stations, setting heart zones, rubric.

- Heart Rate Monitors can be a valuable tool to determine the individuals effort. Target Heart Rate Zone Charts are useful in determining a students effort. If a student remains in his/her THZ for the full 20 minutes of a 20 minute aerobic segment , this could equate to an “A” or maximum point effort. Scale:

20 minutes THZ	= 20 points or A
18 minutes THZ	= 18 points or B
15 minutes THZ	= 15 points or C
12 minutes THZ	= 10 points or D
10 minutes THZ	= Needs Improvement



# Team Sports – Basic Rules

## **BASIC BASKETBALL RULES**

**Players:** Each team has one center, two forwards, and two guards.

**Starting the Game:** One team is given the ball to begin the game. The other team gets possession at the beginning of the second half of the game.

### **Game Play:**

1. Length of game: Two eight-minute halves are suggested.
2. The player tries to move the ball toward their team's basket by passing it to another player, dribbling it, or by using a combination of these actions.
3. The opposing team tries to intercept the ball and return it in direction of its own basket.
4. The ball may be passed to any teammate in any section of the court.
5. When the ball goes out-of-bounds, it is given to an opponent of the player who last touched the ball. It is then thrown in to a teammate from the point at which it went out-of-bounds.
6. Any player on the team may shoot for a goal.
7. When a score is made, play is stopped. The ball is then put in play from behind the end line by a guard of the opposing team. The ball is passed to a teammate and play resumes as before.
8. Fouls: Any player who trips, pushes, holds, charges, or has unnecessary body contact with an opponent is charged with a foul.
9. Violations: A violation is charged when any player takes more than one step with the ball without dribbling (two steps while in the act of shooting), double dribbles, steps on or over a boundary line while in possession of the ball, kicks the ball, causes the ball to go out-of-bounds, or delays the game by keeping the ball in their possession for more than five seconds while closely guarded.
10. Penalty: Play is stopped, and the referee gives the ball to an opposing player, who puts it in play from out-of-bounds, nearest the point of infraction, by passing it to a teammate.
11. When the ball is stopped by two opponents who have one or both hands on the ball at the same time, a tie-up is called. One team takes the ball on the first tie-up and teams alternate possessions on additional tie-ups.
12. Scoring: One point is scored for each successful free throw. Two points are scored for each goal or basket made during play.

## BASIC FLOOR HOCKEY RULES

- Equipment:** Players should wear long pants and must wear gym shoes. They may also wear gloves or mittens for hand protection. The goalie must wear protective gear for legs, chest, and face. They may also use a fielder's glove.
- Playing Area:** The mid-court line on a basketball court is considered the center line while the mid-court jump circle is the face-off area. The goal area is 2' x 6' x 4' (61 cm x 1.8 m x 1.2 m) and the goal crease is a restraining line 4' x 8' (1.2 m x 2.4 m) around the goal for the protection of the goalie.
- The Team:** Each team consists of six players:
- one GOALIE who stops shots with hands, feet, or stick;
  - one CENTER who is the only player allowed to move full court and who leads the offensive plays
  - two FORWARDS who work with the center and cannot go past center line into their defensive area
  - two GUARDS (defensemen) who try to keep the opponents from scoring and cannot go past center line into their offensive area.
- The Game:** A game consists of three periods of eight minutes each, with a short rest between periods. Substitution can be made freely at anytime during play, providing one team never has too many people playing at one time. Play is started by a face-off at center line. A face-off occurs after each goal or at the beginning of each period.
- The Play:** The clock starts when the puck is dropped at center. Penalties will be called by a short whistle and the referee will point at the player who will go to a designated place and serve their time. The scorer will keep time. (Or if no scorer, the penalized will keep their own time.) Play does not stop on penalties. No time outs are allowed. Overtime periods are sudden death and are five minutes long with one minute rest periods.
- Fouls:** One minute fouls include:
- i. high sticking – stick above the waist
  - ii. pushing
  - iii. touching a rolling puck with the hand
  - iv. holding puck or stomping foot on it
  - v. checking – rough bumping of opposing players to get puck
  - vi. chopping – chopping at the puck
  - vii. player other than goalie entering goal box
- Two minute fouls include:
- a. tripping
  - b. slashing player with stick
  - c. intentional roughness
  - d. charging – as in basketball into a stationary opponent
- Anyone committing an unsportsmanlike foul, swearing, or fighting will be ejected from the game immediately.
- Face-Offs:**
1. If the goalie hangs on to the puck too long. The goalie must throw the puck to either side when clearing; they cannot throw it at the opponents' goal.
  2. Hand play of the puck. A player may knock the puck down but cannot advance it or hit it toward a teammate.
  3. Camping (standing too long) in the opponents' goal area.

## **BASIC FLOOR HOCKEY RULES, cont'd.**

- Scoring:** The puck must cross the goal line or the plane of the goal line. The puck may not be batted into the goal with the hand or kicked into the goal deliberately. It may, however, deflect off the body or foot and count.
- Free Shot:** A free shot or penalty shot will be given when a player is deliberately fouled on a breakaway or if a player throws their stick to prevent a shot on the goal.
- Official Signals:**
- Goal – both hands extended above the head – long whistle
  - No Goal – wave hand horizontally
  - Face-Off – one hand above head and long whistle
  - Penalty – short whistle and point to offending player

## BASIC SOCCER RULES

- Players:** There are 11 players on a team. Each player has a definite position. The forwards (left wing or outside, left inside, center forward, right inside, and right wing outside) play offense and attempt to advance the ball into the opponent's territory and score a goal. The halfbacks (left, center, and right) play offense and defense. They follow the forward line to the opponent's goal and feed the ball to the forwards. They play defense when the opponents have possession of the ball and are responsible for guarding a specific opponent. For instance, the right halfback guards (or covers) the left wing; the fullbacks (left and right) play defense and guard the opposite inners (left fullback versus right inner). The goalie defends the goal.
- Starting the Game:** The game is started with a kickoff (the ball placed on the ground) in the center of the field by the center forward of the team on offense. (The opponents must be five yards [4.5 m] away until the ball is kicked.) The center forward tries to kick the ball to one of their forwards.
- Scoring:** A goal (one point) is scored when the ball is kicked between the goal posts and below the crossbar.
- Throw In or Kick In:** Anytime the ball goes out-of-bounds at the sideline, the opponents put the ball in play by throwing or kicking it in at the spot where it crossed the sideline as it went out. If it is a throw in, parts of both feet must remain on the ground. The ball is thrown overhead.
- Defense Kick:** If a player kicks the ball over the opponents' goal line (not between the posts), one of the opponents is given a free kick where it went out. This may be a punt or a place kick inside the goal area.
- Corner Kick:** If a player causes a ball to go out-of-bounds over their own goal line (outside the goal posts), a corner kick is taken by a member of the other team. The kicker may kick the ball toward their opponents' goal. If it goes between the posts, it is a score for the other team.
- Fouls:**
- (1) Using the hands to play the ball in any way. Only the goal keeper may use their hands or punt the ball.
  - (2) Any unnecessary roughness.
  - (3) Any unsportsmanlike conduct.
  - (4) Interfering with the goal keeper when they have the ball.
- Free Kick:** Any time a foul is made, the other team may take the free kick right where the foul was committed except in the penalty area (in front of the goal).

## BASIC SOFTBALL RULES

- Field Positions:** Players should follow the usual softball positions when taking the field.
- Playing Area:** The baselines for intermediate grades should not be more than 45 feet (13.5 m), and the pitching distance should not exceed 35 feet (10.5 m). For upper elementary grades, 10 feet (3 m) should be added to each dimension.
- Pitching:**
1. Pitching is underhand, with a definite arch to the ball of at least six feet (1.8 m).
  2. While holding the ball in both hands, the pitcher faces the batter, keeping both feet on the pitching rubber.
  3. The pitcher is allowed one step toward the batter and must deliver the ball while taking that step.
  4. The pitcher must wait until the batter is ready before they pitch the ball.
  5. A strike is called if the ball is over the plate and between the knees and shoulders of the batter. A pitch is a ball if it goes outside these areas.
  6. Three strikes make the batter out. Four balls allow the batter to walk to first base. (A pitching plate, available through some catalogs, makes calling strikes easier.)
- Scoring:** To score a run, the runner must make the circuit of all the bases before their team has made three outs.
- Batting:** Use a softball bat only. Players must hit in order or they are out. Bunting is not allowed. A batter hit by a pitched ball is not automatically given first base.
- Base Running:** Base runners must touch all bases. The runner cannot leave their base until the ball has crossed the plate, and stealing is not allowed. The runner may advance one base on an overthrow that goes into foul territory and out of play. If the catcher overthrows the second baseman and the ball rolls into center field, the runner may advance as far as they can. A runner hit by a batted ball when they are off base is out. A runner has three feet (90 cm) on each side of the baseline in which to avoid being tagged by the player with the ball. Running further from the baseline results in the runner being out.
- Fly Ball:** If a foul or fair ball is caught on the fly, the batter is out.
- Foul Ball:** A foul ball is a hit ball that crosses outside the foul lines between home and first base and between home and third base. If the ball goes over these bases, it is a fair ball. Any fly ball hit outside of the baselines beyond third base and first base is a foul ball.
- Getting to First Base:** The batter is safe if, after hitting the ball, they can touch first base before the fielding team can throw the ball to the first baseman. The first baseman must have a foot on first base when the ball is caught and controlled before the runner gets there if the runner is to be put out.

## BASIC SOFTBALL RULES, cont'd.

### Safety:

1. The danger of throwing the bat after hitting a ball. This is obviously very dangerous and is a real problem with elementary children in the beginning. In the excitement of getting a hit, it is difficult for some of the children to remember the safety rules regardless of how thoroughly they were presented. **SOME SUGGESTIONS:**
  - (a) Have them put their bat into a hula hoop or bicycle tire before they take off for first base. (Some may even forget to do this!)
  - (b) Allow them to take their bat with them to first base. Regardless of what method you use, always call them out if they throw the bat.
2. The danger of members of the fielding team running into each other when trying to catch a fly ball. Players should never cross over into another player's area of responsibility to catch a fly ball. If the ball is in a borderline area, then the person closest to the ball should loudly call "I've got it!" several times.
3. The danger of being a catcher. If this person is expected to stand close behind the batter to catch the ball, they must wear a catcher's mask.
4. **IMPORTANT!** Be sure to use a soft softball (or an Incrediball) for smaller children and even upper elementary grades.

## BASIC VOLLEYBALL RULES

The official rule says six people on a team. In elementary physical education, we like to be a littler more flexible. More than nine players per team tends to be chaotic, with very little action.

Begin the games with a flip of a coin. The winners of the toss have two choices: (1) to serve or (2) to choose a court.

The player serving must stand behind the right one-third of the end line with both feet. While serving, they must not step over the end line.

A team must be serving to score a point and the server continues to serve as long as their team wins points. When the server's team loses a point, there is side out, and the serve goes to the other team. Members of the team take turns serving according to rotation.

The server gets one chance to get the ball legally into their opponent's court. If the ball touches the net on the way over, the serve is lost – the ball must go completely over the net to be a good serve.

The boundary lines are a part of the court, so balls hitting the lines are good and are in play.

A ball is considered "in" if a player touches it, even though both the player and the ball were outside.

The ball must be returned over the net after a maximum of three volleys or less. No player may hit the ball two times in succession.

**SIDE OUT:** This is when the serving team fails to return the ball to the opponent's court successfully or if a member of the serving team has violated a rule.

**VIOLATIONS:** (1) Stepping *over* the center line; however, stepping *on* it is not a foul. (2) Palming or lofting the ball. (3) Reaching over the net during play. (4) Touching the net during play. A player may play a ball out of the net as long as they do not touch the net.

**SCORING:** Fifteen (15) points is the game, but the team has to be at least two points ahead. If not, the teams continue to play until one of the teams has a two-point lead.

**SCHOOL SITUATION:** Due to the limited amount of time, you may want to set nine or seven points as a winner.

# Teacher Evaluation

## I. Introduction

At one point or another in our school experience, we have all come into contact with truly outstanding teachers. Those teachers had the ability to open up the beauties of the subject matter, and, in one year's time, enhance the personal and educational growth of a student. We have also experienced poor teachers who in one year's time, stunted or destroyed the personal and educational growth of students. The evaluation of teachers is vital to the ongoing success and maintenance of the physical education curriculum.

The appraisal of teachers provides necessary feedback to help teachers make objective decisions concerning successful teaching. Without this information, teachers will never know if they are meeting curriculum objectives (Colfer, Hamilton, Magil, Hamilton, 1986).

## II. Evaluation of Teachers

Student Questionnaires and/or rating scales will be used to assess teacher effectiveness in all grade levels. Questionnaires and rating scales will be adapted to the grade level which is being taught. A sample questionnaire for primary grades is shown below (Gabbard, LeBlanc, Lowry, 1987).

Sample Student Questionnaire: Reaction to Teacher/Student Interaction

Directions: Circle the face that best describes your teacher.

My teacher gives me good directions	☺☹☹
My teacher will repeat directions if I misunderstand them	☺☹☹
My teacher gives me a second chance to learn what I need if I don't understand the first time.	☺☹☹
My teacher calls me by name.	☺☹☹
My teachers talks to me politely.	☺☹☹
My teacher keeps me working the whole class period.	☺☹☹



## YEARLY SCHEDULE

Following is a suggested range of percentages for each of the units included in this curriculum guide.

	<b>K-2</b>	<b>3-4</b>	<b>5-6</b>
Lead-up games and sports	0	5-15	25-35
Low organized games	10-20	15-25	10-20
Movement exploration	40-50	35-45	25-35
Rhythmic activities	20-30	15-25	10-20
Small apparatus	10-15	10-15	10-15
(Much of this equipment can be used within movement activities)			
Tumbling and stunts	10-20	15-20	15-20

# FOOD Guide PYRAMID

## for Young Children

A Daily Guide for 2- to 6-Year-Olds



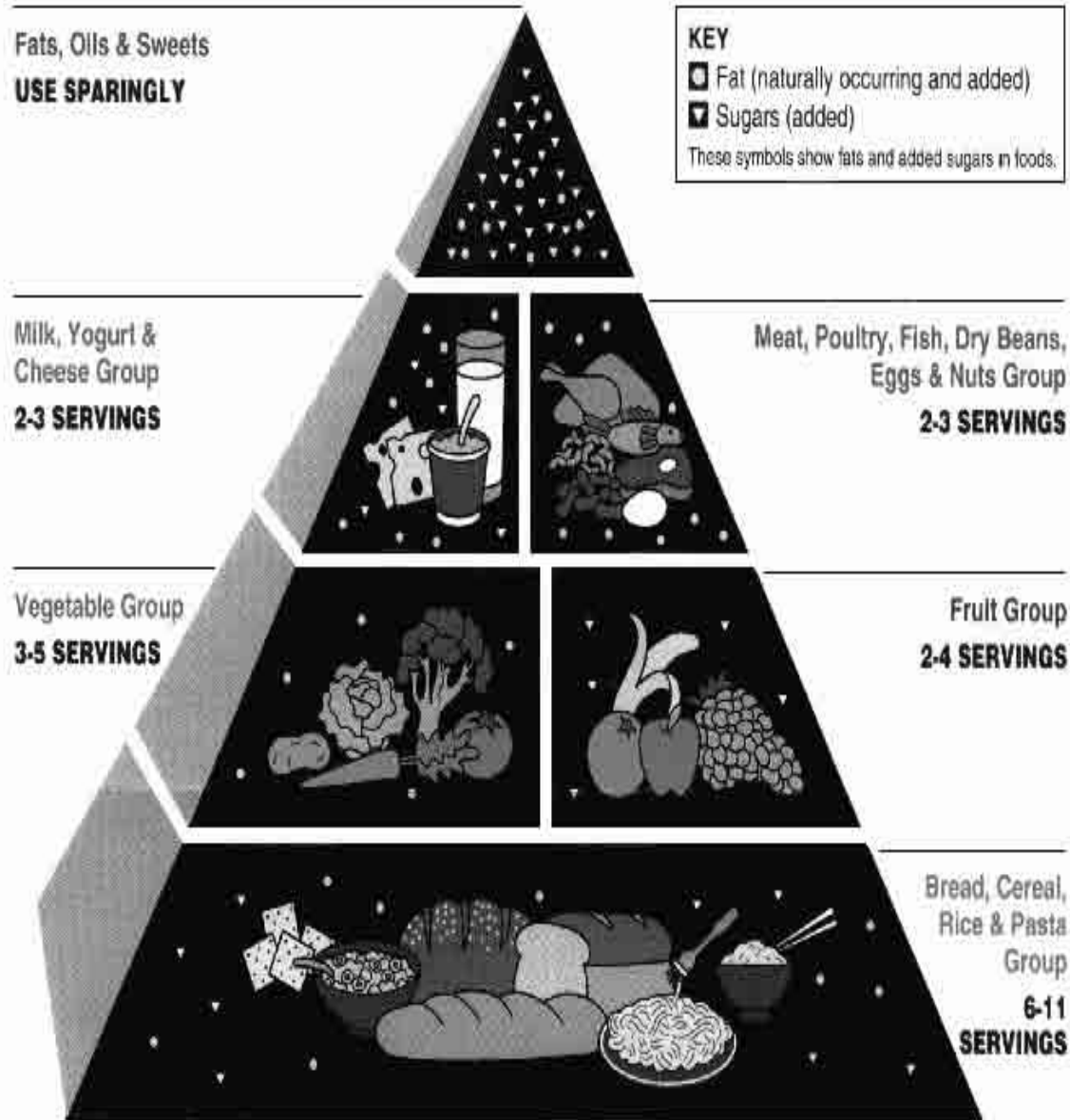
**FOOD IS FUN** and learning about food is fun, too. Eating foods from the Food Guide Pyramid and being physically active will help you grow healthy and strong.

WHAT COUNTS AS ONE SERVING?		
<b>GRAIN GROUP</b> 1 slice of bread 1/2 cup of cooked rice or pasta 1/2 cup of cooked cereal 1 ounce of ready-to-eat cereal	<b>FRUIT GROUP</b> 1 piece of fruit or melon wedge 1/2 cup of juice 1/2 cup of canned fruit 1/2 cup of dried fruit	<b>MEAT GROUP</b> 2 to 3 ounces of cooked lean meat, poultry, or fish; 1/2 cup of cooked dry beans, or 1 egg counts as 1 ounce of lean meat; 2 tablespoons of peanut butter count as 1 ounce of meat.
<b>VEGETABLE GROUP</b> 1/2 cup of chopped raw or cooked vegetables 1 cup of raw leafy vegetables	<b>MILK GROUP</b> 1 cup of milk or yogurt 2 ounces of cheese	<b>FATS AND SWEETS</b> Limit calories from these.

Four- to 6-year-olds can eat these serving sizes. Offer 2- to 3-year-olds less, except for milk. Two- to 6-year-old children need a total of 2 servings from the milk group each day.

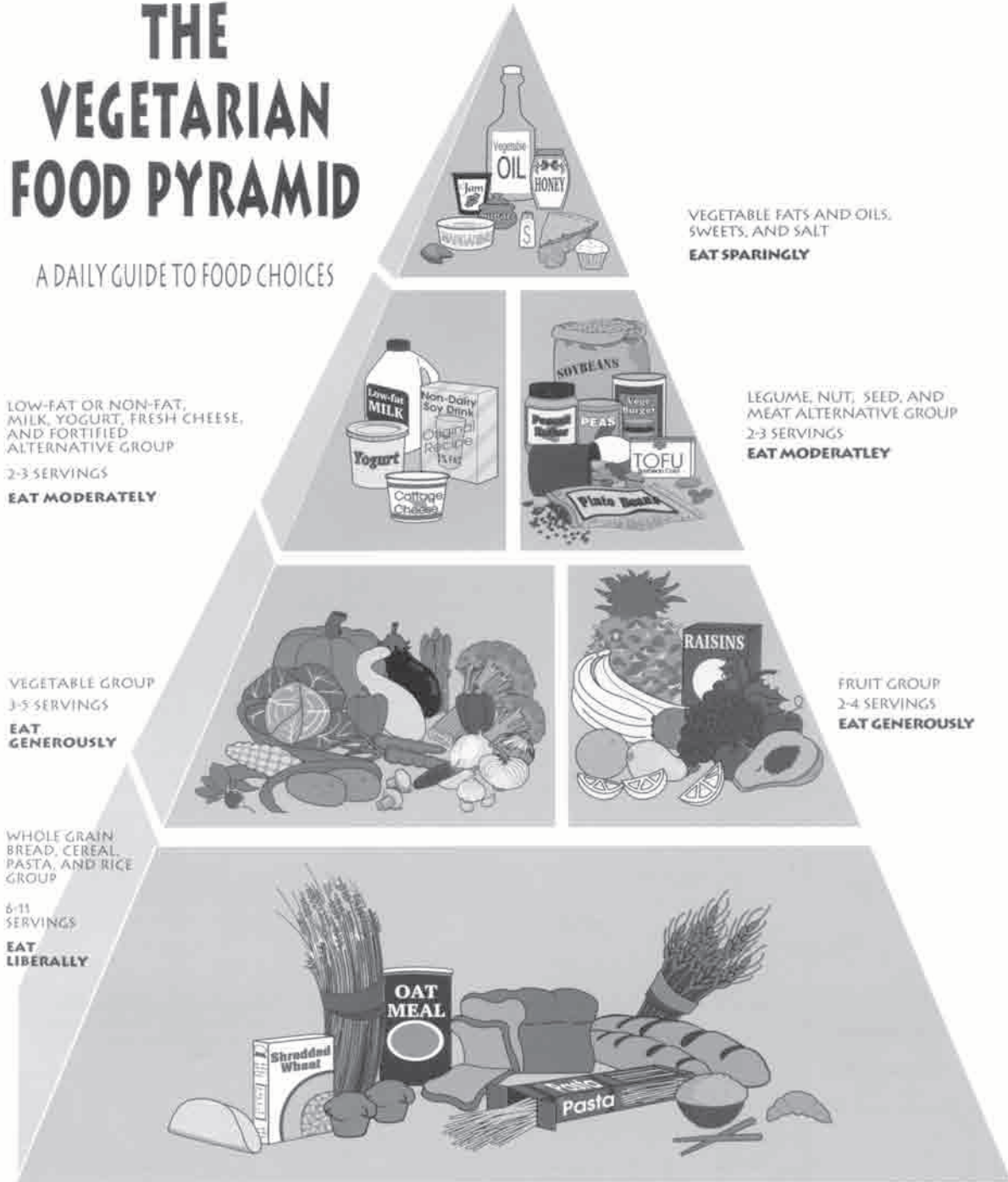
# EAT a variety of FOODS AND ENJOY!

# FOOD GUIDE PYRAMID



# THE VEGETARIAN FOOD PYRAMID

A DAILY GUIDE TO FOOD CHOICES



THE HEALTH CONNECTION • 55 West Oak Ridge Drive, Hagerstown, Maryland 21740-7590 USA • Telephone USA 1-800-548-0300 • Outside USA 1-301-395-3207 • Fax 1-888-294-6405 Illustration by Maida Poirier  
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# GLOSSARY

ASYMMETRICAL	When opposing sides do not match when folded in half.
COMPETITION	The term competition finds its root concept at the fall of Satan, hence the book The Great Controversy. Competition is out personal choice to allow either Christ or Satan to lead in out life. Competition is not inherent in a game - it is inherent in life.
DIRECTION	Awareness of areas relative to a particular point (e.g., left, right, forward, backward, up, down).
ENVIRONMENTAL RESPONSIBILITY	Leaving the activity area in as good or better condition than when you found it.
HEALTH FITNESS	The capacity of the body to function at optimum efficiency in the following components: cardiorespiratory endurance, body composition, muscular strength, and flexibility.
INVASION GAMES	When a unit on offense works its way into a space guarded by a defense.
LEVEL	Body position relative to points in space implying high, middle, low, etc.
LOCOMOTOR	The skills required to move the body from one place to another (e.g., running, jumping, climbing, etc.).
MANIPULATIVE	The skills required to move or control an object (e.g., throwing, catching, kicking, etc.).
MATURE FORM	Physical technique that demonstrates age appropriateness.
MOVEMENT FORM	How the human body uses effort with reference to time (fast/slow), force (greater/lesser), flow (restrictive/free), and space.
NEWSTART	Acronym for eight biblical principles of health as elaborated on in the writings of Ellen G. White (nutrition, exercise, water, sunlight, temperance, air, rest, trust in God).
NON-LOCOMOTOR	The skills required to perform movement while remaining in a relatively fixed location (e.g., stretching, lifting, bending, etc.).
PATHWAY	A patterned approach to moving from one point to another (e.g., straight line, zig-zag, circular).
RANGE	Distance from a specified point (boundaries).
RUBRIC	Set of criteria for judging quality of performance, including simple statements that match the level of achievement.
RHYTHMIC PATTERNS	Repetitive or sequential movements or motions set to a timing or beat.
SELF-EVALUATION	The ability to assess and monitor personal physical fitness needs.
SELF-WORTH	While a sense of self-worth may be gained through the use of physical talents, true self-

worth can be “known only by going to Calvary” (Testimonies, vol.2, pages 634-635).

SKILL FITNESS	The abilities which impact performance (e.g., agility, balance, coordination, power, speed, reaction, time, etc.).
SPORT	Activity with a significant physical component in which two or more participants engage for the purpose of mutually challenging their personal performance. Sport has formal rules and procedures, and require tactics and strategies.
SPORTSMANSHIP	Includes playing by the rules, acknowledging the good play of others, accepting the official’s decisions without negative words or actions, being a gracious winner or lose, and considering the safety of others.
STANDARD PHYSICAL FITNESS TEST	Research-based tests designed to measure age appropriate fitness in flexibility, cardiorespiratory endurance, and flexibility. Examples: Fit N Dex (Technology Option) Fitnessgram (Technology Option) Physical Best (Awards Options) President’s Challenge (Awards Option)
STRATEGIES	The techniques and designs which are used to improve the probability of success.
SYMMETRICAL	When folded in half, opposing sides match.