Curriculum Guide
& Resource Manuals

Physical Education
Grades K-12

Office of Education
North American Division
of Seventh-day Adventists
2003
The North American Division includes the United States and Canada, as well as the islands of Bermuda, St. Pierre, and Miquelon. With such a diversity of cultures, this curriculum guide is designed to ensure that uniform standards, as well as *Journey To Excellence* (Formerly FACT 21) goals, are maintained. In those places, within the Division where governmental academic requirements differ from those of this guide, appropriate adjustments may be made as long as the Seventh-day Adventist philosophy is maintained.
Acknowledgments

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Philosophy

Adventist education seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person - physically, intellectually, socially, and spiritually. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come.

The Seventh-day Adventist Church recognizes God as the ultimate source of existence and truth. In the beginning, God created in His image a perfect humanity, a perfection later marred by sin. Through Christ and His Holy Spirit, God's character and purpose can be understood as revealed in nature, the Bible, and Jesus Christ. The distinctive characteristics of Adventist education, derived from the Bible and the inspired writings of Ellen G. White, point to the redemptive aim of true education: to restore human beings into the image of their Maker.

While God presents His infinitely loving and wise character as the ultimate norm for human conduct, human motives, thinking, and behavior have fallen short of God's ideal. Education in its broadest sense is a means of returning human beings to their original relationship with God. Its time dimensions span eternity.
Rationale

The Seventh-day Adventist Physical Education curriculum seeks to help students learn to reflect God’s image by developing proficiency in developmental and character areas of Motor Skills (manipulative, locomotor, non-locomotor), Fitness (health fitness, skill fitness, fitness self-evaluation), Concepts (safety, movement, principles, game strategies, body systems, environmental responsibility, rules of health, fitness and games, sport history/current events, awareness of recreational opportunities), Positive Attributes (honesty, patience consideration, self-worth, humility, responsibility), and Interpersonal Skills (cooperation, sportsmanship, leadership, respect).

Such development involves the Mind in critical thinking which is essential to the development of Christian values; the Body in age appropriate motor, fitness, and self-evaluation, which embraces the biblical teaching that the body is the temple of God; and the Spirit in continual growth that recognizes the importance of selfless concern, care, and service for others in harmony with thinking about things that are noble, pure, lovely, and of good report about others (see Philippians 4:8).

Physical Education Standards are essential to our school curriculum and distinguish key components that set apart and identify our schools as “Distinctively Adventist”. These Standards must be intentionally taught from grades K-12 if imperatives from the Spirit of Prophecy are to be followed. These imperatives include, but are not limited to, the “Eight Laws of Health” (nutrition, exercise, water, sunlight, temperance, air, rest, trust in God).

In grades K-12, a carefully developed Physical Education curriculum, embodying National and Seventh-day Adventist standards and benchmarks, will ensure that all students are learning and developing their bodies in harmony with the divine blueprint, and that Adventist schools are not contributors to the growing unfit and overweight population in the North American Division.

Adventist Education seeks to nurture thinkers rather than mere reflectors of other’s thoughts. It is appropriate therefore, to approach the concept of competition as it relates to physical education.

Competition is a common experience in life and is present in play, work, religion, education, economic systems, and in the political arena. In a real sense, “competition” often provides that moment in time when Satan challenges our allegiance to God and the response of each person reflects their relationship with Jesus Christ. These challenges by Satan take place not only in sports, but in every aspect of life.

As physical educators it is our privilege and commission to develop programs and activities that are truly Christ-centered; and to avoid the negative effects and outcomes of sports without a Christian emphasis. Seventh-day Adventist physical education curriculum must reflect multiple perspectives of diverse physical, spiritual, and social behavior and make meaningful connections within the framework of wellness.

This curriculum encompasses more than academic knowledge. It is a balanced deliberate approach to developing the whole person as a lifetime learner for earthly and heavenly citizenship.
Introduction

The Physical Education Curriculum Guide is designed for a thirteen-year (Grades K-12) program for Seventh-day Adventist schools.

This guide has been adapted from the document, Moving Into The Future and Outcomes of Quality Physical Education Programs, created by the National Association for Sports and Physical Education (NASPE), and aligns with the Seven National Standards for the physically-educated person. The National Standards provide the broad expectations for Physical Education, and these standards to a large degree reflect the scope of the goals for Physical Education promulgated in the 1993 Physical Education Curriculum Guide of the North American Division.

In the past, the Physical Education Curriculum Guide had involved a “5 Strand” approach where the curriculum had been organized in terms of motor skills, fitness, concepts, positive attributes, and interpersonal skills. These strands had been further divided into 25 Essential Learnings.

The emerging trend has resulted in a shift toward organizing the curriculum in a manner that facilitates the achievement of National Standards. The Curriculum Committee further augmented the Seven National Standards to include an additional standard that seeks to interject the unique aspects of the Seventh-day Adventist approach to Physical Education. (p.15)

This guide is organized around the augmented standards. Two or three pages are provided for each standard/goal. The document systematically outlines the standard/goal, learning objectives, essential performance benchmarks, assessment examples and criteria, and resource reference.

This curriculum guide also includes objectives from Key Learnings, a document created by the North American Division Office of Education.

The document is formatted sequentially beginning with Kindergarten, and continuing with Grades 1-2, 3-4, 5-6, 7-8, 9-10, 11-12.

The materials beginning on page 25 are presented in a table form subdivided into 5 Sections, as follows:

Section I contains the standard/goal, which is followed by a rationale that expands on the concepts contained in the standard/goal. Section II contains the broad learning objectives that identify the necessary expectations to achieve the standard.

Section III contains the specific essential performance benchmarks. These benchmarks are aligned with the learning objectives of the standard/goal. These essential performance benchmarks constitute the scope of the curriculum.

Central to the learning objectives and essential performance benchmarks is the intention to
integrate the Seventh-day Adventist philosophy of the connection between the **physical**, **mental**, **social**, and **spiritual** dimensions into all areas of the *Physical Education Curriculum*.

On the right side, in Section II and III:

The **first column** lists the number of the *Journey to Excellence Core Element* (p.11-14) in Adventist Education that should be addressed, and is designated by a Roman numeral and a letter (V B for Goal five and Essential Core Element B).

The **second column** lists the *Strands and Essential Learnings* (p.17) that correlates with the objective and benchmark, and is designated by an abbreviation and number, (MS 1 for Motor Skill Strand/Essential Learnings #1).

Section IV includes a variety of assessment examples and suggested criteria for assessment. These suggestions are guides and can be utilized or modified by the teacher as the situation demands.

Section V contains a synopsis of resource references that directs the teacher to supplementary resource section of this P.E. Curriculum Guide and Resource Manual.

The Curriculum Guide Format (p.21) has been provided as a visual representation of the elements of the P.E. Curriculum and can also be used as a lesson plan template.

The role of the textbooks and supplementary resource in this standards-based curriculum is that of a supportive tool. Textbooks and resources will change while the curriculum remains the essence of what students should know and be able to do in Physical Education. This guide has attempted to provide the scope of the content, but also provides some of the “how to.”

It is expected that teachers will use a variety of resources and teaching approaches to meet diverse student interest/abilities. We specifically refer teachers to the adaptive Physical Education Standards contained in the resources section.
## Goals and Essential Core Elements for Curriculum in Seventh-day Adventist Schools 2002

<table>
<thead>
<tr>
<th>GOALS: The following goals have been established to support the unique philosophy of Adventist education. Each student will:</th>
<th>ESSENTIAL CORE ELEMENTS: Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Surrender one’s whole life to God; develop a relationship with Jesus Christ; allow the Holy Spirit to work in one’s life.</td>
<td>A. Accept God as the Creator and Redeemer.</td>
</tr>
<tr>
<td></td>
<td>B. Have a growing knowledge of God’s Word and enjoyment in its study.</td>
</tr>
<tr>
<td></td>
<td>C. Embrace God’s gift of grace by accepting Christ as one’s personal Savior.</td>
</tr>
<tr>
<td></td>
<td>D. Discover the importance and power of prayer and faith in one’s relationship with Jesus.</td>
</tr>
<tr>
<td></td>
<td>E. Value God’s revelation of Himself through inspired writings and creation.</td>
</tr>
<tr>
<td></td>
<td>F. Respond to God’s love by using one’s spiritual gifts to serve others.</td>
</tr>
<tr>
<td></td>
<td>G. Recognize that God gave the Ten Commandments to show us how to love Him and each other.</td>
</tr>
<tr>
<td></td>
<td>H. Value and participate in worship alone and with others.</td>
</tr>
<tr>
<td>II. Desire to know, live, and share the message and mission of the Seventh-day Adventist Church.</td>
<td>* * *</td>
</tr>
<tr>
<td></td>
<td>A. Be an active participant in one’s local church.</td>
</tr>
<tr>
<td></td>
<td>B. Understand how the organization of the Seventh-day Adventist church facilitates its mission.</td>
</tr>
<tr>
<td></td>
<td>C. Become involved in spreading the gospel throughout the world.</td>
</tr>
<tr>
<td></td>
<td>D. Accept the fundamental beliefs of the Seventh-day Adventist church.</td>
</tr>
<tr>
<td></td>
<td>E. Appreciate the heritage of the Seventh-day Adventist church.</td>
</tr>
<tr>
<td></td>
<td>F. Relate to lifestyle choices and cultural issues based on biblical principles.</td>
</tr>
</tbody>
</table>
### GOALS:
The following goals have been established to support the unique philosophy of Adventist education. Each student will:

<table>
<thead>
<tr>
<th>III.</th>
<th>Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.</td>
<td>Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others, and accept responsibility for one’s local, national, and global environments.</td>
</tr>
<tr>
<td>V.</td>
<td>Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.</td>
</tr>
</tbody>
</table>

### ESSENTIAL CORE ELEMENTS:
Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

| A. | Recognize that God’s ideal for the basic unit of society is the family. |
| B. | Develop an appreciation for the diversity of individuals. |
| C. | Acquire knowledge, attitudes, and skills essential to meeting family responsibilities whether living alone or with others. |
| D. | Recognize that God’s unconditional love gives one self-worth. |
| E. | Value sexuality in the context of God’s ideal. |

* * *

| A. | Exhibit concern and sensitivity for other peoples and cultures. |
| B. | Participate actively in local, national, and global communities. |
| C. | Understand the functions of governments and their impact on individuals and society. |
| D. | Use a biblical perspective to analyze history and current events. |
| E. | Assume an active role in nurturing and preserving God’s creation. |

* * *

| A. | Recognize that God’s ideal for quality living includes a healthy lifestyle. |
| B. | Incorporate into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God. |
| C. | Avoid at-risk behaviors. |
| D. | Apply Christian principles in recreation and sports. |
| E. | Achieve a balance in work and leisure, balancing physical, mental, social, and spiritual activities. |
| F. | Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being. |
## GOALS:
The following goals have been established to support the unique philosophy of Adventist education. Each student will:

### VI. Adopt a systematic, logical, and biblically-based approach to decision-making and problem-solving when applied to a developing body of knowledge.

### VII. Recognize the importance of effective communication and develop the requisite skills.

### VIII. Function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.

## ESSENTIAL CORE ELEMENTS:
Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

- **A.** Broaden intellectual abilities through the study of God’s Word.
- **B.** Use critical and creative thinking skills in “real world” experiences.
- **C.** Develop one’s intellectual potential in natural sciences and mathematics; arts and humanities; social sciences and applied arts.
- **D.** Utilize effective study techniques to locate, organize, and learn information.
- **E.** Apply the principles of life-long learning.
- **F.** Approach all intellectual pursuits from a biblical perspective.

* * *

- **A.** Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language.
- **B.** Apply a Christ-centered perspective to all forms of personal expression and media.
- **C.** Understand how sensitivity to the differences of others affects communication.
- **D.** Recognize how media and information technology impacts communication.
- **E.** Utilize communication skills to enhance one’s Christian witness.

* * *

- **A.** Develop responsible decision-making skills.
- **B.** Appropriately manage one’s personal finances.
- **C.** Acquire skill in the use of technologies.
- **D.** Develop basic home-management skills.
- **E.** Value cooperation and teamwork when interacting in groups.
- **F.** Develop conflict resolution skills.
- **G.** Manage time effectively.
<table>
<thead>
<tr>
<th>GOALS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following goals have been established to support the unique philosophy of Adventist education. Each student will:</td>
</tr>
</tbody>
</table>

| IX. | Develop an appreciation of the beautiful, both in God’s creation and in human expression, while nurturing individual ability in the fine arts. |

<table>
<thead>
<tr>
<th>ESSENTIAL CORE ELEMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:</td>
</tr>
</tbody>
</table>

| IX. | A. View God as the Author of beauty, both in His creation and in human expression. |
|     | B. Employ biblical principles as the basis for appreciation and expression of creative and performing arts. |
|     | C. Develop fine arts talents through practice, performance, and presentation. |
|     | D. Use aesthetic expression as a means of communication and service. |

* * *

| X. | Develop a Christian work ethic with an appreciation for the dignity of service. |

| A. | Develop an awareness of career options and opportunities in a changing world, as well as in the church. |
| B. | Recognize the role of useful work in personal development and maintaining self-worth. |
| C. | Develop skills that will enhance employability. |
| D. | Experience the joy of serving others. |
| E. | Identify one’s interests, abilities, and values, understanding their relationship to career options. |
| F. | Always put forth one’s best effort in every task. |
Standards in Physical Education

A physically educated person:

1. Understands the importance of the full restoration of God’s image in
   his/her life through balancing the physical, mental, and spiritual aspects of
   his/her being.

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

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

4. Exhibits a physically active lifestyle.

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

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

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

8. Understands that physical activity provides opportunity for enjoyment,
   challenge, self-expression, and social interaction.
# Strands and Essential Learnings

Physical Education is Divided into the Following Strands With the Essential Learnings Numbered Under Each Strand

<table>
<thead>
<tr>
<th>Motor Skills (MS)</th>
<th>Fitness (F)</th>
<th>Concepts (C)</th>
<th>Positive Attributes (PA)</th>
<th>Interpersonal Skills (IS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manipulative 1</td>
<td>Health Fitness 1</td>
<td>Safety 1</td>
<td>Honesty 1</td>
<td>Cooperation 1</td>
</tr>
<tr>
<td>Locomotor 2</td>
<td>Skill Fitness 2</td>
<td>Movement Principles 2</td>
<td>Patience 2</td>
<td>Sportsmanship 2</td>
</tr>
<tr>
<td>Non-locomotor 3</td>
<td>Self-evaluation 3</td>
<td>Game Strategies 3</td>
<td>Consideration 3</td>
<td>Leadership 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Body Systems 4</td>
<td>Self-worth 4</td>
<td>Respect 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Responsibility 5</td>
<td>Self-control 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rules of health, fitness and games 6</td>
<td>Humility 6</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Sport history/ current events 7</td>
<td>Responsibility 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Awareness of recreational opportunities 8</td>
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</tbody>
</table>

**NOTE:**

*Strands and Essential Learnings will be abbreviated with letters and numbers (e.g., MS1, F2-3, C6-8, PA2-5, IS4) in correlation with Learning Objectives and Essential Performance Benchmarks.*
1. Question: Can everyone teach physical education?

Answer: Physical education is best taught by a qualified and trained individual, however, regardless of your personal fitness level, physical skills, knowledge, and/or interest you can present a well balanced physical education program as outlined in this curriculum guide & Resource Manual.

2. Question: What are some suggestions that you could give a new physical education teacher.

Answer:  
- become physically active  
- enroll in course work that will enhance your knowledge of physical education  
- enlist parent helpers  
- check into community resources  
- involve your students in the program by giving them responsibilities (i.e. leading out in activities, managing the supplies, etc.)

3. Question: How much time should we spend on physical education during the week?

Answer: The amount of time you spend on physical education depends on your Union Education Code. If you have any questions, ask your conference supervisor.

4. Question: What is the best way to divide the class into groups for games?

Answer: One of the major goals of physical education is to build self-esteem in students. One of the many ways in which this can be accomplished is by the teacher choosing teams prior to the activity rather than students choosing the teams in front of the group. (For additional information, see resource manual p. 266)

5. Question: How much equipment does our physical education program need to be effective?

Answer: If we want to have an effective physical education program we must have sufficient equipment to keep all students actively involved. Remember that the more involved students are in an activity, the greater their enjoyment and success.

6. Question: How much money should we spend on physical education equipment?

Answer: The amount spent depends upon your goals and plans. After the initial purchase of equipment it is recommended that the school set aside a budget each year for new and replacement supplies.
7. Question: How do I obtain funding for the purchase of equipment when I don’t have a budget?

Answer: 1. Implement a fund raising program
2. Ask larger sister schools
3. Seek help from community and alumni
4. Wish list in church bulletins
5. Form booster club

8. Question: What type of equipment should I purchase?

Answer: It is recommended that the equipment you purchase be age appropriate, safe and of a high quality that will last for a long time. The catalogs listed in this resource offer high quality supplies that come with very good warranties. Remember the old adage - “You get what you pay for.”

9. Question: How can a wide range of skill levels be combined so that more students are involved in games?

Answer: Ground rules should be established that will allow students to play on an equal basis. In softball for instance, older students could play with only their non-dominant hand.

10. Question: How important is physical fitness?

Answer: Physical fitness is of vital importance for your students. Our students should understand the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.

11. Question: What website resources are available to me?

Answer: See resource manual p.257-258
# Curriculum Guide Format

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Appropriate Grade Level</th>
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## I. STANDARD/GOAL

**What we want to achieve**

**RATIONALE**

Why we want to achieve it (goal)

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<th>Journey to Excellence</th>
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## II. LEARNING OBJECTIVES

How we will achieve it (goal)

## III. ESSENTIAL PERFORMANCE BENCHMARKS

Evidence to show it was achieved (goal)

## IV. ASSESSMENT EXAMPLE

**CRITERIA:** Example activities to help achieve the goal

## V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS

*This format is repeated sequentially for grade levels as follows:*

**Kindergarten; Grades 1-2; 3-4; 5-6; 7-8; 9-10; 11-12**

0 Reference Journey to Excellence p. 11-14

00 Reference Strands and Essential Learnings p. 17

Sample lesson plans p. 259-261

For additional lesson plans see [www.pecentral.com](http://www.pecentral.com)
ELEMENTARY
KINDERGARTEN

I. STANDARD/GOAL #1
Understands the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.

RATIONALE - Students at this age will begin to learn that “Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a ‘well-balanced character’” (Education p. 195).

Students will have the opportunity to understand that, “For in Him we live and move and have our being” (Acts 17:28, NKJV).

II. LEARNING OBJECTIVES - The emphasis for the kindergarten student will be to:

1. Recognize that God’s ideal for quality living includes a healthy lifestyle.
2. Incorporate into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.
3. Avoid at-risk behaviors.
4. Apply Christian principles in recreation and sports.
5. Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities.
6. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.

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<th>Journey to Excellence</th>
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<tbody>
<tr>
<td>VA</td>
<td>F 1; C 6</td>
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<tr>
<td>VB</td>
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<tr>
<td>VC</td>
<td>C 1; PA 4, 7</td>
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<td>VD</td>
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<td>VE</td>
<td>F 1, 3; PA 5</td>
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<tr>
<td>VF</td>
<td>C 4; PA 4; IS 4</td>
</tr>
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</table>

III. ESSENTIAL PERFORMANCE BENCHMARKS

- Identify God as Creator
- Demonstrate healthful living practices (e.g., balanced diet, regular exercise, drinking water)
- Participate in recreational play in a way that shows a Christ-like attitude

I A; IV A                  PA 4; IS 4
VA; IB                    F
VD; VIII E                PA; IS

IV. ASSESSMENT EXAMPLES:

1. Drawing: Students can identify or draw a picture that depicts a principle of healthful living (e.g. nutrition, exercise, water, trust in God, rest, sunlight, temperance) when asked by the teacher.
   Criteria: a) Correctly identifies and/or draws the picture showing the element of health.

2. Role Play: The students role play the story of creation as read by the teacher. A variety of locomotor and non-locomotor movements are used as students interpret and act out the elements of the story.
   Criteria: a) Students display active listening when story parts are read
   b) Students respond with role play action when cued by teacher

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Bible Stories
Uncle Arthur Bedtime Stories
NEWSTART
Teacher Modeling
KINDERGARTEN

I. STANDARD/GOAL #2
Demonstrates competency in many movement forms and proficiency in a few.

RATIONALE - In most fundamental patterns (e.g., catching, jumping, striking) students are progressing from varying levels of maturity and should be developing the ability to control the use of a pattern. In most fundamental patterns and basic movement skills (e.g., weight bearing, turning, twisting) students can be expected to demonstrate continuous progress toward mature status in the simplest of conditions (e.g., tossing a ball to a close stationary target, jumping down from a low box, taking weight momentarily on hands and landing softly, walking in different directions to the beat of a clear even rhythm). Most kindergarten students can be expected to achieve maturity in walking and running by the end of the school year.

II. LEARNING OBJECTIVES - The emphasis for the kindergarten student will be to:

1. Demonstrate progress toward the mature form of selected manipulative, locomotor, and non-locomotor skills.
2. Demonstrate mature form in walking and running.

III. ESSENTIAL PERFORMANCE BENCHMARKS

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<tr>
<th>Benchmark</th>
<th>Journey to Excellence</th>
<th>Strand</th>
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<tbody>
<tr>
<td>Travels, in different ways, in a group without bumping into others or falling down</td>
<td>MS 2; PA 3; C 1, 2; IS 1</td>
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<tr>
<td>Travels in forward and sideways directions using a variety of locomotor patterns and changes direction quickly in response to a signal</td>
<td>MS 2; C 2</td>
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<tr>
<td>Demonstrates clear contrasts between slow and fast movement while traveling</td>
<td>MS 2; C 2</td>
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</tr>
<tr>
<td>Walks and runs using mature form</td>
<td>MS 2; C 2</td>
<td></td>
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<tr>
<td>Rolls sideways without hesitating or stopping</td>
<td>MS 2; C 2</td>
<td></td>
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<tr>
<td>Tosses a ball and catches it before it bounces twice</td>
<td>MS 1, 3; C 2</td>
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<tr>
<td>Kicks a stationary ball using a smooth continuous running step</td>
<td>MS 1, 2; C 2</td>
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<tr>
<td>Maintains momentary stillness bearing weight on a variety of body parts①</td>
<td>MS 3; C 4</td>
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<tr>
<td>Experience a variety of non-locomotor movements (e.g., twisting, turning, stretching, curling, bending, rocking)</td>
<td>MS 3; C 2</td>
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<tr>
<td>Demonstrate the difference between an overhand and underhand throw</td>
<td>MS 1, 3; C 2</td>
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<tr>
<td>Strike a balloon with body parts and short handled implements (e.g., lollipop paddles, table tennis paddles)</td>
<td>MS 1, 3; C 2</td>
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IV. ASSESSMENT EXAMPLES:

1. Teacher Observation: The student will be asked to travel through general space with a steady run, and upon a designated signal, perform the next locomotor action announced by the teacher (e.g., walk, hop, gallop). Upon observing the student’s performance, the teacher marks on a checklist mastery of the various critical elements (e.g., arm swing, balance, foot placement).
   Criteria: a) Demonstrates selected critical elements of locomotor skills
             b) Responds with correct locomotor skill as named by teacher

2. Written Test: Students are provided a drawing of an underhand and an overhand throwing pattern and asked to circle the overhand throwing pattern.
   Students are provided a drawing of different pathways - straight, curved, zigzag - and asked to identify the pathway named by the teacher.
   Criteria: a) Correctly identifies the movement pattern or concept

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Balance Activities p. 189-190
“Twister” Game
Movement Exploration p. 191-195
KINDERGARTEN

I. STANDARD/GOAL #3
Applies movement concepts and principles to the learning and development of motor skills.

RATIONALE - The kindergarten student begins to realize basic cognitive concepts associated with movement and how to use them to guide his/her performance in games, body management, and creative movement. For example, the student learns to apply concepts such as pathway, level, range, and direction to his/her locomotor patterns to extend his/her movement versatility. Through instruction, students can also begin to recognize and apply some characteristics of mature fundamental motor patterns (e.g., taking a step with the leg opposite the throwing arm, increasing leg flexion in preparation for a jump).

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<tr>
<td>II. LEARNING OBJECTIVES - The emphasis for the kindergarten student will be to:</td>
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<tr>
<td>1. Identify fundamental movement patterns (skip, strike).</td>
<td>VII A</td>
</tr>
<tr>
<td>2. Establish a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist).</td>
<td>C 1, 3</td>
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<tr>
<td>3. Apply appropriate concepts to performance (e.g., change direction while running).</td>
<td>MS 2; C 2, 3</td>
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III. ESSENTIAL PERFORMANCE BENCHMARKS:
- Walks, runs, hops, and skips, in forward and sideways directions, and changes direction quickly in response to a signal
- Identifies and uses a variety of movement patterns with objects (e.g., over/under, behind, alongside, through)
- Identifies and begins to utilize the technique employed (leg flexion) to soften the landing in jumping
- Demonstrate simple rhythmic patterns
- Place a variety of body parts in high, middle, and low levels

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<tr>
<td>IV. ASSESSMENT EXAMPLES:</td>
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</table>
| 1. Teacher Observation: Students will play a game of “Follow the Leader” in which the teacher demonstrates a locomotor movement. The teacher varies the movement by changing the concept applied on each repetition.  
Criteria: a) Selects proper body parts, skills, and movement concepts  
b) Responds appropriately to a variety of cues |
| VII A | MS 2; C 2 |
| 2. Student Project: Students are asked to imagine they are rolling down the hill sideways. Students are to describe and demonstrate the movement of rolling sideways down the hill.  
Criteria: a) Identifies the critical elements of rolling  
b) Demonstrates appropriate rolling movement |
| VI B | C 1, 2, 4 |
| V C; VI B | MS 2, 3; C 2 |
| MS 3; C 4 |

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Singing Games  
www.sportime.com  
Musical Hoops p. 128  
Lead up Skills for Tumbling p. 183-187
## KINDERGARTEN

### I. STANDARD/GOAL #4
Exhibits a physically active lifestyle.

**RATIONALE** - The intent of this standard is to develop positive attitudes toward participation in physical activity and a General awareness that physical activity is both fun and good. Students should recognize that participation in moderate to vigorous physical activity has both temporary and long lasting positive effects on the body, mind, and spirit, and know that exercise contributes to improved health. A main focus in kindergarten is providing students with sufficient knowledge and understanding of physical activity to develop positive attitudes toward healthy lifestyles and the activities themselves.

### II. LEARNING OBJECTIVES - *The emphasis for the kindergarten student will be to:*

1. Participates daily in moderate to vigorous physical activity.
2. Select and participate in activities that require some physical exertion during free time.
3. Identify likes and dislikes connected with participation in physical activity.

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<td>MS; F 1</td>
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<td>F 3</td>
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### III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Participates regularly in vigorous physical activity
- Recognizes that physical activity is good for personal well-being
- Identify feelings (enjoyment, self-esteem, attitude, etc.) that result from participation in physical activities

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<td>V A, B</td>
<td>MS; F 1</td>
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<td>V F</td>
<td>C 6</td>
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<td>V F; VI B</td>
<td>PA 4</td>
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### IV. ASSESSMENT EXAMPLES:

1. **Teacher Observation:** During recess a variety of games with varying degrees of physical exertion are available for the student. Student choices are observed and periodically recorded by the teacher or aids.

   **Criteria:** Observation Key:
   - 3 - High intensity (e.g., sustained vigorous running or rope jumping leading to heavy breathing and perspiration)
   - 2 - Medium intensity (e.g., intermittent games or activities leading to occasional increased respiration and some perspiration)
   - 1 - Low intensity (e.g., sedentary games or activities leading to no visible physical change)
   - 0 - No appreciable activity (e.g., standing around)

2. **Student Project:** Students participate in a class time physical activity. At the conclusion, they draw a picture indicating their feelings during and following the activity. Students are asked to explain their drawings to their classmates.

   **Criteria:**
   - a) Identifies feelings following participation in physical activity
   - b) Communicates likes and dislikes connected with the activity
   - c) Identifies the physical changes that occur as a result of various physical activities

3. **Self-assessment:** Students are asked to complete a teacher-made questionnaire (read by the teacher) by circling the appropriate level of smiley face to indicate how much they like a physical activity.

   **Criteria:**
   - a) Identifies feelings following participation in physical activity
   - b) Differentiates between activities that are more or less pleasurable

### V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Student activity chart for record keeping
KINDERGARTEN

I. STANDARD/GOAL #5
Achieves and maintains a health-enhancing level of physical fitness.

RATIONALE - Kindergarten students enjoy physical activities for the pleasure experienced from simply moving. The focus at this level is on helping students to sustain physical activity intermittently for short periods of time and have fun while doing so. They are able to recognize physiological signs associated with engagement in vigorous physical activity.

II. LEARNING OBJECTIVES - The emphasis for the kindergarten student will be to:

1. Sustain moderate to vigorous physical activity in accordance with an approved fitness test.
2. Identify the physiological signs of moderate physical activity (e.g., fast heart rate, heavy breathing).

III. ESSENTIAL PERFORMANCE BENCHMARKS:
- Achieves moderate to vigorous physical activity in accordance with a standard fitness test
- Recognizes body changes (e.g., heavy breathing, heart rate, perspiration) as a result of fitness activities

IV. ASSESSMENT EXAMPLES:

1. Teacher Observation: Have students engage in a series of locomotor actions (e.g., times segments of hopping, walking, jumping, galloping, running.) Observe the class, noting those individuals who appear to tire easily and those unable to sustain activity.
   **Criteria:**
   a) Stopping the locomotor action before the teacher signals to do so
   b) Displays obvious signs of fatigue while continuing the locomotor action

2. Event Task: Have the class participate for several minutes in a vigorous activity (e.g., follow the leader.) Ask them to place hands on chest to feel the heartbeat before the activity and immediately after the activity stops. Lead a class discussion of:
   (1) What is the difference between your heartbeat before we did the activity and now?
   (2) Why is your heart beating faster now?
   (3) Is anyone sweating?
   (4) What other activities could we do to make our heart beat faster?
   **Criteria:**
   a) Associates the faster heartbeat with vigorous activity
   b) Associates the slower heartbeat with rest
   c) Identifies other physical activities that elicit a faster heartbeat

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Fitness p. 199-201
I. STANDARD/GOAL #6
Demonstrates responsible personal and social behavior in physical activity settings.

RATIONALE - Students begin to learn and utilize acceptable behaviors for physical activity settings. Focus is directed toward understanding safe practices as well as classroom rules and procedures. They begin to understand the concept of cooperation through opportunities to share space and equipment with others in a group. They begin to demonstrate the biblical principle of putting the interests of others before self (see Phil. 2:3,4, NKJV).

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<td>I C; V D; VI F V C VIII E</td>
<td>PA 3, 6, 7</td>
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II. LEARNING OBJECTIVES - The emphasis for kindergarten student will be to:
1. Learn and apply concepts of grace and forgiveness.
2. Apply, with teacher reinforcement, classroom rules and procedures and safe practices.
3. Share space and equipment with others.

III. ESSENTIAL PERFORMANCE BENCHMARKS:
- Knows the rules for participating in the gymnasium and on the playground
- Works in a group setting without interfering with others
- Responds appropriately to teacher signals for attention
- Responds to rule infractions when reminded once
- Follows directions given to the class for an all-class activity
- Handles equipment safely by putting it away when not in use
- Takes turns using a piece of equipment
- Transfers rules of the gym to “rules of the playground”
- Apologizes when wrong
- Accepts apologies from other students

- V D; VIII E | C 1, 6 PA 3, 5; IS 1, 2, 4 |
- V D | PA 7; IS 1, 4 PA 5, 7; IS 1, 4 IS 1, 3 C 1; PA 3, 7; IS 1 PA 2, 3, 5; IS 1 C 6 |
- V D; VI B VII B; V D V D | IS 1, 2, 4 |
- V D; VI B VII B; V D V D | IS 1, 2, 4 |
IV. ASSESSMENT EXAMPLES:

1. **Teacher Observation:** After the rules and procedures have been taught, the teacher checks for understanding by having the children play the “Number Game.” Students are asked to act out the rule when given by the teacher. The teacher counts to see how long it takes all children to follow the rule stated.
   
   **Criteria:** a) Responds accurately to the identified rules and procedures  
   b) Responds quickly to the teacher’s signals

2. **Student Project:** Students are asked to select a picture, from a group of examples provided by the teacher, of one way in which they can share space and equipment with others in an activity.
   
   **Criteria:** a) Accurately identifies a characteristic of sharing  
   b) Explains the importance of the selected characteristic of sharing

3. **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

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Use rubric in assessment example #3 above
Use timeout when behavior is inappropriate
## KINDERGARTEN

### I. STANDARD/GOAL #7
Demonstrates understanding and respect for differences among people in physical activity settings.

**RATIONALE** - Students in kindergarten are primarily concerned with how the world relates to them as individuals and are beginning to be aware of the relationships with others. They are discovering the joy of playing with friends and how social interaction can make activities more fun. Social interaction for kindergartners has focused mainly on the family. Physical education helps expand this world.

### II. LEARNING OBJECTIVES - *The emphasis for the kindergarten student will be to:*

1. Recognize the joy of shared play.
2. Interact positively with students in class regardless of personal differences (e.g., race, gender, disability, religion).

### III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Enjoys participation alone and with others
- Chooses playmates without regard to personal differences (e.g., race, gender, disability)
- Works cooperatively with school mates of all ability levels
- Recognize that physical education is for everybody

### IV. ASSESSMENT EXAMPLES:

1. **Teacher Observation:** Students are observed working on tasks both alone and with other students.
   **Criteria:**
   a) Demonstrates willingness to join in the activity
   b) Participates in group activities readily as evidenced by the amount of latency between the teacher’s instruction and the time activity begins
   c) Demonstrates cooperation with others in group tasks

2. **Interview:** Following a group or partner game or activity, students (as a group or individually) are asked to verbalize the similarities and differences in participating alone versus with a group or partner.
   **Criteria:**
   a) Recognizes that participation with a partner/group requires sharing and cooperation
   b) Recognizes that sharing with others can lead to positive feelings (e.g., feelings of acceptance and belonging to the group)

### V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Cooperative Games p. 143-144
- www.iNewGames.com
- Quicksilver ISBN 0-7872-1610-0
- A New Way of Learning and Being Together (TRIBES) by Jeanne Gibbs ISBN 0-932762-09-03
# KINDERGARTEN

## I. STANDARD/GOAL #8
Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

**RATIONALE** - It is evidenced by their smiles and actions that kindergarten children enjoy participating in physical education activities. Movement does not have to occur in structured games or competitive situations to be fun for them. At this level, a child may play within a group, but not necessarily as a member of the group. Kindergartners like the challenge of experiencing new movements and learning new skills.

## II. LEARNING OBJECTIVES - *The emphasis for the kindergarten student will be to:*

1. Understand the value of engaging in physical activities as play and recreation.
2. Associate positive feelings with participation in physical activity and play.
3. Try new movement activities and skills.

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<td>F 3 ; C 4</td>
<td>MS 2, 3; F 2, C 2</td>
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## III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Enjoys participation alone and with others
- Identifies feelings that result from participation in physical activities and play
- Looks forward to physical education classes
- Puts forth best effort when trying all activities

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<tr>
<th>Criteria</th>
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<th>Strand</th>
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<tr>
<td>a) Indicates verbally or nonverbally positive feelings toward physical activity</td>
<td>F 3 ; C 4</td>
<td>PA 3 ; IS 1</td>
</tr>
<tr>
<td>b) Raises his or her hand to share feelings about physical activity</td>
<td>V D ; X F</td>
<td>PA 4 , 7; IS 4</td>
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## IV. ASSESSMENT EXAMPLES:

1. **Interview**: Classroom teachers often have a brief sharing time after special area classes as a transition back to classroom activities. Ask the teacher to periodically obtain feedback from the children regarding enjoyment of activities by:
   a) raising of hands
   b) thumbs up, thumbs down
   c) verbal comments from children
   **Criteria**: a) Identifies verbally or nonverbally positive feelings toward physical activity
   b) Raises his or her hand to share feelings about physical activity

2. **Group Project**: Students are asked to work together in a group to create a “Physical Education Book” for their classroom. Each child is to draw activities that represent physical education class. With assistance from the classroom teacher, sentences can be added to describe the activity.
   **Criteria**: a) Willingly participates in the project
   b) Identifies several activities that are enjoyable
   c) Expresses positive feelings when describing the activity

## V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Cooperative Games p. 143-144
- www.iNewGames.com
- Quicksilver ISBN 0-7872-1610-0
GRADE 1 AND 2

I. STANDARD/GOAL #1
Understands the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.

RATIONALE - Students at this age will begin to learn that “Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a ‘well-balanced character’” (Education p. 195).

Students will have the opportunity to understand that, “For in Him we live and move and have our being” (Acts 17:28, NKJV).

II. LEARNING OBJECTIVES - The emphases for the student will be to:

1. Recognize that God’s ideal for quality living includes a healthy lifestyle.
2. Incorporate into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.
3. Avoid at-risk behaviors.
4. Apply Christian principles in recreation and sports.
5. Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities.
6. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.

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<td>PA; IS F 1, 3; PA 5</td>
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<td>III D; V C; VI E</td>
<td>C4; PA 4; IS 4</td>
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III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Identify God as Creator and Sustainer/Provider and express affection and appreciation
- Begin to understand and continue to demonstrate healthful living practices (e.g., washing hands after P.E. activity, eating balanced meals, practicing good personal hygiene, regular exercise)
- Understand the value of adequate sleep and proper nutrition for optimal health to assist in the building of healthy bodies
- Recognize the responsibility to God for care of the body
- Participate in recreational play and show Christ-like attitude
- Play in a way that shows a Christ-like attitude

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IV. ASSESSMENT EXAMPLES:

1. Daily Prayer: Teacher asks students to share prayer requests and things they are thankful to God for which will be included in the prayer that begins the class period.
   Criteria: a) Displays respect for prayer time and has opportunity to grow in their comfort to share their praises and requests

2. Robot and Helper Activity: Student chooses a partner. One will be the “Helper” and the other a “Robot”. Teacher explains the four sided boundaries the robots must stay in. On teacher’s signal the robots begin marching forward in a straight line from all four sides. When a robot reaches a boundary or other robot in their path, the robot marches in place and makes a beeping sound. At this time the helper moves into the boundary area and redirects their robot partner. At the end of a teacher determined time allotment, partners switch roles. (An advanced form of this activity is for the helper to control more than one robot).
   Criteria: a) Demonstrates common courtesy by not bumping into each other  
   b) Recognizes boundary lines and stops  
   c) Knows when to stop to let others pass  
   d) Helper pays attention and responds to partners need for redirection
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Bible Stories
NEWSTART
Uncle Arthur Bedtime Stories,
Teacher Modeling
Body Felt sets with stories (see ABC)
Nutrition Pyramid
GRADE 1 AND 2

I. STANDARD/GOAL #2
Demonstrates competency in many movement forms and proficiency in a few.

RATIONALE - In addition to walking and running, students should be able to demonstrate mature patterns in skipping, hopping, galloping, and sliding. The student should be able to vary the manner in which skills are performed and should begin to use skills in combination with each other (e.g., students will be able to adapt their movement to the needs of a partner; vary the direction, level, and speed of a locomotor pattern; and use patterns in combination). Mature forms of basic locomotor patterns should be developed. Fundamental skills should be used in manipulative, body management, and settings.

II. LEARNING OBJECTIVES - *The emphasis for the student will be to:*

1. Demonstrate mature form in skipping, hopping, galloping, and sliding.
2. Demonstrate mature motor patterns in simple combinations (e.g., dribbling a ball while running).
3. Demonstrate smooth transitions between sequential motor skills (e.g., running into a jump).
4. Exhibit the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations (e.g., tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms).
5. Demonstrate control in traveling activities (e.g., skipping, hopping, running) and weight bearing and balance activities on a variety of body parts.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others
- Combine locomotor patterns in time to music
- Balance, demonstrating momentary stillness, in symmetrical and non-symmetrical shapes on a variety of body parts
- Receive and send an object in a continuous motion
- Strike a ball repeatedly with a paddle
- Consistently strike a ball with a bat from a tee or cone, using a correct grip and side orientation
- Jump a self-turned rope
- Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground
- Review basic traveling, jumps, leaps, and turns while balancing on a beam or line
- Move feet into a high level by placing the weight on the hands and landing with control (e.g., bunny cartwheel, snap-down)
- Demonstrate smooth transition between locomotor (e.g., running, skipping, hopping) and non-locomotor (e.g., twisting, turning, bending) moving patterns
- Dribble a ball continuously, using hands and feet, without losing control
IV. ASSESSMENT EXAMPLES:

1. Teacher Observation: Students are requested to demonstrate the skills introduced in class as the teacher observes their performance and records the satisfactory use of the critical element (technique/s) of the skills on a checklist. 
   Criteria: Demonstrates critical element (technique/s) of the selected skills over several trials

2. Event Task: Students are asked to design and practice a movement sequence of three different locomotor skills. Following the practice period, students demonstrate their movement sequence for the class.
   Criteria: a) Demonstrates three different locomotor movements 
   b) Demonstrates mature pattern of each locomotor skill 
   c) Demonstrates smooth transitions between locomotor patterns

1. Peer Observation: Students are asked to work on balancing on different bases of support (e.g., two hands and one foot, hands and knees, headstand). Students should balance in four different positions, two using symmetrical shapes and two using asymmetrical shapes. Students are asked to draw their favorite symmetrical “S” and asymmetrical “A” balances on paper, labeling “S” and “A” respectively. Students now select a partner who will observe their balances and then indicate on the paper:
   (1) if the drawn figures were labeled correctly
   (2) if the balances were held still for 3 seconds.
   Criteria: a) Completes four balances, two-symmetrical and two-asymmetrical 
   b) Correctly labels balances “S” and “A” 
   c) Maintains stillness in balance for three seconds 
   d) Observer correctly assesses the appropriateness of the labels and the extent to which the performer was still

2. Teacher Observation (video): Students are asked to skip, gallop, and jump off a low box. A camera is set up in one corner of the gym to record their performance. Each student is asked to go in front of the camera and perform the specified movement patterns. The teacher uses a checklist to assess the extent to which mature and skilled patterns have been attained.
   Criteria: a) Exhibits mature form for each of the movement patterns 
   b) Demonstrates consistent and smooth performance

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Hoop Activities p. 127-128  
Beanbag Activities p. 125-126  
Relays p. 169-175  
Ball Skills p. 123-124
# GRADE 1 AND 2

## I. STANDARD/GOAL #3
Applies movement concepts and principles to the learning and development of motor skills.

### RATIONALE -
The student should begin to identify critical elements (techniques) for fundamental skills and use them in performance. Emphasis is placed on identification and performance of movement concepts of space, effort, and relationships that vary the quality of movement.

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## II. LEARNING OBJECTIVES - *The emphasis for the student will be to:*

1. Identify the critical element/s (technique/s) of basic movement patterns.
2. Apply movement concepts to a variety of basic skills.
3. Use feedback to improve performance.

## III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Identify four characteristics of a mature throw
- Use 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
- Identify and demonstrate the major characteristics of mature walking, running, hopping, and skipping
- Combine various traveling patterns in time to the music
- Identify critical element/s (technique/s) of selected basic movement patterns and skills (e.g., hop, skip, throw)

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## IV. ASSESSMENT EXAMPLES:

1. **Teacher Observation:** Using an appropriate size ball, students practice throwing at a target on the wall alternating with a partner in five throw turns. The students should be instructed to concentrate on the critical element/s (technique/s) of throwing as taught by the instructor (e.g., ready position, arm preparation, opposite side to the target, step with leg opposite the throwing arm, follow-through, accuracy of throw). After five throws the teacher gives feedback on one of the critical element/s (technique/s) and elicits partner feedback. Note changes in performance.
   **Criteria:**
   - a) Recognizes critical element/s (technique/s) of basic movement pattern
   - b) Adjusts conditions for success following feedback

2. **Written Test:** Students are provided with a drawing of a hand print and are asked to color the portion of the hand that is used in mature dribbling. Students may also be asked to draw an entire person dribbling to show the overall critical element/s (technique/s) of this movement task.
   **Criteria:**
   - a) Correctly identifies portion of hand used in mature dribbling
   - b) Identifies the critical element/s (technique/s) of dribbling

3. **Written/Oral Test:** Students are shown photographs of ice skating, elite gymnasts, or other sport performers in action and are asked to identify the movement patterns they have been studying in class and the critical element/s (technique/s) that contribute to successful performance of the movement. Written or oral responses can be solicited.
   **Criteria:**
   - a) Identifies the basic movement patterns
   - b) Identifies the critical element/s (technique/s) leading to successful performance

## V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Singing Games p.177
- www.sportime.com
- Group Activities p. 165-167
- Relays p. 169-175
- Web Search Keyword: Elem. Motor Skill Development
## GRADE 1 AND 2

### I. STANDARD/GOAL #4
Exhibits a physically active lifestyle.

**RATIONALE** - The intent of this standard is on developing positive attitudes toward regular physical activity and its effect on health. Students at this age should be able to identify at least one form of exercise associated with each component of health-related fitness. In addition, they should be able to identify social (e.g., cooperation) and psychological (e.g., exploring feelings associated with success or failure) contributions of physical activity.

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### II. LEARNING OBJECTIVES - *The emphasis for the second grade student will be:*

1. Experience and express pleasure from participation in physical activity.
2. Identify at least one activity associated with each component of health-related physical activity (e.g., flexibility, muscular endurance, muscular strength, cardiovascular endurance and body composition).

### III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Seek participation in locomotor activity of a moderate to vigorous nature
- Participate in a wide variety of activities that involve locomotion, non-locomotion, and manipulation of objects outside of physical education class
- Complete physical education activity “homework” assignments willingly

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### IV. ASSESSMENT EXAMPLES:

1. **Student Journal:** The student practices a teacher-designed exercise game designed to improve performance on selected manipulative skills. Practice must occur during out-of-class time, at recess, or at home, no less than three times per week for a prescribed number of weeks. After each practice session, the student records information on how long (or number of times) they practiced each day.  
   **Criteria:**  
   a) Practices at least three times per week  
   b) Practices at least ten minutes each day

2. **Student Journal:** Students record what they do in their free time after school for a week and indicate which of the activities require moderate to vigorous physical activity. The journal is signed by the parents at the end of the week and returned to class.  
   **Criteria:**  
   a) Lists a reasonable number of activities  
   b) Accurately lists activities for the individual  
   c) Correctly identifies those activities that are vigorous

3. **Written Test:** Students take a teacher-prepared test that consists of a set of pictures which illustrate the health benefits of physical activity:  
   1. A smiling child running (makes you feel good).
   2. A person visiting the doctor (exercise can prevent some illnesses).  
   3. A group of people being physically active and enjoying themselves (physical activity as a social experience).  
   4. A figure skater, gymnast, or diver exhibiting their skill (the beauty of movement and the joy of performing or being a spectator).  
   5. A person actively participating in a sport such as basketball, handball, soccer, or tennis (physical activity as a social experience).  
   6. An obese person sitting on the couch watching television (does not illustrate a benefit of physical activity).  
   The student’s task is to look at each picture and describe how the picture illustrates a benefit of physical activity.  
   **Criteria:**  
   a) Correctly identifies those activities associated with health-related activities  
   b) Correctly identifies the costs and benefits of each activity
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Movement Exploration p. 191-195
- Adventurer Club
- Web Search Key Word: Locomotor
GRADE 1 AND 2

I. STANDARD/GOAL #5
Achieves and maintains a health-enhancing level of physical fitness.

RATIONALE - Students at this age engage in activities in a variety of settings that promote cardiovascular, musculoskeletal, and body composition benefits. Students should be formally introduced to the components of health-related fitness (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition). They can sustain moderate to vigorous physical activity for longer periods of time and will more easily recognize physiological indicators of activity.

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Engage in sustained physical activity that causes an increased heart rate and heavy breathing.
2. Recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increased heart rate, heavy breathing).
3. Know how to measure heart rate.
4. Identify the components of health-related physical fitness.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Sustain activity for longer periods of time while participating in chasing or fleeing, traveling activities in physical education, and/or on the playground
- Identify changes in the body during vigorous physical activity
- Know to measure heart rate
- Support body weight for climbing, hanging, and momentarily supporting weight on hands
- Move each joint through a full range of motion
- Participate in cardiovascular endurance activities for a sustained period of time

IV. ASSESSMENT EXAMPLES:

1. Event Task: Students are introduced to the concept of cardiorespiratory fitness by having them “listen” to their heartbeat by placing their hands on chest, first while at rest and then following exercise. Introduce the class to pulse rate and the counting of pulse on the carotid artery. Engage the class in tasks that demonstrate low to moderate to vigorous physical activity (e.g., stretching, jogging, walking, jumping rope, dribbling a ball in self-space). After each activity, have the children listen to their heartbeat and feel their pulse. Lead the class in a discussion of changes that take place in the body during vigorous physical activity (e.g., rapid heartbeat, sweating, heavy breathing).
   **Criteria:**
   a) Recognizes that changes in heart rate occur as a result of participation in moderate to vigorous activity
   b) Correctly identifies several physiological changes that occur at moderate or vigorous activity

2. Student Journal: Following a discussion of muscular strength and endurance appropriate for the student and participation in different activities that focus on climbing, hanging, and supporting weight momentarily on hands, have the children write in their journals about their strength in climbing, hanging, and supporting weight on hands. Assist each child in setting a goal for themselves (e.g., support weight on hanging rope, go half-way across the horizontal ladder, support weight on hands for a three-second count). Have the children illustrate their journal entries with a drawing of themselves. Ask them to circle the body parts (muscles) used for hanging, climbing, and supporting weight on hands.
   **Criteria:**
   a) Establishes appropriate goals relative to muscular strength and endurance
   b) Correctly identifies the body parts involved in hanging, climbing, and supporting weight on hands

3. Informal Testing: Introduce the children to flexibility as a fitness component through the use of appropriate exercises or flexibility tasks, (e.g., stretching toward the toes while in the sit-and-reach position, the trunk lift, and the finger touch behind the back [shoulder stretch]). Lead discussions of specificity as students become aware of flexibility in some areas and lack of flexibility in others. Record the names of students experiencing difficulty in satisfactorily completing the various flexibility tasks for the purpose of correcting flexibility deficiencies in those areas.
   **Criteria:**
   a) Touches toes while seated in the proper sit-and-reach position
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<td>b)</td>
<td>Successfully completes the upper trunk lift</td>
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<td>c)</td>
<td>Touches fingers while performing the shoulder stretch</td>
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<td>d)</td>
<td>Correctly associates these activities with the component of flexibility</td>
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**V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:**

Heart Rate Monitor p. 270  
Fitness p. 199-201  
Lead-up Tumbling p. 183-187
I. STANDARD/GOAL #6
Demonstrates responsible personal and social behavior in physical activity settings.

RATIONALE - Students know safe practices, physical education rules and procedures, and are able to apply them with little or no reinforcement. They practice cooperation by successfully working with a partner and in small groups to accomplish an assigned task.

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II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Apply rules, procedures, and safe practices with little or no reinforcement.
2. Follow directions.
3. Work cooperatively with others to complete an assigned task.

III. ESSENTIAL PERFORMANCE BENCHMARKS:
- Use equipment and space safely and properly
- Respond positively to a reminder about a rule infraction
- Practice specific skills as assigned until the teacher signals the end of practice
- Stop activity immediately at the signal to do so
- Report the results of assigned tasks honestly
- Invite a peer to take his/her turn at a piece of apparatus before repeating a turn
- Assist partner by sharing observations about skill performance during practice

IV. ASSESSMENT EXAMPLES:

1. **Self-assessment:** After a partner task, the students are requested to list at least two things they did to be a good partner in the activity and one thing they could have done better to help their partner.
   **Criteria:**
   a) Completes the assignment as directed
   b) Responses identify “good” partner behavior
   c) Responses accurately describe their own behavior

2. **Student Project:** Students are asked to create a picture book of rules and procedures for physical education that are to be done during art class. The class as a whole identifies and creates a comprehensive and accurate list of important rules and procedures. Each teacher approves and assigns each student a rule or procedure.
   **Criteria:**
   a) Accurately interprets the selected or assigned rule
   b) Completes assignment as directed

3. **Teacher Observation:** Students are videotaped while working on gymnastics skills. Student performance is judged according to whether they have worked productively, safely, and cooperatively with others. The teacher records the extent to which each of the criteria are met by the class as well as by each student. (Recording incidents of noncompliance in most cases will be the most efficient way to record this information.) The teacher shares the assessment results with the student to develop an awareness of undesirable behavior and assist in making improvement.
   **Criteria:**
   a) Works on assigned task in a productive manner
   b) Works safely and with an awareness of others
   c) Exhibits cooperative behaviors (e.g., taking turns, supportive comments, assisting each other)

4. **Parental Report:** Students are given the assignment to select and practice at home several movement skills (e.g., balancing on one foot, catching a tossed ball) on which they need additional work. They must record what they did and for how long, and have their parents sign the record at the end of the week.
   **Criteria:**
   a) Identifies in collaboration with the teacher the skills needing additional work
   b) Practices identified skill according to criteria set by teacher and student
   c) Records performance accurately and neatly
5. **Peer Assessment**: Students are given a task of practicing an underhand throw at a target with a partner. Students may choose the type and size of ball, distance from the target (enough distance to produce a throw and not a toss), and the height of the target. Partners assist each other by marking a score sheet for accuracy for each of five throws. Partners change roles after five throws. Take as many turns as the time allows.

**Criteria:**
- a) Chooses appropriate ball and placement of target for personal competence
- b) Records partner’s performance accurately and honestly
- c) Assists partner by speaking politely and taking turns
- d) Assumes personal responsibility for the results of the activity

### V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Spatial Relationships p. 192
- Social Behavior Rubric p. 267
- “Simon Says” and other command type games
- Redlight - Greenlight
GRADE 1 AND 2

I. STANDARD/GOAL #7
Demonstrates understanding and respect for differences among people in physical activity settings.

RATIONALE - The focus in the primary grades is building a foundation for successful interpersonal communication during group activity. Emphasis is placed on identifying concepts such as cooperation, sharing, and consideration regardless of differences. Improving motor skills gives children a basis and appreciation for working with others in cooperative movement, sharing, and/or working together to solve a problem or tackle a challenge.

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Play and cooperate with others regardless of personal differences (e.g., gender, ethnicity, disability).
2. Treat others with respect during play.
3. Resolve conflicts in socially acceptable ways.
4. Practice Christ-like principles in interactions with others.
5. Displays Christ-like qualities (e.g., acceptance, tolerance, inclusion, adaptability) in physical activity settings.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Appreciate the benefits that accompany cooperation and sharing
- Display consideration of others in physical activity settings
- Demonstrate the element (technique) of socially acceptable conflict resolution
- Recognize and appreciate activities from other cultures

IV. ASSESSMENT EXAMPLES:

1. Test: Teacher prepares a set of pictures that illustrate cooperative and sharing activities and non-cooperative and non-sharing activities. Alternatively, the teacher could provide demonstrations of various activities. Students are asked to identify the illustrated activity as sharing (e.g., picking up balls, sharing equipment, including others in your group), cooperative, non-sharing, or non-cooperative. For non-sharing and non-cooperative pictures, students identify how they would change the behavior to make it more cooperative or sharing.
   Criteria: a) Correctly identifies activities that involve sharing and cooperation  
   b) Offers ways to make games and activities more cooperative  
   c) Demonstrates awareness of personal behavior and the role that it played in past activities with regard to cooperation and sharing

2. Role Playing: Students are asked to create a play dealing with conflict resolution during physical activity.
   Criteria: a) Identifies action leading to the conflict  
   b) Identifies consequences of the conflict  
   c) Identifies alternative and socially acceptable methods for resolving the conflict

3. Interview: Following a game, the students are asked to demonstrate or verbalize examples of cooperation and sharing that occurred during the activity.
   Criteria: a) Cites several examples of cooperation and sharing  
   b) Identifies ways in which all students were included  
   c) Recognizes the new friendships formed as the result of game play

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Cooperative Games p. 143-144  
www.iNewGames.com  
Quicksilver ISBN 0-7872-1610-0  
Cowstail & Cobras II by Carl Rohnke ISBN 0-8403-5434-7  
A New Way of Learning and Being Together (TRIBES) by Jeanne Gibbs ISBN 0-932762-09-03  
Within a P.E. Website type Keyword: Multicultural Learning or Diversity
I. STANDARD/GOAL #8
Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

RATIONALE - At this age, students are beginning to function as members of a group. They can work cooperatively with a partner for brief periods of time. Enjoyment comes from a growing competence of movement skills as they begin to master selected skills such as skipping, hopping, galloping, and running. Trying new activities provides challenge. They are beginning to express their feelings through activity as well as identify activities they like and dislike.

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Gain competence which will provide increased enjoyment in movement.
2. Try new activities.
3. Express feelings about and during physical activity.
4. Enjoy interaction with friends through physical activity.

III. ESSENTIAL PERFORMANCE BENCHMARKS:
- Appreciate the benefits that accompany cooperation and sharing
- Accept the feelings resulting from challenges, successes, and failures in physical activity
- Try new activities willingly
- Identify physical activities which are fun
- Enjoy physical activities with peers

IV. ASSESSMENT EXAMPLES:

1. Event Task: Students are asked to express a variety of feelings (e.g., happiness, sadness, frustration, joy) during a creative movement lesson through the use of a variety of shapes, postures, and movements. Students are asked to discuss with the class situations in physical activity that bring about these feelings.
   **Criteria:**
   a) Uses movement to communicate feelings
   b) Verbally expresses feelings that result from participation in physical activities

2. Group Project: Working as a class, students shall design an obstacle course of straight, curved, and zigzag pathways using wands, ropes, and other suitable manipulative materials. Each pathway designed must connect with another pathway. After completion of the obstacle course, students will decide what locomotor movements to use in traveling the various pathways.
   **Criteria:**
   a) Shares equipment with others when building the obstacle course
   b) Cooperates with others in determining pathways and locomotor movements

3. Student Journal: At different times throughout the year, students are requested to write and/or draw in their journals:
   1. How they felt when they scored a goal, made a basket, or kicked a ball at an adequate distance.
   2. How they felt when they missed the ball for the kick or the hit.
   3. How they felt when the class tried an activity for the first time.
   4. Their favorite activities in physical education class.
   **Criteria:**
   a) Identifies feelings associated with successes and failures
   b) Expresses these feelings in their journal

4. Teacher Observation: Students are observed periodically during physical activity, checking for non-verbal signs of enjoyment, positive interaction with others, and willingness to try new activities.
   **Criteria:**
   a) Participates willingly in new activities
   b) Continues to participate when not successful on the first try
   c) Cooperates with others during physical education activities
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Cooperative Learning p. 143-144
Group Activities p. 165-167
Quicksilver ISBN 0-7872-1610-0
GRADE 3 AND 4

I. STANDARD/GOAL #1
Understands the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.

RATIONALE - Students at this age learn that “Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a ‘well-balanced character’” (Education p. 195).

Students will have the opportunity to understand that, “For in Him we live and move and have our being” (Acts 17:28, NKJV).

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II. LEARNING OBJECTIVES - The emphasis for the student will be to:
1. Recognize that God’s ideal for quality living includes a healthy lifestyle.  
2. Incorporate into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.  
3. Avoid at-risk behaviors.  
4. Apply Christian principles in recreation and sports.  
5. Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities.  
6. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.

III. ESSENTIAL PERFORMANCE BENCHMARKS:
- Identify God as the Creator, a personal God who Re-creates or Redeems
- Demonstrate healthful living practices (e.g., balanced diet, regular exercise, drinking water)
- Participate in recreational play in a way that displays Christ-like attitude
- Recognize intrinsic value of individual and group recreational play

IV. ASSESSMENT EXAMPLES:
1. Daily Prayer: A class prayer journal will be generated. Students will have the opportunity to experience and witness answered prayers as requests and answers are shared daily to begin class.
   - **Criteria:**
     a) Participates willingly in prayer requests and the sharing of answered prayers
     b) Recognizes God as the source for answered prayers

2. NEW START Kick Ball Game: The class is divided into two teams to play kick ball. Instead of scoring “points” or “runs” when a player crosses home plate, teams earn an element of health. These eight elements are: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God. (N.E.W.S.T.A.R.T.) The object of the game is for teams to work together to achieve all eight aspects of health. (Have student keep track of which health aspects they have earned for memorization purposes).
   - **Criteria:**
     a) Participates in support of their team goals
     b) Assists the team in recalling health aspects as they are earned
     c) Displays sportsmanship and care for others throughout the game

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Winner Magazine
- NEWSTART
- Body Felt Sets with Stories (See ABC)
- Nutrition Pyramid
- Bible Stories
- Teacher Modeling
## GRADE 3 AND 4

### I. STANDARD/GOAL #2

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

**RATIONALE** - The students should be able to demonstrate refined fundamental patterns. Attainment of mature motor patterns for the basic locomotor, non-locomotor, and selected isolated manipulative skills (e.g., throwing, catching, striking) is an expected exit outcome for fourth grade students. Variations of skills and skill combinations are performed in increasingly dynamic and complex environments (e.g., performing manipulative tasks while dodging, an opponent performing a gymnastics sequence with a partner). In addition, students should be able to acquire some specialized skills basic to a movement form (e.g., basketball chest pass, soccer dribble, fielding a ground ball with a glove) and to use those skills with a partner.

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<td><strong>II. LEARNING OBJECTIVES</strong> - <em>The emphasis for the student will be to:</em></td>
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<td>1. Display mature form in all locomotor patterns and selected manipulative and non-locomotor skills.</td>
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<td>2. Adapt a skill to the demands of a dynamic, unpredictable environment.</td>
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<td>3. Acquire beginning skills of a few specialized movement forms.</td>
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<td>4. Combine movement skills in applied settings.</td>
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### III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Throw, catch, and kick using mature form
- Dribble and pass a basketball to a moving receiver
- Balance with control on a variety of objects (e.g., balance board, large apparatus, skates)
- Develop and refine a gymnastics sequence demonstrating smooth transitions
- Develop and refine a creative movement sequence into a repeatable pattern
- Jump and land for height/distance using mature form
- Experience traveling into and out of a rope turned by others
- Dribble with foot and hand while preventing an opponent from stealing the ball
- Strike consistently a softly tossed ball with a long and short handled implement demonstrating the appropriate grip, side to the target, and swing plane
- Jump, catch an object, and land maintaining control of the body and the object

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IV. ASSESSMENT EXAMPLES:

1. **Teacher Observation:** Students working in pairs are asked to receive and pass the basketball in such a way as to maintain constant motion. The teacher observes the passing and uses a checklist to annotate the performance.
   - **Criteria:**
     a) Receives the pass and sends it in one motion
     b) Passes ahead of the moving player (receiver does not have to stop)
     c) Receiving student cuts into a space to receive the pass

2. **Event Task:** Students are asked to combine a balance, a roll, and a traveling action into a gymnastics sequence. The sequence must include all the components and a clear beginning and ending.
   - **Criteria:**
     a) Exhibits a balance, a roll, and a traveling action during the performance
     b) Demonstrates a clear beginning and ending to the sequence
     c) Demonstrates smooth transitions between the various skills

3. **Peer Observation:** Have partners observe the preparatory phase of a designated skill in an attempt to ascertain the correct use of critical elements. For example, student A will throw a ball toward a target five times using the overhand pattern while student B observes the performance, focusing on a single critical element during the preparatory phase (e.g., opposite foot forward, side to target, arm cocked above and behind). The observing student gives a “thumbs up” if the critical element is correct; if incorrect, the observing student tells what is needed to improve the movement.
   - **Criteria:**
     a) Thrower displays the critical element that is the focus of the observation
     b) Observer makes an accurate judgment on the performance

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Nonteam Activities p. 129-131
- Relays p. 169-175
- Ball Activities p. 123-124
- Jump Rope p. 133-134
- Paddle Activities p. 139-141
- Tag Games p. 179-180
I. STANDARD/GOAL #3
Applies movement concepts and principles to the learning and development of motor skills.

RATIONALE - The student should be able to use critical techniques to refine personal performance of fundamental and selected specialized motor skills, as well as to provide feedback to others. They should be able to identify and apply concepts that impact the quality of movement performance in increasingly complex movement situations (e.g., a ball must be passed in front of a moving player, appropriate practice improves performance, and the lower the center of gravity the more stable an object.)

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Apply critical elements to improve personal performance in fundamental and selected specialized motor skills.
2. Use critical elements of fundamental and specialized movement skills to provide feedback to others.
3. Recognize and apply concepts that impact the quality of increasingly complex movement performance.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Transfer weight from feet to hands at fast and slow speeds using large extensions (arm’s and leg’s) (e.g., mule kick, handstand, cartwheel)
- Recognize accurately the critical technique of a throw made by a fellow student and provide feedback to the student
- Strike consistently a softly thrown ball with a bat or paddle demonstrating an appropriate grip
- Understand that appropriate practice improves performance
- Throw a variety of objects demonstrating accuracy and distance
- Design and play small-group games that involve cooperating with others to keep an object away from opponents (basic offensive and defensive strategy) (e.g., by throwing, kicking, or dribbling a ball)
- Demonstrate an understanding of time, force, level of difficulty
- Develop and refine a gymnastics movement sequence demonstrating smooth transitions

IV. ASSESSMENT EXAMPLES:

1. Student Log: Students record in a log or journal the results of a specific skill (e.g., number of shots made) during a 10 minute daily practice period for two weeks. At the end of the designated time period the data from the log is used to develop a learning curve on a graph. On the horizontal axis, students plot the days and on the vertical axis plot the scores (number of successful shots). Students apply data to the graph and connect the entries to show the overall learning trend. Students then analyze the information shown on the graph to determine the progress over time. 
   **Criteria:**
   a) Maintains log correctly
   b) Appropriately prepare graph from log information
   c) Correctly assesses degree of progress as a result of practice

2. Event Task: Students are requested to design a game of throwing and catching for one or two persons to play. The game must include the underhand throwing skill that has been taught in class. Students write a description of the game so students in another class could, after reading the information, play the game. They are also asked to describe how the critical techniques of the skill might change when used in different conditions.
   **Criteria:**
   a) Game incorporates use of underhand throwing and catching skills
   b) Description of game adequately identifies needed skills and critical techniques of each
   c) Description accurately shows how critical techniques might change under varying conditions

3. Peer Observation: Students observe a classmate in a performance (live or video taped) showing combinations of
various basic skills used in a changing environment. The observer analyzes the skills performed for maturity of movement by determining the critical elements used or missing. For each skill combination, students must first identify if the performance represents a mature pattern.

Criteria: a) Accurately identifies the critical techniques required of the various movement skills
   b) Recognizes and identifies the presence or absence of critical techniques during performance
   c) Suggests appropriate practice activities

4. Written Test: Students are given a written test in which they are asked to describe the difference in catching a ball at a high level and catching a ball at a low level. Moreover, they should describe:
   a) Which critical techniques are the same
   b) Which are different
   c) What information is available from the thrower to inform the catcher as to the height of the ball

Criteria: a) Correctly identifies critical techniques and similarities/differences of catching at a high or low level
   b) Correctly identifies characteristics of the throw that predict the height of the thrown ball

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Balancing Activities p. 189-190
- Paddle Activities p. 139-141
- Ball Activities p. 123-124
- Frisbee Activities p. 136-137
- Beanbag p. 125-126
- Group Games p. 135-137
- Lead up to Tumbling p. 183-187
I. STANDARD/GOAL #4
Exhibits a physically active lifestyle.

RATIONALE - The intent of this standard is the beginning development of an awareness of participation in physical activity as a conscious decision and personal choice for both enjoyment and health-related benefits. Students at this age will begin to be aware of those activities they enjoy, and will participate in activity to improve their own personal skill and enjoyment and should be encouraged to do so. This knowledge should be connected with their personal decisions for participation outside of physical education class. Students should also be able to describe personal, psychological, and emotional benefits of their participation in physical activity.

II. LEARNING OBJECTIVES - *The emphasis for the student will be to:*

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III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Participate regularly in physical activity for the purpose of developing a healthy lifestyle
- Describe healthful benefits that result from regular and appropriate participation in physical activity
- Identify several activities that they participate in on a regular basis (formal or informal)
- Recognize opportunities for more formal participation in physical activities in the community
- Recognize that idealized images of the human body and performance, as presented by the media, may not be appropriate to imitate
- Identify and record daily fitness activities

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IV. ASSESSMENT EXAMPLES:

1. **Written Test:** Students are asked to identify each component (e.g., muscular endurance, cardiovascular endurance, flexibility, muscular strength) of fitness and to describe both an exercise and an activity that has the potential to develop that component.
   
   **Criteria:**
   a) Accurately identifies each component
   b) Correctly identifies appropriate exercise for each component
   c) Correctly identifies appropriate activity for each component

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Create a Practice Log for Student Activity
- Adventurer Club
GRADE 3 AND 4

I. STANDARD/GOAL #5
Achieves and maintains a health-enhancing level of physical fitness.

RATIONALE - Students will begin to match different types of physical activity with underlying physical fitness components and should participate in moderate to vigorous physical activities in a variety of settings. Students should begin to be able to interpret the results and understand the significance of information provided by formal measures of physical fitness. Fitness testing may be introduced at this level (e.g., Fitnessgram, Presidential Challenge, AAHPERD test).

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Identify several activities related to each component of physical fitness.
2. Associate results of fitness testing to personal health status and ability to perform various activities.
3. Meet the health-related fitness standards as defined by a fitness testing program.

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III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Engage in appropriate activity that results in the development of muscular strength
- Maintain continuous aerobic activity for a specified time and/or activity
- Support, lift, and control body weight in a variety of activities
- Participates regularly in physical activity for the purpose of improving physical fitness
- Maintain appropriate levels of flexibility
- Identify advantages and benefits resulting from participation in different forms of physical activities
- Identify proper warm-up, conditioning, and cool-down techniques and the reasons for using them
- Monitor and compare heart rate before, during, and after activity

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IV. ASSESSMENT EXAMPLES:

1. **Student Project:** Have the students collect pictures of people participating in physical activities and identify those activities that contribute to each component of health-related fitness.
   - **Criteria:**
     a) Provides a minimum of two examples for each fitness component
     b) Associates activity with appropriate component of fitness

2. **Student Log:** Students record their after-school activities for one week. Ask them to indicate the activities that are vigorous in nature and identify the fitness components related to the different activities. Parent or guardian is to sign the log each day.
   - **Criteria:**
     a) Accurately records after-school activities
     b) Identifies appropriate fitness component related to each activity
     c) Parent or guardian sign the log

3. **Student Project:** Students are asked to select an exercise intended to achieve a personal fitness-related goal. Practice the exercise regularly over the course of several weeks (specify the exact length of time). Have the student record the results of each exercise session and graph the progress. For example, the student’s goal may be to increase muscular endurance of the abdominal muscles through sit-ups. Initially, they may be capable of one set of 8 sit-ups and should be able to do considerably more at the end of the month. Progress should be graphed.
   - **Criteria:**
     a) Correctly identifies a personal goal that needs work
     b) Records progress towards goal on a regular basis
     c) Shows consistent improvement over time
     d) Meets their own goal at the end of the month

4. **Student Journal:** Following a fall health and fitness screening (e.g., President’s Challenge, Fitnessgram, AAHPERD) have students identify their strengths and weaknesses based on test results. Students write their personal fitness goals for the year and what they would like to do to work toward those goals.
   - **Criteria:**
     a) Accurately identifies their strengths and weaknesses
     b) Establishes realistic personal fitness goals
     c) Makes appropriate decisions about working toward the stated goals

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Fitness p. 199-201
- Heart Rate Monitor p. 270
- [www.active.com](http://www.active.com)
- [www.pecentral.com](http://www.pecentral.com)
- Key Word Search: fitness assessment
GRADE 3 AND 4

I. STANDARD/GOAL #6
Demonstrates responsible personal and social behavior in physical activity settings.

RATIONALE - Students identify the purposes for and follow, with few reminders, activity-specific safe practices, rules, procedures, and etiquette. They continue to develop cooperation skills to enable completion of a common goal while working with a partner or in small groups. They can work independently and productively for a period of time.

II. LEARNING OBJECTIVES - *The emphasis for the student will be to:*

1. Follow, with few reminders, activity-specific rules, procedures, and etiquette.
2. Utilize safety principles in activity situations.
3. Work cooperatively and productively with a partner or small group.
4. Work independently and on-task for a specified period of time.

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III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Take seriously their role to teach an activity or skill to two other classmates
- Work productively with a partner to improve the overhand throw pattern for distance by using the critical techniques of the process
- Accept the teacher’s decision regarding a personal rule infraction without displaying negative reactions toward others
- Assess their own performance problems without blaming others
- Demonstrate appropriate leadership and cooperative skills in a group activity
- Use equipment safely
- Demonstrate positive conflict resolution skills (e.g., good sports etiquette, sharing, accepts and give constructive criticism, supports others)
- Participate cooperatively in problem solving activities

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IV. ASSESSMENT EXAMPLES:

1. **Teacher Observation:** The teacher monitors on-task and off-task activity for each student several times during a unit and records the extent of on-task activity. Each student is observed at least once in four consecutive intervals of one minute set aside for this purpose.
   **Criteria:**
   a) Demonstrates on-task activity 90% of the time

2. **Event Task:** Students are divided into groups of three or four in order to work on pitching, batting, and catching a whiffle ball. These groups will set up the equipment. Every member of the group is given an opportunity to practice each skill, for a specific length of time to help each other get better at the various skills.
   **Criteria:**
   a) The group moves quickly to get organized and starts practice within a short time of the signal to begin
   b) Each member of the group gets about the same amount of practice on each skill
   c) Members of each group work to help one another get better at the skills involved
   d) The group stays focused and on-task for the time allocated

3. **Teacher Observation:** Several days into a unit, students are asked to identify the aspects of a skill or fitness component on which they feel that they need additional work. The teacher suggests that the portion of the next class period will be time assigned for each individual to work on that skill or fitness component. Students must write down what skill they want to work on and how they will accomplish it.
   **Criteria:**
   a) Accurately identifies what skill or fitness component needs improvement
   b) Selects an appropriate way to work on the skill or fitness component
   c) Pursues work on the identified skill or fitness component for length of time specified

4. **Group Project:** Students create an activity wall chart comparing differences of safety practices, rules, procedures, and etiquette for each activity presented in class during the course of the year.
   **Criteria:**
   a) Identifies appropriate safety practices, rules, etc., for the chosen activities
   b) Recognizes similarities and differences among activities

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Social Behavior Rubric p. 281
Peacemakers Ministries [www.hispeace.org](http://www.hispeace.org)
Sportsmanship Code p. 203
I. STANDARD/GOAL #7
Demonstrates understanding and respect for differences among people in physical activity settings.

RATIONALE - Building on the foundation laid in the early grades, students are encouraged to develop a cultural/ethnic self-awareness. Recognizing and appreciating one’s own heritage lays the groundwork for understanding and appreciating the difference in others (e.g., ethnic, religion, racial, gender, cultural, physically challenged groups). Activities such as creative movement; creative games; and games from varied cultures, ethnic groups, and countries provide an excellent medium for encouraging students to explore their cultural/ethnic heritage.

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II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Explore cultural/ethnic self-awareness through participation in physical activity.
2. Recognize the attributes that individuals with difference can bring to group activities.
3. Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Recognize differences and similarities in others’ physical activity
- Indicate respect for persons from different backgrounds and the cultural significance they attribute to various games, creative movements, and physical activities
- Demonstrate acceptance of the skills and abilities of others through verbal and nonverbal behavior
- Respect various skill abilities of peers
- Identify origin/cultural background of selected games, sport, strategies
- Express positive comments about another’s performance

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IV. ASSESSMENT EXAMPLES:

1. Event Task: The following are some suggested student activities for possible event tasks related to developing an awareness of the strengths and limitations of the physically challenged:
   1. Play wheelchair basketball. Write about it afterwards. Describe your feelings and frustrations.
   2. Create a game in which a person who is blind would be able to compete equally with a sighted person. Describe the challenges you encountered while developing this game.
   3. Create a routine that a person with a hearing disability could perform. Describe the challenges you encountered while developing this game.

   Criteria:
   a) Completes the required task
   b) Demonstrates an understanding of the similarities and differences of persons with disabilities
   c) Recognizes strengths of each participant

2. Portfolio: Working in a group of three or four members, students will choose a country of interest and a sporting event native to that country. Students will learn the sport and teach it to other members of the class. Each group will examine all sports presented for similarities and differences, and attempt to determine reasons for similarities and differences. A portfolio consisting of a description of the country and why it was chosen, the selected sport and why it was chosen, and interpretive descriptions of the similarities and differences of the various sports presented in class will be submitted by each group.

   Criteria:
   a) Willingly participates in learning games, creative movements, and activities from other parts of the world
   b) Accepts lessons in a positive manner
   c) Recognizes similarities and differences between sporting activities from different countries
   d) Identifies reasons for the similarities and differences among sporting activities of various countries
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Cooperative Games p. 143-144
www.iNewGames.com
Quicksilver ISBN 0-7872-1610-0
www.alloneheart.com
Key Search Keyword: Diversity Education
A New Way of Learning and Being Together (TRIBES) by Jeanne Gibbs ISBN 0-932762-09-03
GRADE 3 AND 4

I. STANDARD/GOAL #8
Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

RATIONALE - Students can identify activities that they consider to be fun. Enjoyment is directly related to competence in a particular activity. They are challenged by learning a new physical activity and enjoy broadening their repertoire of movement skills. Success and improvement are attributed to effort and practice. They tend to choose an appropriate level of challenge in an activity so as to experience success and engage in activity with students of similar skill levels.

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II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Experience enjoyment while participating in physical activity.
2. Enjoy practicing activities to increase skill competence.
3. Interact with friends while participating in group activities.
4. Use physical activity as a means of self-expression.

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III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Experience positive feelings as a result of involvement in physical activity
- Design games, gymnastics, and creative movement sequences that are personally interesting
- Celebrate personal successes and achievements as well as those of others
- Identify healthy benefits of various games, sports, creative movement, and outdoor pursuits, based on lifetime fitness
- Identify and be responsible for maintaining a healthy and physically fit lifestyle
- Select activities and levels of challenge to succeed and to progress
- Identify activities that contribute to personal feelings of joy
- Enjoy feelings resulting from improvement in physical activity

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IV. ASSESSMENT EXAMPLES:

1. **Class Project:** Students are asked to create a mural entitled “Favorite Activities in Physical Education” using butcher paper that is then placed around the gym walls (invite classroom teachers, administrators, and parents to see the children’s work).
   **Criteria:**
   a) Willingly participates in the class project
   b) Art work shows enjoyment of activity

2. **Student Log:** Students select a goal from options provided by the teacher (e.g., walking a certain distance, jumping rope a number of minutes) that requires the group to work together to achieve the goal. While working to achieve the goal, each student is asked to keep a log of individual as well as group progress toward the goal.
   **Criteria:**
   a) Contributes as a participating member of the group
   b) Demonstrates an understanding of individual and group successes through log comments

3. **Student Project:** Students will work with the teacher to set a personal physical activity goal, such as completing the one-mile run, achieving a particular gymnastics or games/sports skill. Upon achievement of the goal, students are asked to describe their feelings after “climbing the seemingly insurmountable hill.”
   **Criteria:**
   a) Expresses personal satisfaction in his or her accomplishment
   b) Expresses appreciation for the success of others
   c) Shares feelings with others in the class

4. **Portfolio:** Students are requested to develop a portfolio illustrating games, gymnastics, or creative movements in which they frequently participate. Students shall then select their favorite activity in the portfolio and write a paragraph telling why this is their favorite. Ask them to share their portfolio with the class and describe their favorite activity and why they like it.
   **Criteria:**
   a) Selects activities that are personally interesting and rewarding
   b) Explains why they have selected a particular activity as their favorite
   c) Willingly shares their portfolio and favorite activity with the class

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Singing Games p. 177
- www.sportime.com
- Lead up Tumbling p. 183-187
- www.pecentral.com
- Parachute Activities p. 197-198
GRADE 5 AND 6

I. STANDARD/GOAL #1
Understands the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.

RATIONALE - Students at this age learn that “Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a ‘well-balanced character’” (Education p. 195).

Students will have the opportunity to understand that, “For in Him we live and move and have our being” (Acts 17:28, NKJV).

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Recognize that God’s ideal for quality living includes a healthy lifestyle.
2. Incorporate into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.
3. Avoid at-risk behaviors (e.g., unsportsmanlike conduct).
4. Apply Christian principles in recreation and sports.
5. Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities.
6. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.

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III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Identify that re-creation is a gift from God received only through faith
- Demonstrate healthful living practices (e.g., balanced diet, regular exercise, drinking water)
- Analyze the benefits of recreational play and avoid at-risk behaviors (e.g., unsportsmanlike conduct)
- Recognize and demonstrate that the spirit of the game is to reflect a spirit of fun

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IV. ASSESSMENT EXAMPLES:

1. Daily Prayer: Students will have the opportunity to pray for each others prayer requests. This demonstrates concern not only for personal requests but also for others.
   **Criteria:**
   a) Continues to participate willingly in prayer time
   b) Recognizes the importance of praying for others

2. Awareness Opportunity: Without prior notice, teacher will require all students to remain seated throughout the physical education class period. No games or activities should be allowed. At the end of class ask the students the following:
   a. What was it you liked about this class?
   b. What did you NOT like about this class?
   After students finish responding, emphasizing that activity makes us feel good and is meant to be fun. That God created us to perform life-long physical activities.
   **Criteria:**
   a) Students sit through class
   b) Students respond to teacher’s questions
   c) Students recognize the benefit and enjoyment of physical activity

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V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

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<td>Nutrition Pyramid</td>
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GRADE 5 AND 6

I. STANDARD/GOAL #2
Demonstrates competency in many movement forms and proficiency in a few.

RATIONALE - The student will use skills and combinations of skills appropriately in the context of actual performance situations. Combined movement skills become more refined and sophisticated. Game skills are adapted to the requirements of increasingly complex strategies and are used in more complex, but still, somewhat unstructured game environments (e.g., limited rules, modified equipment, small numbers of participants). Mature patterns are now expected for all basic manipulative, locomotor, and non-locomotor skills, while the student is beginning to acquire the basic skills of selected sport activities.

II. LEARNING OBJECTIVES - The emphasis for the student will be to:
1. Demonstrate mature form for all basic manipulative, locomotor and non-locomotor skills.
2. Demonstrate increasing competence in more advanced specialized skills.
3. Adapt and combine skills to the demands of increasingly complex situations of selected movement forms.

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III. ESSENTIAL PERFORMANCE BENCHMARKS:
- Throw a variety of objects demonstrating both accuracy and distance (e.g., basketballs, footballs, frisbees)
- Design and perform sport specific sequences that combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction speed and flow
- Keep an object going continuously with a partner using a striking pattern
- Can hit or strike a ball to a specified area
- Dribble with hand and foot while moving and maintaining control
- Keep object going continuously in the air without stopping the motion (e.g. juggling 3 scarves, volleyball forearm pass, striking a tennis ball with a racket, etc.)
- Display the basic skills and safety procedures to participate in an outdoor pursuit (outdoor education, confidence course)

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IV. ASSESSMENT EXAMPLES:

1. **Teacher Observation:** Students are asked to perform basic dribbling and passing skills (used in soccer, basketball, floor hockey) while working with a partner in an attempt to score against an opponent.
   **Criteria:**
   a) Passes when the defense advances, maintains ball control when unguarded
   b) Executes accurate passes ahead of the receiver
   c) Receiver moves into a space to create a passing angle not covered by the defense
   d) Participants receive and pass the ball in such a way as to maintain forward motion

2. **Self-assessment Checklist:** Identifies the skills involved in throwing a variety of objects following a period of working on throwing different types of objects (e.g., frisbees, softballs, footballs). Students are asked to identify the number of objects they might have thrown and the type of patterns they would have used with these objects.
   **Criteria:**
   a) Verbally describes objects and actions
   b) Identifies in written form

3. **Student Project:** Students are placed in groups of five or six members and are asked to role play. Specifically, teacher wants you to do a presentation of either (a) throwing a ball for varying distance **OR** (b) striking with a bat for a bunt versus a home run. Within each group, students should prepare a presentation to include an oral presentation of the various skills, explaining the variations of each, and demonstration of the skills. Each person within the group must be part of the presentation. Each group will present their mini-demonstrations to the class.
   **Criteria:**
   a) Demonstrates skills correctly
   b) Compares and/or contrasts variations within skills
   c) Presentation organized and interesting

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Team Sports p. 271-278
Track Activities p. 181
Paddle Activities p. 139-141
Ball Activities p. 123-124
Outdoor School
I. STANDARD/GOAL #3
Applies movement concepts and principles to the learning and development of motor skills.

RATIONALE - The student is able to use and apply concepts from a variety of sources to enhance learning and performance. Specifically, the students should be able to begin to identify principles of practice and conditioning that enhance movement performance. The students should be able to recognize similarities and differences between movement skills that use similar patterns and transfer appropriate concepts from one to the other. The students should be able to use information from a variety of sources (internal and external) to guide and improve performance. The students should be able to recognize and use basic offensive and defensive strategies.

II. LEARNING OBJECTIVES - *The emphasis for the student will be to:*

1. Apply previously learned knowledge, or use instruction to improve performance.
2. Apply information from a variety of internal and external sources to improve performance.
3. Identify and apply principles of practice and conditioning that enhance performance.
4. Recognize sport specific movement patterns that can be applied to games (e.g. similarity of the ready position in striking movement forms).
5. Understand terms that describe basic movement.
6. Use basic offensive and defensive strategies in non-complex settings.

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III. ESSENTIAL PERFORMANCE BENCHMARKS:
- Detect, analyze, and correct errors in personal movement patterns and use of terms
- Identify proper warm-up and cool-down techniques and the reasons for using them
- Identify basic practice and conditioning principles that enhance performance
- Recognize fundamental component and strategies used in simple games and activities

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IV. ASSESSMENT EXAMPLES:
1. **Group Project:** Students are asked to identify three basic offensive strategies and three basic defensive strategies from a two-on-two basketball game. These are discussed as a class and turned into the teacher at the end of the class period for evaluation.
   - **Criteria:**
     a) Correctly identifies three offensive and defensive strategies
     b) Identifies all the basic strategies

2. **Student Project:** Students are requested to select an activity in which they are currently involved and analyze the health-related and movement components that most affect performance. In addition, students should identify how this action enhances fitness. The analysis should also describe some exercises that might be included in an adequate warm-up routine, conditioning program, and cool-down routine that will support their development in learning, applying and sharing.
   - **Criteria:**
     a) Correctly identifies the health-related fitness and motor fitness components that most effect performance in the selected activity
     b) Correctly identifies components of fitness that would be enhanced by participation in selected activity
     c) Selects appropriate exercises that enhance the learning and performance of the selected activity

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:
- Fitness p. 199-201
- Team Sports p. 271-278
- Track p. 216
- www.pecentral.com
- Key Word Search: fitness assessment
# Grade 5 and 6

## I. Standard/Goal #4
Exhibits a physically active lifestyle.

**Rationale** - The intent of this standard for these grades is the development of voluntary participation in out of class physical activities. Physical activity choices are based on personal interests and capabilities, perceived social and physical benefits, challenge and enjoyment. As students gain more control over the decisions affecting their everyday living, healthy lifestyle should be introduced.

## II. Learning Objectives - The emphasis for the student will be to:

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<td>1.</td>
<td>Identify opportunities in the school and community for regular participation in physical activity.</td>
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<td>2.</td>
<td>Participate daily in some form of health-enhancing physical activity.</td>
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<td>3.</td>
<td>Discover personal interests and capabilities in regard to one’s exercise behavior.</td>
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<td>4.</td>
<td>Identify the critical aspects of a healthy lifestyle.</td>
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## III. Essential Performance Benchmarks:

- Chooses to exercise in addition to school classes and activities for personal enjoyment and benefit  
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- Participate in games, sports, and outdoor pursuits both in and out of school based on individual interests and capabilities  
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- Identify opportunities in the community for participation in different kinds of physical activities  
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- Integrate health and skills-related concepts of fitness into lifetime activities  
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IV. ASSESSMENT EXAMPLES:

1. **Student Project:** Students are instructed to develop a chart that can be used to identify opportunities at school and in the community for regular participation in physical activity. Various information can be included on the chart including the type of activity, the providing organization, the address and phone number of the providing organization, cost to participate, special equipment requirements, registration dates, and time of involvement. Information can be summarized by creating a general class chart created from the information on the individual charts.
   **Criteria:**
   a) Completes the chart relative to the number of community opportunities
   b) Provides accurate information in the chart in terms of the amount and type of information provided for each activity
   c) Organizes and presents ideas well

2. **Student Journal:** The students are asked to keep a journal recording out of school physical activities in which they voluntarily engage in over a prescribed period of time. Physical activities that are required for life roles (e.g., survival, work, health-enhancing physical activity) should be included. Next to each activity the students should record how that activity can be performed in a more health-enhancing way (walking instead of riding, getting up to change the TV rather than using the remote). Students should describe the various factors in their lives that prevent or enable them to participate.
   **Criteria:**
   a) Accurately completes the journal
   b) Identifies factors inhibiting or promoting physical activity
   c) Provides insight regarding the modifications that could be made to daily routine

3. **Portfolio:** Students are asked to select a favorite activity. With teacher assistance, the students should set a goal for improvement of a skill for that activity and plan a 10 to 15 minute daily practice period. Furthermore, the student should keep a log of the actual practice that took place in accordance with the plan. In class or out of class time may be used to accomplish the task. Evidence of improvement is gathered and maintained in a portfolio that includes the log, established goals, and any other evidence of participation in the activity.
   **Criteria:**
   a) Selects appropriate goal
   b) Develops appropriate plan
   c) Meets goal
   d) Presents portfolio well

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Student Journal
- Student Portfolio
- Pathfinders
- Phonebook
- Internet
I. STANDARD/GOAL #5
Achieves and maintains a health-enhancing level of physical fitness.

RATIONALE - Students should be able to participate in moderate to vigorous physical activities in a variety of settings for progressively longer periods of time. In addition, students can assess their own heart rate, breathing rate, perceived exertion, and recovery rate during and following strenuous physical activity. Students are developing a better understanding of the components of fitness and how these relate to their overall fitness status. In conjunction with the teacher, students should be able to use information from fitness assessments to increase current levels of fitness on the various components and make progress toward desired goals.

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Participate in moderate to vigorous physical activity in a variety of settings.
3. Understand the reason for proper cool-down and warm-up techniques.
4. Begin to develop a strategy for the improvement of selected fitness components.
5. Work somewhat independently with minimal supervision in pursuit of personal fitness goals.
6. Meet the health-related fitness standards as defined by a standard physical fitness test (e.g., AAHPERD Physical Best, Fitnessgram, President’s Challenge).

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Recognize what constitutes a healthy body image
- Keep a record of heart rate before, during, and after vigorous physical activity
- Participate in fitness-enhancing organized physical activities outside of school (e.g., Pathfinders, church and community sponsored youth events, summer camps)
- Engage in physical activity at the target heart rate for a minimum of 20 minutes
- Participate in activities designed to improve and/or maintain muscular strength and endurance, flexibility, cardiorespiratory functioning, and proper body composition

IV. ASSESSMENT EXAMPLES:

1. **Student Journal:** Students will record their heart rate before, during, and after engaging in five different types of physical activity, both sedentary and active, for a week (e.g., walking with parents, soccer practice, watching TV, raking leaves, riding a bike, physical education class). Students report in their journal the extent to which each of these activities has the potential to contribute to cardiorespiratory fitness.
   **Criteria:**
   a) Accurately records heart rate before, during, and after activity
   b) Accurately identifies the activities having the most value for cardiorespiratory fitness

2. **Student Log:** Students maintain a log of physical activities they participate in for several weeks. The log should contain information regarding the duration of each exercise bout as well as frequency of participation.
   **Criteria:**
   a) Participates in more than one type of moderate to vigorous physical activity outside of physical education class
   b) Demonstrates vigorous activity for 20 minutes at least three times a week

3. **Group Project** (observational record): Students, working in small groups, are asked to design a “fitness video” depicting exercises or activities appropriate for each component of health-related fitness. The group presentation will include a verbal description of each fitness component as well as demonstration. The group may choose a class presentation or an actual video.
   **Criteria:**
   a) Presentation includes each of the health-related fitness components
   b) Each student is actively involved in the exercise/activity demonstration
   c) Physical activities are accurately matched to fitness components

4. **Formal test:** The student participates in the Fitnessgram physical fitness test (technology option available) or another standard fitness test (e.g., AAHPERD Physical Best, President’s Challenge, Fitnessgram) and meets the criteria
established for their age and gender. Students failing to meet the recommended health standard will work with their teacher to set a goal, design, and implement a program of exercise and activities to address areas of need.

**Criteria:**
- a) Establishes realistic personal fitness goals
- b) Selects appropriate activities to address area(s) of rededication
- c) Participates regularly in the personal fitness program

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<th>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</th>
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GRADE 5 AND 6

I. STANDARD/GOAL #6
Demonstrates responsible personal and social behavior in physical activity settings.

RATIONALE - Students identify the purpose for and participate in the establishment of safe practices, rules, procedures, and etiquette for specific activities. They develop cooperation skills to accomplish group or team goals in both cooperative and competitive activities. Students are expected to work independently to complete assigned tasks.

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II. LEARNING OBJECTIVE - The emphasis for the student will be to:

1. Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.
2. Work cooperatively and productively in a group to accomplish a set goal in cooperative and competitive activities.
3. Make conscious Christ-like decisions about applying rules, procedures, and etiquette.
4. Utilize time effectively to complete assigned tasks.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Make responsible personal decisions about the wise use of time, applying rules, and following through with decisions made
- Make suggestions for modifications in a game or activity that can improve the game
- Demonstrate appropriate leadership skills in a group activity
- Choose a partner that he or she can work with productively
- Include concerns for safety in self-designed activities
- Handle conflict without confrontation
- Accept and respect decisions made by authority figures (e.g., team captain, referee, teacher, coach)

IV. ASSESSMENT EXAMPLES:

1. Event Task (Observational Record): Students, working in groups of six or eight, create a list of characteristics that illustrate social responsibility. Students then design a game for all members of their group using available equipment. The game must have clear procedures for scoring and rule infractions. Students will identify a list of personal behaviors that make their group function well. Students then assess their own personal responsibilities while playing the game.
   **Criteria:**
   a) Group appropriately demonstrate the following actions: listening; staying focused and on-task; helping others; proposing alternative solutions; conflict resolution; including and supporting all members of the group
   b) Identifies several key ideas critical to making a group function well
   c) Assumes responsibility for self
   d) Teacher assesses the interaction skills of the each group members and the group as a whole
   e) Teacher observation - observational record

2. Event Task (Observational Record): Students, working in pairs, are given the opportunity to design and practice an activity sequence using a combination of skills that they have learned during class. The students are instructed to choose skill at their own ability level and those they “can really polish.” Students are told they will be evaluated on skills and form, rather than on the level of difficulty of the skills they choose.
   **Criteria:**
   a) Chooses skills of an appropriate difficulty level
   b) Follows rules specific to the selected skill
   c) Uses practice time appropriately
   d) Shares practice space with others in the class

3. Teacher Observation: The teacher presents safety rules and procedures for the class and assesses the degree to which students are able to anticipate, identify, and develop appropriate procedures to make the environment safe and maintain proper care of the equipment used. Students are taught care and maintenance of classroom equipment. At the appropriate time, students share in the responsibilities of returning equipment.
   **Criteria:**
   a) Identifies the critical dimensions of safety for the activity
b) Establishes rules and procedures that adequately address the potential safety problems of the activity

c) Students demonstrate equal responsibility in the return of the equipment

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Social Behavior Rubric p. 267
- Sportsmanship Code p. 203
- Peacemakers Ministries [www.hispeace.org](http://www.hispeace.org)
- Winner Magazine
## GRADE 5 AND 6

### I. STANDARD/GOAL #7
Demonstrates understanding and respect for differences among people in physical activity settings.

**RATIONALE** - Students should be able to recognize the contribution of participation in physical activity through multicultural/ethnic awareness and the development of inclusive behavior. They understand and respect the contributions of others with like and different skill levels/disabilities to the group or team goal. Furthermore, they understand the cultural and religious heritage of their own families and recognize that their classmates also have heritage that is important to them.

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<td><strong>II. LEARNING OBJECTIVES</strong> - <em>The emphasis for the student will be to:</em></td>
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<tr>
<td>1. Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, development, and disability by learning more about both similarities and differences.</td>
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<tr>
<td>2. Cooperate with disabled peers and those of different gender, race, ethnicity and religion.</td>
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<td>3. Work cooperatively with both more and less skilled peers.</td>
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### III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Recognize the beneficial role of games, sports, and movement in getting to know and understand others of like and different backgrounds
- Demonstrate (through verbal and nonverbal behavior) cooperation with peers of different gender, race, ethnicity, and religion in a physical activity setting
- Seek out, participate with, and show respect for persons of like and different skill levels and disabilities
- Recognize and identify the importance of one’s personal heritage

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### IV. ASSESSMENT EXAMPLES:

1. **Event Task (Observational Record):** Students in group are asked to identify their personal strengths and weaknesses in respect to physical ability. They will design a game that will utilize these various skills. Students will be encouraged to switch positions which will teach them that they must first determine the skills or expertise of the person in that position and then work with that person to become an "expert" for the position. The teacher assigns a "higher skilled" student to work with a “lesser skilled” student to mentor student skills and development. Assessment can be made through teacher observation and oral or written expression.

   **Criteria:**
   a) Helps to organize the team by placing everyone in their most advantageous position
   b) Identifies to the teacher their own strengths and weaknesses
   c) Willingly uses their skills to help others
   d) Understands, recognizes, and expresses orally or through written work that everyone can contribute to team performance
   e) Accepts partner assigned by the teacher without complaining

2. **Student Report:** Recognizing that many of the games and sports played in the North America originated in other countries, students are asked to choose two sports that had origins in other countries. Students prepare a report that briefly describes the similarities and differences in how the sport was originally played and how it is played in their location.

   **Criteria:**
   a) Identifies several differences and similarities in the way the selected game is played in the native country and how it is played in their location
   b) Describes the effects of the game on the cultures in both the country identified and in their location

3. **Role Playing (Observational Record):** Students are provided blindfolds and requested to play the role of persons with blindness (persons in wheelchairs or with deafness can also be simulated). The remaining students are divided into small groups and given the task of developing strategies for including the persons with blindness in a group activity. At the end of class, students who played the role of the individual with blindness and the other students are encouraged to discuss their experiences and reveal ideas regarding inclusion of persons with a disability in physical activity.
**Criteria:**

a) Identifies strategies for including physically challenged individuals in physical activity  
b) Identifies the challenges that a person with disability is faced with when participating in physical activity

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<th>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</th>
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<td>Cooperative Games p. 143-144</td>
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<td><a href="http://www.iNewGames.com">www.iNewGames.com</a></td>
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<td>Quicksilver ISBN 0-7872-1610-0</td>
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<td>Keyword: diversity education</td>
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<td>Cowtails &amp; Cobras II ISBN 0-8403-5434-7</td>
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<tr>
<td>A New Way of Learning and Being Together (TRIBES) by Jeanne Gibbs ISBN 0-932762-09-03</td>
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GRADE 5 AND 6

I. STANDARD/GOAL #8
Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

RATIONALE - Students attach great importance to group membership; they will choose participation in physical activity to be with their peers. They can recognize and appreciate skilled performance in a variety of activities and choose to participate in those activities. Physical activity can become an important avenue for self-expression for these students. Adventurer, challenge and competitive activities provide the opportunity for challenge, enjoyment, and positive social interaction.

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II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Recognize physical activity as a positive opportunity for social and group interaction.
2. Experience enjoyment from participation in physical activities.
3. Use physical activity to express feelings and relieve stress.
4. Seek personally challenging experiences in physically active opportunities.

III. ESSENTIAL PERFORMANCE BENCHMARKS:
- Recognize the role of games, sports, and movements in getting to know and understand self and others
- Identify and benefit from participation in different forms of physical activities
- Describe and use movement activities to communicate ideas and feelings
- Seek physical activity in informal settings that utilize skills and knowledge gained in physical education classes
- Feel satisfaction when engaging in physical activity

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IV. ASSESSMENT EXAMPLES:

1. **Group Project (Observational Record):** Involve the class in an adventurer/risk taking type activity. Following the activity, have students describe emotions experienced during the activity. Ask the students how cooperation and communication were used during the activity, when these skills might be used during the activity, and when these skills might be needed in other physical activity settings.
   **Criteria:**
   a) Cooperates and communicates with others during the adventurer/risk taking activity
   b) Shares emotions experienced during the activity
   c) Recognizes common emotions experienced by self and others
   d) Accepts feelings expressed by others and is capable of relating personal feelings to those expressed by others
   e) Relates personal feelings to other situations

2. **Student Project:** Students are asked to design a brochure for new students entering the school that outlines the various activities and sports, gymnastics and movement activities available, both inside and outside the school setting. The brochure should include an explanation of the nature of the activity and the benefits to the person as a result of participation.
   **Criteria:**
   a) Identifies the various physical activities available
   b) Explains the benefits resulting from participation in the various activities
   c) Free from grammatical error
   d) Utilize color

3. **Student Project (Journal):** With teacher assistance, the students are requested to identify a goal they would like to accomplish as a result of experiences in physical education class (e.g., improving a skill, reaching a fitness goal, doing an adventurer activity, participation in a sport or recreational activity). Assist the students in creating a plan for meeting the goal, including participation in physical activity outside of physical education class (e.g., intra murals, clubs, recreational leagues). Students are asked to document in a journal their progress toward the goal as well as their feelings as they work toward the goal.
   **Criteria:**
   a) Identifies an appropriate goal
   b) Creates a realistic plan for meeting that goal
   c) Identifies feelings experienced as they participated in the physical activity
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Cooperative Games p. 143-144
www.iNewGames.com
Quicksilver ISBN 0-7872-1610-0
www.alloneheart.com
Key Word Search: diversity education
Cowtails & Cobras II ISBN 0-8403-5434-7
A New Way of Learning and Being Together (TRIBES) by Jeanne Gibbs ISBN 0-932762-09-03
# GRADE 7 AND 8

## I. STANDARD/GOAL #1
Understands the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.

**RATIONALE** - Students at this age learn that “Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a ‘well-balanced character’” (Education p. 195).

Students will have the opportunity to understand that, “For in Him we live and move and have our being” (Acts 17:28, NKJV).

## II. LEARNING OBJECTIVES - *The emphasis for the student will be to:*

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## III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Respond to the gift of Re-creation and practice principles of healthful living, recognizing the connection between the physical, mental, and spiritual
- Demonstrate healthful living practices (e.g., balanced diet, regular exercise, drinking water)
- Show respect for others and humble appreciation for his/her God given talents

## IV. ASSESSMENT EXAMPLES:

1. **Daily Worship Thought:** Utilizing their God-given talents, students will have the opportunity to voluntarily select a day to present a 2 - 3 minute worship thought to begin class.
   **Criteria:**
   - a) Exhibits a willingness to witness
   - b) Shares their faith with classmates

2. **Student Mentoring Activity:** In coordination with lower grade teacher(s), student will help organize and officiate a sport activity. Upon completion of the activity, students will assess their role by answering the following three questions:
   - A) How do you think sharing your talents was beneficial to the lower grade students?
   - B) When in a position of authority as an official, in what ways could you still show respect for those you officiated?
   - C) Considering your experience in this activity, identify the role and responsibility of a player as it relates to the authority of the official.
   **Criteria:**
   - a) Exhibits leadership in leading the lower grade students
   - b) Answers questions in written form
   - c) Shows insight into the respect owed to authority

## V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Listen Magazine
- Bible Stories
- Teacher Modeling
- Nutrition Pyramid
- NEWSTART
GRADE 7 AND 8

I. STANDARD/GOAL #2
Demonstrates competency in many movement forms and proficiency in a few movement forms.

RATIONALE - The student is expected to acquire competence in a variety of movement forms. As a result of an increased ability to vary skills, students are able to participate successfully in movement activities, outdoor pursuits, and modified versions of team and individual sports. In order to do this, students should have gained competence in the basic skills and their application to modified versions of these movement forms.

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Demonstrate competence in modified versions of a variety of movement forms.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Uses basic offensive and defensive strategies in a modified version of a team sport and individual sport
- Displays the basic skills and safety procedures to participate in an outdoor pursuit
- Utilizes throwing and catching skills in group and game situations
- Utilizes kicking skills in group and game situation

IV. ASSESSMENT EXAMPLES:

1. Teacher Observation: Students play a four-with-four person cooperative game of volleyball (four on each side of the net). The intent is for the players to keep the ball going back and forth across the net as many times as they can before it hits the floor. There must be at least two hits on each side before the ball can cross the net. When the ball hits the floor it must be restarted with a serve.
   Criteria: a) The number of times the ball passes across the net
   b) The number of combination passes and sets used by the teams
   c) The number of successful serves

2. Portfolio: Students create a portfolio demonstrating competence in at least three different movement forms. Competence can be verified with videotape of performance or certification of participation (e.g., softball All-stars; equestrian show, Red Cross certification).
   Criteria: a) Demonstrates competence to participate safely in the activity
   b) Exhibits the knowledge and basic skills necessary to be a regular participant in the activity

3. Formal Skills Test: AAHPERD Test for basketball skills is used to assess speed spot shooting, passing, control dribble, and defensive movement (Basketball for Boys and Girls: Skills Test Manual).

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Team Sport p. 271-278
Track Activities p. 216
GRADE 7 AND 8

I. STANDARD/GOAL #3
Applies movement concepts and principles to the learning and development of motor skills.

RATIONALE - The student’s increasing competence affords opportunities to develop more advanced knowledge and understanding. This is exemplified through their growing understanding and application of more advanced movement and game strategies, critical elements of advanced movement skills, and the identification of characteristics representative of highly skilled performance. Concepts of practice in relation to performance can be understood and applied and are indicative of the increasing complexity of discipline-specific knowledge that can be used (e.g., lengthening the lever increases linear velocity). Students recognize that with continued practice skill levels will increase.

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Understand and apply more advanced movement and game strategies.
2. Identify the techniques of intermediate and advanced sport specific skills.
3. Identify the steps needed to achieve a high performance level in individual, dual, and team sports.
4. Learn, apply, and share advanced sport skill knowledge.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Investigate, learn, apply, and share through demonstration some game strategies involved in sport
- Investigate, learn, apply, and share a series of sport skills (e.g., observe a team of elite volleyball players, describes the characteristics that enable success in serving, passing, and spiking)
- Describes principles of training and conditioning for specific physical activities

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IV. ASSESSMENT EXAMPLES:

1. **Peer Observation**: One student is assigned to observe a modified game of tennis and to record points for the use of two different offensive strategies and one defensive strategy.
   **Criteria**: 
   a) Accurately observes and records the use of a strategy
   b) Objectively observes both performers

2. **Student Project**: Students select an activity in which they are currently participating. They are asked to develop a four-week training and conditioning program for this activity. Students should include a description of the basic skills and movement patterns of the activity, an assessment of current skill and fitness status, a description of specific conditioning exercises and practice procedures, and goals for skill and fitness improvement.
   **Criteria**: 
   a) Accurately assesses personal motor fitness status
   b) Correctly identifies motor fitness requirements
   c) Selects appropriate practice procedures to learn and master skills and movement patterns

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Team Sports p. 271-278
- Track p. 216
- Fitness p. 199-201
- Topic Game and Analyze It
I. STANDARD/GOAL #4
Exhibits a physically active lifestyle.

RATIONALE - The student should be a participant in at least one physical activity outside of the school setting on a regular basis. Students of this age should be able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on the results of fitness assessments, personal fitness goals, and interest. Specific understanding of long-term health benefits to the quality of lifelong health is expected.

II. LEARNING OBJECTIVES - *The emphasis for the student will be to:*

1. Establish personal physical activity goals.
2. Participate regularly in health-enhancing physical activities in and out of the physical education class.
3. Explore a variety of new physical activities for personal interest in and out of the physical education class.
4. Describe the relationships between a healthy lifestyle and “feeling good.”

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Participate in an individualized physical activity program designed with the help of the teacher
- List long-term physical and mental benefits that may result from regular participation in physical activity
- Integrates health and skills related concepts of fitness into lifetime activities

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IV. ASSESSMENT EXAMPLES:

1. **Student Project:** Undertake a planned personal exercise program designed with the help of the teacher. The program should reflect appropriate principles of practice and conditioning and be oriented so that it can be implemented at school, a local facility, or at home. The program should be designed to attain specific skill or health-related goals. Maintain a daily log indicating changes in fitness or performance levels. Continue participation until the desired goal is achieved or until a designated period of time has elapsed. The daily log should indicate feelings about the daily exercise. Upon completion, the student should complete a summary statement describing the results relative to the initial goal.

   **Criteria:**
   a) Selects program’s goals that are relevant and personally challenging
   b) Applies principles of practice and conditioning appropriately
   c) Maintains program throughout period of time
   d) Continually attempts to achieve the goal
   e) Presents a well-organized and accurate log

2. **Interview:** Students are asked to select an adult who regularly engages in a personal activity program. Interview this person to determine what exercise(s) they do, how long they have done it, why they do it, what motivates them to continue, and how they started. Students will then write a brief paper explaining their findings and what impact it has on them personally.

   **Criteria:**
   a) Complete interview of selected individual
   b) Prepares an accurate paper based on interview
   c) Presents appropriate synthesis of information and conclusions

3. **Group Project:** Using resources in the school library, the public health department, or a local hospital or university, plan a physical activity fair. All students in the class can be involved or they can work in smaller groups on related projects. Students will individually select appropriate topics to allow them to select speakers, create displays, or plan for other activities that would benefit the fair.

   **Criteria:**
   a) Demonstrates an understanding of the value of an active lifestyle
   b) Completes their assigned project
   c) Project reflects group cohesiveness, enthusiasm, and creativity
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Pathfinders
Student Journal
Student Portfolio
A.J.Y.
GRADE 7 AND 8

I. STANDARD/GOAL #5
Achieves and maintains a health-enhancing level of physical fitness.

RATIONALE - Students at this level should participate in physical activities that address each component of health-related fitness, including muscular strength and endurance, flexibility, body composition, and cardiorespiratory endurance. They can assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g., threshold, overload, specificity) and how they can be utilized in improving physical fitness. At this level, students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals with little assistance from the teacher.

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Participate in a variety of health-related fitness activities in both school and non-school settings.
2. Assess physiological indicators of exercise during and after physical activity.
3. Learn and apply basic principles of training to improve physical fitness.
4. Begin to develop personal fitness goals independently.
5. Meet the health-related fitness standards as defined by available fitness tests (e.g., AAPHERD Physical Best, Fitnessgram, President’s Challenge).

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III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Maintains a record of moderate to vigorous physical activity
- Demonstrates various resistance training techniques correctly
- Plans a circuit training program designed to meet physical fitness goals
- Participates in fitness-enhancing physical activities outside of school (e.g., Pathfinders, sport camps, summer camps, and church sponsored activities)
- Engages in physical activity at the target heart rate for a minimum of 20 minutes

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IV. ASSESSMENT EXAMPLES:

1. **Student Log:** Students maintain a log or diary of their physical activity for seven consecutive days. In order to allow for seasonal variation in activity, this log should be maintained periodically throughout the year.
   **Criteria:**
   a) Completes log for seven consecutive days on at least three occasions during the school year
   b) Records accurate information regarding the type of activity, duration, frequency, and intensity of participation
   c) Includes both in-school and out-of-school activities in the log

2. **Formal Test:** The student participates in a Physical Fitness Test (e.g., Fitnessgram, Physical Best, President’s Challenge) and meets the criteria established for their age and gender.
   **Criteria:**
   a) The use of a pre- and post-test is suggested to gauge individual fitness improvements

3. **Student Project:** Have students perform a formal fitness test using the results of the fitness test as baseline information, students develop a 6-week plan for improving all fitness areas with an emphasis on their weakest component.
   **Criteria:**
   a) Interprets correctly personal information from fitness test results in order to identify the component of fitness needing most improvement
   b) Selects appropriate activities for improving their status on all fitness components
   c) Demonstrates an understanding of basic exercise training principles such as frequency, intensity, duration and mode of exercise

4. **Student Project:** Students subtract their age from 220. This is the estimated maximum heart rate. Have each student multiply the maximum heart rate by .70 to get an approximate target heart rate. This is the lower limit of the target zone. Then have each student multiply the first number (maximum heart rate) by .85 to calculate the higher heart rate limit of the target zone.
   **Criteria:**
   a) Accurately determines maximal heart rate
   b) Determines appropriate cardiovascular training zone
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Listen
Fitness p. 207-209
Circuits p. 209
www.pecentral.com
Key Word Search: fitness assessment
www.active.com
GRADE 7 AND 8

I. STANDARD/GOAL #6
Demonstrates responsible personal, social, and spiritual behavior in physical activity settings.

RATIONALE - Students are beginning to seek greater personal independence. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers and to follow rules, and procedures necessary for successful performance. They practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities. Students reflect on the benefits of the role of rules, procedures, safe practices, ethical behavior, respect, and positive social interaction in physical activity settings.

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Apply God’s help in resisting the influence of peer pressure.
2. Solve problems by analyzing causes and potential solutions.
3. Analyze potential consequences when confronted with true competition.
4. Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.

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III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Identify positive and negative peer influence
  - VIII A
  - PA 7
  - C 6; PA 1, 5, 7; IS 1, 2, 4

- Make behavior choices guided by Christian values
  - V D
  - PA 7
  - PA 3, 5; IS 1, 3, 4

- Resolve interpersonal conflicts with a sensitivity to rights and feelings of others
  - III B; VIII F
  - PA 3, 5; IS 1, 3, 4

- Handle conflicts that arise with others without confrontation
  - VIII F
  - PA 7

- Find positive ways to exert independence
  - VIII A
  - PA 4

- Temper the desire to “belong” to a peer group with a growing awareness of the influence of God
  - III D
  - C 1; PA 7; IS 1, 4

- Make choices based on the safety of self and others
  - VIII A
  - PA 3, 5, 6; IS 1, 4

- Accept and respect decisions made by authority figures
  - VIII E
  - PA 7; IS 4
IV. ASSESSMENT EXAMPLES:

1. **Event Task**: During a team game a designated official will score both the game points and the “behavior points.” Students get one behavior point for every overt example of supportive, ethical, and safe behavior. Team points may be kept.
   **Criteria**: a) Demonstrates supportive behavior to a teammate or opponent (e.g., verbal feedback, nonverbal feedback, helping a student up who has fallen, perform skills at the highest level possible)

2. **Student Journal**: After each class period the students record in their journal examples of their behavior in which they displayed good sportsmanship and examples in which they did not display good sportsmanship.
   **Criteria**: a) Accurately records those behaviors that are positive or negative examples of sportsmanship
   b) Increases the number of positive examples and decreases the number of negative examples of sportsmanship over time

3. **Student Project**: Students are asked to create a list of actions, both positive and negative in nature, that they have observed during involvement in physical activity over the past week for each of the behaviors listed below. For those actions considered to be negative, suggest an alternative action that would be considered to be more appropriate.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Action</th>
<th>Alternative Action</th>
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<tr>
<td>Conflict with peer</td>
<td>Language</td>
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<td>Preparation</td>
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<td>Support for Others</td>
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   **Criteria**: a) Provides satisfactory examples of indicated behaviors
   b) Correctly ascertains if action is positive or negative
   c) Selects appropriate alternative actions

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Social Behavior Rubric p. 267
- Sportsmanship Code p. 203
- Peacemakers Ministries [www.hispeace.org](http://www.hispeace.org)
- Listen
- Proverbs
### GRADE 7 AND 8

**I. STANDARD/GOAL #7**  
Demonstrates understanding and respect for differences among people in physical activity settings.

**RATIONALE** - Beginning in the eighth grade, the concept of physical activity as a microcosm of modern culture and society is introduced. Students should be able to recognize the role of physical activity in understanding diversity in modern culture. Students continue to include and support each other and respect the limitations and strengths of group members.

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**II. LEARNING OBJECTIVES - The emphasis for the student will be to:**

1. Recognize the role of sport, games, and recreation.  
   - Journey to Excellence: V F  
   - Strand: C 8

2. Identify behaviors that are supportive and inclusive as well as behaviors that are exclusionary in physical activity settings.  
   - Journey to Excellence: III B  
   - Strand: PA 3; IS

3. Willingly join others of diverse cultures, religions, ethnicity, physical abilities, and races during physical activity.  
   - Journey to Excellence: III B; IV A  
   - Strand: PA 3; IS 1, 4

**III. ESSENTIAL PERFORMANCE BENCHMARKS:**

- Demonstrates an understanding of the ways sport and recreation activities influence American culture  
  - Journey to Excellence: IV A  
  - Strand: PA 3; IS 1, 4

- Displays sensitivity to the feelings of others during interpersonal interactions  
  - Journey to Excellence: IV A  
  - Strand: PA 3; IS 1, 4

- Respects the physical and performance limitations of self and others  
  - Journey to Excellence: IV A  
  - Strand: PA 3; IS 4

**IV. ASSESSMENT EXAMPLES:**

1. **Student Project:** The images of sport celebrities portrayed through the media often affect the behavior of those who watch or read about these celebrities. Students are asked to choose two famous athletes— one who is generally admired for his/her positive behavior and one who is known generally for his/her negative behavior. Students should compare and contrast the images portrayed by these athletes and comment on the effect the images have on their own behavior or the behavior of others their age.  
   **Criteria:**
   - a) Identifies both positive and negative sport celebrity behaviors  
   - b) Identifies cultural changes brought about by these sport “heroes”  
   - c) Provides evidence that supports a comparative description of the two athletes  
   - d) Recognizes the effect that these athletes may have on the behavior of others

2. **Student Project:** Students are asked to identify the predominant minority populations in their school, local community, or state. Based on this information, students are requested to learn a game or sport activity native to one of those populations (see if classmates can guess which country it is from based on the activity, music, costume, etc.).  
   **Criteria:**
   - a) Identifies characteristics that make the activity unique and distinguishable  
   - b) Notes similarities with games or sport activities from other areas  
   - c) Works with both high and low skilled individuals to learn new games and sport activities

3. **Student Journal:** Exclusionary behavior during physical activity can be very subtle. Students are asked to observe physical activity during physical education class or on the playground and record instances of perceived exclusionary behavior (e.g., the methods used to choose teams are often exclusionary; differences in ability level can lead to exclusionary behavior such as failing to pass to less skilled players in a basketball game, or exclusion related to gender or cultural/ethnic differences). In addition, students are asked to suggest strategies for maximizing inclusion in physical activity settings.  
   **Criteria:**
   - a) Identifies instances of exclusionary behavior  
   - b) Formulates strategies for maximizing inclusionary behavior (e.g., by changing the rules of the activity)  
   - c) Provides evidences of sensitivity to those of different gender, culture, race, and physical ability
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Cooperative Games p. 143-144  
www.iNewGames.com  
A New Way of Learning and Being Together (TRIBES) by Jeanne Gibbs ISBN 0-932762-09-03  
Cowstails & Cobras II ISBN 0-8403-5434-7  
Quicksilver ISBN 0-7872-1610-0  
www.alloneheart.com  
Keyword: diversity education
GRADE 7 AND 8

I. STANDARD/GOAL #8
Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

RATIONALE - A primary reason students seek physical activity is for group membership and positive social interaction. Physical activities provide a positive outlet for competition with peers and a means of gaining respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment of participation. Feelings of independence are beginning to be important as well. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found in both high levels of competition as well as in new or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by various sport activities become increasingly more important.

II. LEARNING OBJECTIVES - The emphasis for the student will be to:
1. Enjoy participation in physical activity.
2. Recognize the social benefits of participation in physical activity.
3. Try new and challenging activities.
4. Recognize physical activity as a vehicle for self-expression.

III. ESSENTIAL PERFORMANCE BENCHMARKS:
- Feel satisfaction when engaging in physical activity
- Enjoy the aesthetic and creative aspects of performance
- Enjoy learning new activities
- Become more skilled (e.g., learning strategy, additional skills) in a favorite activity

IV. ASSESSMENT EXAMPLES:
1. Student Report: After participating in both a team and individual or dual sport activity, students write an essay discussing the differences of opportunities for social interaction in each. Possible topics to explore might include: Which activities did the student prefer? Why? What activity(ies) does the student participate in with friends? How are social factors important in the selection of an activity?
   Criteria: a) Recognizes the social benefits of participation in physical activity
   b) Identifies the differences in social aspects of team and individual sports

2. Student Project: Students are asked to describe what they have learned about how to create positive experiences for themselves and others in sport/physical activity.
   Criteria: a) Identifies experiences appropriately according to the positive and negative feelings they have evoked
   b) Demonstrates insight into how to create positive experiences for self and others

3. Journal: Following a discussion with students regarding situations that are stressful, students are requested to participate in some form of physical activity after the next stressful situation they encounter. Have them describe in the journals their feelings during and after this stressful experience and whether or not exercise helped to relieve the tension. They should also record the type of activity in which they participated. Does the activity have to be strenuous in order to be stress-relieving?
   Criteria: a) Recognizes the value of exercise in relieving stress
   b) Recognizes when or if exercise helped in relieving the stress
   c) Identifies some activities as more stress-reducing than others

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V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Cooperative Games p. 143-144
www.iNewGames.com
A New Way of Learning and Being Together (TRIBES) by Jeanne Gibbs ISBN 0-932762-09-03
Cowtails & Cobras II ISBN 0-8403-5434-7
Quicksilver ISBN 0-7872-1610-0
www.alloneheart.com
Keyword: diversity education
SECONDARY
GRADE 9 AND 10

I. STANDARD/GOAL #1
Understands the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.

RATIONALE - Students at this age learn that “Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a ‘well-balanced character’” (Education p. 195).

Students will have the opportunity to understand that, “For in Him we live and move and have our being” (Acts 17:28, NKJV).

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II. LEARNING OBJECTIVES - *The emphasis for the student will be to:*
1. Recognize that God’s ideal for quality living includes a healthy lifestyle.
2. Incorporate into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.
3. Avoid at-risk behaviors.
4. Apply Christian principles in recreation and sports.
5. Achieve a balance in work and leisure, balancing physical, mental, social, and spiritual activities.
6. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.

III. ESSENTIAL PERFORMANCE BENCHMARKS:
- Recognize that the Spirit of God dwells in us and that we have a commission to share and witness through a healthful lifestyle
- Demonstrate healthful living practices (e.g., balanced diet, regular exercise, drinking water)
- Cultivate Christian virtues as commitment, courtesy, fair play, honesty, loyalty, obedience, respect, self-confidence, and self-control

IV. ASSESSMENT EXAMPLES:
1. **Daily Worship Thought:** In groups of 2 to 3, students are asked to prepare a 2-3 minute worship thought to present at the beginning of class. Worship themes could include - blessings from healthful living; connections between physical, mental and spiritual health; or personal experience with God. **Criteria:**
   - a) Cooperates with group members in development of worship idea
   - b) Recognizes God-given talents
   - c) Understands Christian responsibility to share talents

2. **Student Project:** Students will “brainstorm” a list of Christian principles to be posted boldly on the gym wall or kept in personal portfolios. Teacher will provide regular opportunities for students to cite observed in-class examples of Christian principles. As various principles are observed and pointed out, the teacher tracks the number of times each principle is given. After a determined period of time, the observed principles are reviewed for frequency. The class will then discuss ways to strengthen the principles least often displayed and how to maintain the principles most often displayed in class. **Criteria:**
   - a) Creates a list of Christian principles
   - b) Shares examples of observed principles
   - c) Participates in assessing ways to strengthen principles least often displayed
   - d) Attempts to apply positive Christian principles in class daily

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:
- Bible
- NEWSTART
- FCA Fellowship of Christian Athletes (Bible)
I. STANDARD/GOAL #2
Demonstrates competency in many movement forms and proficiency in a few.

RATIONALE - Students should increase the number of activities for which they have acquired a level of competence. These activities should represent a variety of movement forms. The student should be capable of achieving competency in complex versions of movement forms. Competency involves the ability to use the basic skills, strategies, and rules of an activity in such a way that makes the activity more enjoyable.

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Demonstrate competence (basic skills, strategies and rules) in an increasing number of complex versions of at least three of the following different types of movement forms: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, gymnastics.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Demonstrate a variety of proficient swimming strokes
- Use a variety of clubs competently (preferably a complete set) to play a round of golf
- Keep a ball going with an opponent several times over the net in a game of tennis
- Play a game of volleyball using the basic skills and strategies of the sport
- Improve skills necessary for successful participation in physical activities (e.g., individual, dual, team sport)

IV. ASSESSMENT EXAMPLES:

1. Portfolio: Students will develop a portfolio documenting their ability to be competent in three different types of movement forms. Support can be a videotape of performance, certificate from a recognized sport agency (e.g., Red Cross certification) or acceptable grade on a written and skill evaluation.
   Criteria:
   a) Three different types of movement forms are supported
   b) Level of ability in a movement form shows competence
   c) Presents adequate documentation in portfolio

2. Teacher Observation: Students are observed performing an activity or executing skills inherent to the activity and are rated on their level of competence using a teacher-designed rating scale or scoring rubric.
   Criteria:
   a) Exhibits a level of competency with all of the basic skills of the activity and the ability to use these skills with some consistency in the appropriate setting
   b) Demonstrates understanding of the rules and strategies of a sport or activity and can apply them appropriately
   c) Displays appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of the activity

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Strokes p. 213
- Golf p. 215
- America Red Cross “Learn to Swim”
- Volleyball p. 224
GRADE 9 AND 10

I. STANDARD/GOAL #3
Applies movement concepts and principles to the learning and development of motor skills.

RATIONALE - Students at this grade level are beginning to specialize in a few movement forms leading toward proficiency. Achieving this level of ability requires more specialized knowledge and the identification and application of critical elements (techniques) essential to competent/proficient performance. They are increasingly capable of identifying and applying characteristics of highly skilled performance. The student should be able to understand and independently apply increasingly complex discipline-specific information to their own performance.

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Use more specialized knowledge to develop movement competence or proficiency.
2. Identify and apply critical elements (techniques) to enable the development of movement competence/proficiency.
3. Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency.
4. Understand and independently apply discipline specific information to their own performance.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Apply biomechanical concepts and principles to analyze and improve performance of self and others
- Devise and perform a gymnastics routine after explaining the significance of some biomechanical principles to the skills involved
- Describe and demonstrate the significance of some basic physiological principles to the development of a personal fitness program
- Learn skills, rules, strategies, officiating techniques, protocol, and safety practices appropriate to individual, dual, and team sports

IV. ASSESSMENT EXAMPLE:

1. Group Project: In small groups, students select a physical activity and analyze it for its component skills and movement patterns. Specifically, students should complete the following in relation to that analysis:
   (1) Create routines, drills, or small games that focus on individual skills, themes, or strategies, and that provide practice within the context of the movement form (e.g., bump the serve accurately to a front line player for a successful set and spike at the net. The team scores a point each time the whole sequence is completed successfully).
   (2) Plan practice sessions appropriate for developing each of the skills, including the skill status, system for tracking progress, achievement goals of members of the group, and the length and frequency of practice sessions.
   (3) Implement the plan.
   (4) Report the results, including progress made by each member of the group.

Criteria: a) Component skills are correctly identified for the selected activity
          b) Routines, skills, and games are developed appropriately for the movement activity
          c) Plan developed for practice uses information from a variety of sources appropriately
          d) Records of practice and performance are kept accurately and used appropriately to assess progress.

2. Student Project: Students will videotape themselves performing a sport skill or other physical activity of their choice, analyze the performance, and prepare a written report that includes one or more of the following:
   (1) a listing of all the skills and strategies used
   (2) analysis of personal performance of the skills shown on the tape
   (3) a listing of the positive and negative performance attributes observed for each skill
   (4) a listing of the critical elements for successful performance within the context of the activity
   (5) suggested practice procedures that might be used to improve performance in the skills and strategies to improve overall performance in the activity
(6) suggest a conditioning program to enhance performance of the skills involved.

**Criteria:**
- a) Skills and strategies used in the activity are correctly identified
- b) Positive and negative aspects of personal performance are correctly identified
- c) Identifies correctly the critical elements for successful performance within the context of the activity
- d) Describes appropriate practice procedures to improve skill and strategy of the activity
- e) Develops an appropriate conditioning program for the selected activity

3. **Teacher Observation:** The more skilled students in a class are given the responsibility to improve the performance of the less skilled students on a particular skill. They are asked to observe, assess, and coach the practice of this skill for three consecutive class periods and then to assess the improvement in performance.

**Criteria:**
- a) Accurately identifies the strengths and weaknesses of performance
- b) Designs appropriate practice sessions to improve performance
- c) Maintains peer motivation to improve through positive interaction

V. **RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:**

- Individual Activities p. 215-217
- Gymnastics p. 214
- Rules p. 255-256
- Keyword “self evaluation” or “biomechanical principles”
GRADE 9 AND 10

I. STANDARD/GOAL #4
Exhibits a physically active lifestyle.

RATIONALE - Students should have the skills and knowledge to assess and develop their own personal physical activity program and the desire to carry it through. Emphasis is placed on providing students the opportunity to analyze the benefits of their own activity program in relationship to personal interests, capabilities, and needs. Students at this level should be able to develop sound strategies for incorporating physical activity into a comprehensive lifetime activity plan. Students should be able to locate and arrange opportunities for physical activities within the community and surrounding areas and should be participants outside the physical education setting on a regular basis.

II. LEARNING OBJECTIVES - The emphasis for student will be to:

1. Participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting.
2. Seek and select physical activities from a variety of movement forms based on personal interest, meaning, and fulfillment.
3. Develop and conduct independently a personal physical activity program meeting his/her needs.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Participate regularly in health-enhancing activities that can be pursued in the community
- Analyze and evaluate personal fitness profile
- Identify personal behaviors that support a healthy lifestyle
- Identify personal behaviors that do not support a healthy lifestyle
- Analyze and compare health and fitness benefits derived from various physical activities

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IV. ASSESSMENT EXAMPLE:

1. **Student Journal:** Students select and participate in a community based, health-enhancing physical activity. They are asked to keep a journal for a prescribed period of time showing participation time, type of activity selected, costs, facilities employed, equipment required, personnel involved, and related factors that impact the student’s ability to participate.
   **Criteria:**
   a) Participates at least three times per week in appropriate health-enhancing activities
   b) Identify and propose possible solutions to problems that limit or prohibit participation
   c) Analyzes benefits of selected physical activities
   d) Identifies and reflects on feelings of personal benefit that result from participation in specific physical activities

2. **Class Project:** Students are asked to survey the community to determine possible opportunities for participation in health-enhancing physical activities. This information could be gathered from the logs that class members prepared in the previous assessment example.
   **Criteria:**
   a) Selects health-enhancing activities
   b) Identifies factors that enable or restrict participation
   c) Suggests plan of action to increase accessibility
   d) Applies communication and citizenship skills and knowledge to initiate action to increase community accessibility to activity programs

3. **Student Report:** The student chooses several accessible, community-based, physical activities of personal interest. For each activity the student describes the potential social, psychological, and physical benefits.
   **Criteria:**
   a) Analyzes physical activities for their health-enhancing potential
   b) Seeks and selects physical activities based on personal interest, meaning, and fulfillment
   c) Identifies opportunities to share and learn from others through physical activity
4. **Portfolio:** Students create individual charts showing a list of physical activities in which they have participated within the past six months. These activities could have been community or school-based and could have been individual, group, or family activities. For each activity the students should indicate:

1. their personal feeling toward the activity
2. their perceived level of competence
3. the health, fitness, and skill requirements of the activity
4. their current personal health, fitness, and skill status relative to the activity

Each student should submit a portfolio with the chart. The portfolio should include various types of information documenting the information on the chart (e.g., ribbons awarded from competitions, photographs of the student participating, videotape showing level of ability.) The portfolio should provide evidence of the extent of participation, the student participating in various types of activities, awareness of the benefits of the activity, and skill development.

**Criteria:**

- a) Seeks and selects physical activities based on personal interest, meaning, and fulfillment
- b) Analyzes physical activities on the basis of personal interest, capability, and potential for success
- c) Identifies and reflects on feelings of personal benefit that result from regular participation in physical activity

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Fitness p. 199-201
- Lifestyle Questionnaire
- [www.websearch.com](http://www.websearch.com) Keyword: “Wellness Inventory”
**GRADE 9 AND 10**

**I. STANDARD/GOAL #5**
Achieves and maintains a health-enhancing level of physical fitness.

**RATIONALE** - Students should begin to choose and participate on a regular basis in physical activities that enable them to achieve and maintain health-related fitness. Students work to improve fitness levels by applying principles of training to participation in exercise and physical activities chosen with a specific training intent. Students should be able to interpret information from fitness tests and begin to design, with teacher guidance, personal programs to achieve and maintain health-related fitness goals.

**Journey to Excellence**

**II. LEARNING OBJECTIVES** - *The emphasis for the student will be to:*

1. Participate in a variety of health-enhancing physical activities in both school and non-school settings.
2. Use principles of training for the purpose of modifying levels of fitness.
3. Assess personal health-related fitness status.
4. Begin to design personal health-related fitness programs based on an accurately assessed fitness profile.
5. Meet the health-related fitness standards as defined by formal assessment methods (e.g., AAPHERD Physical Best, Fitnessgram, President’s Challenge).

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**III. ESSENTIAL PERFORMANCE BENCHMARKS:**

- Assess personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition
- Design and implement a personal fitness program
- Participate in a variety of physical activities appropriate for enhancing physical fitness
- Evaluate personal fitness profile
- Set and meet realistic goals after a period of training
- Analyze the components of physical fitness
- Understand the relationship between physical fitness and wellness

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**IV. ASSESSMENT EXAMPLE:**

1. **Formal Test:** The student participates in a formal testing program and meets the criteria established for their age and gender.

2. **Student Project:** The student assesses their own fitness level on the basis of the results of the physical fitness testing conducted during the term. This assessment should enable the student to identify those aspects of fitness that warrant improvement as well as those that simply need to be maintained. Based on this assessment, the student establishes personal fitness goals and designs a fitness training program that would enable him or her to achieve the specific goals over a period of time. At the end of this period of time the student assesses the extent to which the goals have been met. **Criteria:**
   a) Accurately assesses their current level of fitness
   b) Establishes realistic yet challenging goals
   c) Designs a program that has the potential to meet the identified goals
   d) Accurately assesses the degree to which the goals have been attained

3. **Teacher Observation:** The teacher observes students participating on a circuit weight-training program to assure the proper application of selected weight-training principles (e.g., specificity of training, overload principle, mode of training, resistance, sets). Incidents of improper use of training principles are recorded and discussed with the student. **Criteria:**
   a) Demonstrates appropriate application of selected weight-training principles
   b) Improves performance on tests of muscular strength and endurance following a training period

4. **Student Project:** The student develops a “Fitness Concepts Notebook” that contains a definition of physical fitness, a description of the various components of physical fitness and exercises and activities designed to maintain or improve these components, and a discussion of the training principles that affect the development of each of the health-related aspects of physical fitness. Drawings or illustrations taken from magazines or newspapers may be used to depict the
various exercises and activities recommended.

Criteria:  
a) Provides a correct definition of physical fitness and cites appropriate fitness components  
b) Presents exercises that will enhance the various components of physical fitness  
c) Discusses a minimum of two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Fitness p. 199-201  
www.pecentral.com  
Keyword: “Strength Training”
GRADE 9 AND 10

I. STANDARD/GOAL #6
Demonsrates responsible personal and social behavior in physical activity settings.

RATIONALE - Students demonstrate responsible personal and social behavior by following safe practices, rules, procedures, and etiquette in all physical activity settings. The student should understand responsibility as a Christian to have a positive influence on the behavior of others and they should exhibit responsible behavior and self-control in all situations. Students should be able to exhibit Christ-like qualities (e.g., honesty, fairness, grace, compassion) while participating in competitive activities.

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Apply safe practices, rules, procedures, and etiquette in all physical activity settings.
2. Act independently of peer pressure.
3. Resolve conflicts in an appropriate manner.
4. Keep the importance of winning and losing in perspective.
5. Exhibit a Christ-like attitude proper in physical activity settings.

III. ESSENTIAL PERFORMANCE BENCHMARKS:
- Slide into a base in a manner that does not intentionally hurt another
- Choose an activity because they enjoy it and not because all their friends are in it
- Volunteer to replay a contested shot in tennis
- Walk away from verbal confrontation
- Acknowledge good play from an opponent during competition
- Listen to all sides before taking action in conflict situations
- Respect other skill levels in physical activity settings

IV. ASSESSMENT EXAMPLES:

1. Self-assessment: After playing a self-officiated game, students discuss and report on ethical, fair play and supportive behavior they exhibited during the game.
   **Criteria:**
   a) Recognizes elements of fair play, honesty, and ethical behavior in their own performance
   b) Accepts the roles and decisions of the officials
   c) Shows a sensitivity to the feelings of other players
   d) Demonstrates an acceptance of the importance of rules and players following them

2. Student Project: At the beginning of a unit of instruction, students are requested to analyze their potential for success and set goals for personal achievement. At the end of the unit, students prepare an evaluation of their progress toward their personal goals and cite influences on their achievement to date.
   **Criteria:**
   a) Sets realistic goals
   b) Correctly assesses their progress towards the goals
   c) Identifies appropriate factors influencing their achievement
   d) Accepts personal responsibility for level of achievement

3. Student Report: Students are asked to prepare a report that describes a confrontation involving sport participants that they have observed or read about. The report should describe the resolution of the confrontation and discuss possible factors that led to the confrontation as well as suggest ways in which the confrontation could have been avoided.
   **Criteria:**
   a) Identifies a situation that involves a confrontation between participants
   b) Correctly analyzes the causes of the problem
   c) Suggests meaningful potential solutions

4. Written Test: Students take a written test that focuses on safety rules and procedures for in-class activities.
   **Criteria:**
   a) Identifies several rules and procedures that are designed for safe participation
   b) Explains why and how a rule makes participation safe
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Demonstrating Social Behavior p. 267
Secondary Sportsmanship Code p. 205
www.pecentral.com
Keyword: “conflict resolution”
Websearch: www.peacemakers.com
GRADE 9 AND 10

I. STANDARD/GOAL #7
Demonstrates understanding and respect for differences among people in physical activity settings.

RATIONALE - Students should be able to understand and analyze the role of sport and physical activity in a diverse world. Insight is gained through such activities as exploration of the history and purposes of various international competitions (e.g., Special Olympics, Pan American Games, World Cup Soccer), the role of professional sport in society, effects of age and gender on participation patterns, and the usefulness of creative movement as an expression of multiculturalism. Students begin to develop a personal philosophy concerning inclusive participation in physical activity.

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II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Recognize the value of sport and physical activity in understanding multiculturalism.
2. Invite others with differences (e.g., ethnicity, gender, religion, disabilities) to join in personally enjoyable physical activity.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

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IV. ASSESSMENT EXAMPLES:

1. Video Tape: The teacher sets up a video tape in a corner of the space or playing field from which he/she can view the entire class in an activity where there is a great deal of interaction between students. In reviewing the tape, the teacher looks for evidence of or absence of inclusive behavior.
   Criteria: a) Recognizes students who do not feel included and makes a deliberate effort to include them in some way
   b) Does not participate in exclusionary behavior

2. Student Report: The role of women in sport in the United States has gone through a significant transition since 1960. Students are asked to describe the history of women in sport in the United States with particular emphasis on the transitions occurring since 1960. The report should also include examples of female athletes who have contributed to the transitions as well as a discussion of how these transitions reflect the evolution of women’s issues in American society at large.
   Criteria: a) Recognizes the effect of changing cultural values that have led to increased female sport participation
   b) Cites legislative reasons for increase in female participation and opportunity
   c) Gives several examples of female sport pioneers

3. Group Project: Working in small groups, students are asked to research popular games that children use as play in various diverse cultures and, if possible, then teach these games to young children at an activity center or elementary school. Alternatively, have a festival or “Multicultural Olympics” at school and teach others to play these games. Upon completion of this activity students would discuss the following during oral reporting to the class: What do these games have in common? What are the differences? What do these games tell us about the social values and cultures of the originating countries? What are the challenges in teaching these games to a diverse population?
   Criteria: a) Identifies several popular games from various cultures
   b) Uses games to interact with others
   c) Adapts games for the diverse population found in most schools
   d) Understands how play and games are part of a culture and is able to explain this to others
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

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<tr>
<th>Resource</th>
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<tr>
<td>Interscholastic</td>
<td>243</td>
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<td><a href="http://www.pecentral.com">www.pecentral.com</a></td>
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<tr>
<td>Wordsearch: “Historical Role of Sports”</td>
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<td>“Creative Movement &amp; Culture”</td>
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<td>Intramural</td>
<td>239-241</td>
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<td>Cooperative Games</td>
<td>143-144</td>
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## GRADE 9 AND 10

### I. STANDARD/GOAL #8
Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

**RATIONALE** - Students at this level are beginning to feel more comfortable with their new interests and physiques, thus once again enjoying movement for the sheer pleasure of moving. In addition, they enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving. Members of competitive teams and those involved in groups experience the positive feelings associated through working with others to achieve a common goal (e.g., winning a team championship). Students also experience satisfaction and enjoyment while pursuing personal goals.

### II. LEARNING OBJECTIVES - *The emphasis for the student will be to:*

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<tr>
<td>1. Enjoy participating in a variety of physical activities in competitive and recreational settings.</td>
<td>V E</td>
<td>PA 4; IS 1</td>
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<td>2. Pursue new activities alone or with others.</td>
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<td>3. Enjoy working with others in a sport activity to achieve a common goal.</td>
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<td>4. Recognize that physical activity can provide a positive social environment for activities with others.</td>
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### III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Contribute meaningfully to the achievement of a team
- Participate in varied physical activities that could be continued throughout life
- Identify and model characteristics of a positive attitude towards regular physical activity

### IV. ASSESSMENT EXAMPLES:

1. **Written Report:** Students are requested to write a dialogue convincing a friend to try out for or participate in a sport or activity. The dialogue should highlight the reasons that participation can be enjoyable, from both a physical and social standpoint. In addition, the dialogue should try to anticipate the negative factors that would lead one to not want to participate or join a team and address these in a positive fashion.
   **Criteria:**
   a) Identifies enjoyment and challenge as some of the reasons to participate in the activity
   b) Indicates that the positive aspects far outweigh the negative ones
   c) Identifies several benefits of participation in physical activity

2. **Journal:** During an adventurer education experience (e.g., ropes course, climbing a wall, nature hikes, camping, canoeing), students will record in a journal the feelings and thoughts they experienced.
   **Criteria:**
   a) Demonstrates awareness of feelings and ability to translate these into journal
   b) Provides evidence of success, challenge, and enjoyment that were present in the experience
   c) Recognizes the unique benefits of this type of physical activity experience
   d) Recognizes the positive effects friends and companions bring to this experience

### V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Intramural p. 239-241
- Team Sports p. 271-278
- Individual/Dual Sports p. 213-224
- Interscholastic p. 243-244
- www.pecentral.com
- Wordsearch: “Lifetime Sports”
I. STANDARD/GOAL #1
Understands the importance of the full restoration of God’s image in his/her life through balancing the physical, mental, and spiritual aspects of his/her being.

RATIONALE - Students at this age learn that “Since the mind and the soul find expression through the body, both mental and spiritual vigor are in great degree dependent upon physical strength and activity; whatever promotes physical health, promotes the development of a strong mind and a ‘well-balanced character’” (Education p. 195).

Students will have the opportunity to understand that, “For in Him we live and move and have our being” (Acts 17:28, NKJV).

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Recognizes that God’s ideal for quality living includes a healthy lifestyle.
2. Incorporates into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.
3. Avoid at-risk behaviors.
4. Apply Christian principles in recreation and sports.
5. Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities.
6. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Experience the full restoration of God’s image in his/her life
- Demonstrate healthful living practices (e.g., balanced diet, regular exercise, drinking water)
- Embody Christian virtues such as commitment, self-control, courtesy, fair play, honesty, loyalty, obedience, respect, and self-confidence

IV. ASSESSMENT EXAMPLES:

1. Daily Worship Thought - Individual Presentation: Each student is asked to individually prepare a 3 - 5 minute worship thought to present at the beginning of class. Students could incorporate music, thought, prayer, and praise elements in their worship time.
   **Criteria:**
   a) Recognizes the necessity of a personal relationship with God
   b) Student will continue to develop awareness for sharing their faith

2. Student Project - The Great Controversy: Students will consider the concept of true competition. Recognizing the continual conflict or competition that exists in life, students will contrast the positive outcomes of competition that are Christ derived with the negative outcomes of competition that are Satan derived. Each student will prepare a 3 - 5 page formal written report.
   **Criteria:**
   a) Writes in MLA format
   b) Uses logical and supported reasons for their stated positions
   c) Exhibits understanding of “true competition”
   d) Recognizes the importance of including God in daily decision making

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Bible
- Spirit of Prophecy
- Councils on Diet & Health
- NEWSTART
- Secondary Sportsmanship Code p. 245
- www.pecentral.com
- Websearch: “Fair Play”
GRADE 11 AND 12

I. STANDARD/GOAL #2
Demonstrates competency in many movement forms and proficiency in a few movement forms.

RATIONALE - Students should be competent in many movement forms and proficient in a few movement forms. Opportunity to develop proficiency in a few movement forms should be provided to the older high school student. Proficiency involves the ability to demonstrate a degree of consistency and skillfulness in the execution of the basic skills of an activity, the ability to use advanced skills of an activity (e.g., the volleyball spike, cut drop shot in badminton), and the ability to use skills in regulation forms of an activity rather than modified forms. The development of proficiency usually involves participation in that activity for an extended period of time.

II. LEARNING OBJECTIVES -The objectives for the student will be to:
1. Demonstrate proficiency in a few movement forms.
2. Understand and demonstrate kinesthetic awareness.

III. ESSENTIAL PERFORMANCE BENCHMARKS:
- Perform a sequence of advanced gymnastic moves
- Participate in a tennis match using the basic skills, rules, and strategies with some consistency
- Pass the Red Cross intermediate swimming requirements
- Use advanced offensive and defensive shots successfully in a racquetball game against an opponent of similar skill

IV. ASSESSMENT EXAMPLES:
1. Portfolio: Students will develop a portfolio documenting their ability to be proficient in at least two movement forms. Support can be a video tape of performance, certificate from a recognized sport agency (e.g., Red Cross certification) or acceptable grade on a written evaluation and skill evaluation.
   **Criteria:**
   a) Two different types of movement forms are supported
   b) Level of ability in a movement form shows proficiency
   c) Presents adequate documentation in portfolio

2. Teacher Observation: Students are observed performing an activity or executing skills inherent to the activity and are rated on their level of competence using a teacher-designed rating scale or scoring rubric.
   **Criteria:**
   a) Exhibits a level of proficiency with all of the basic skills of the activity and the ability to use these skills with some consistency in the appropriate setting
   b) Demonstrates understanding of the rules and strategies of a sport or activity and can apply them appropriately
   c) Displays appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:
- Racquetball p. 219
- Tennis p. 220
- Gymnastics p. 214
- Swimming p. 213

www.pecentral.com or www.google.com

“Red Cross”
### GRADE 11 AND 12

#### I. STANDARD/GOAL #3
Applies movement concepts and principles to the learning and development of motor skills.

**RATIONALE** - The student should be able to demonstrate the knowledge and understanding necessary to develop scientifically based personal training programs and implement effective practice procedures. The student should learn and apply lifetime skills.

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#### II. LEARNING OBJECTIVES - *The emphasis for the student will be to:*

1. Know and understand pertinent biomechanical based information regarding movement performance.
2. Develop a personal program to apply movement knowledge.

#### III. ESSENTIAL PERFORMANCE BENCHMARKS:
- Explain the overload principle and designs a personal fitness program where this principle is in operation
- Demonstrate several skills in gymnastics before explaining some biomechanical principles that govern the movement
- Design a long-term plan for self-improvement in a movement activity and explain the relationship of physical, emotional, and cognitive factors that influence the rate of improvement
- Use internal and external information to modify movement during performance

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#### IV. ASSESSMENT EXAMPLES:

1. **Student Project:** Using a school or home video camera, the student makes a ten to fifteen minute video production illustrating advanced level performance of a variety of movement activities. The student narrates the tape describing the pertinent principles from motor learning and development, exercise physiology, biomechanics, or sport psychology that govern the movements being shown on the tape.
   **Criteria:**
   a) Recognizes elite level performance
   b) Identifies pertinent scientific principles governing specific movement activities

2. **Student Report:** Students select a movement activity that they plan to pursue following graduation and complete a library search on the psychological considerations that govern performance in this activity. These factors and their effects are then explained to the class in a 10 minute oral presentation.
   **Criteria:**
   a) Correctly identifies the psychological factors that govern movement performance of the selected activity
   b) Applies pertinent psychological factors to the specific movement activity

3. **Student Report:** Students will select and interview an adult who is an advanced performer in a particular movement activity. The purpose of the interview is to determine what elite performers know about the scientific factors and principles that affect their performance. Upon completion of the interview, the student will prepare a five-page written paper or present a ten minute oral report to the class describing the factors that the athlete believes affects the quality of their performance. Furthermore, discuss any additional factors that you think the athlete may have omitted.
   **Criteria:**
   a) Selects an advanced athlete and obtains appropriate information during the interview
   b) Correctly assesses the accuracy of the information identified by the athlete and supplements information as warranted
   c) Communicates the information gathered during the interview in an effective manner
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Weight Training p.217
Gymnastics p. 214
www pecentral.com
Keyword: “Strength”
GRADE 11 AND 12

I. STANDARD/GOAL #4
Exhibits a physically active lifestyle.

RATIONALE - By this grade level the student should have developed the skills, interest, and desire to maintain an active lifestyle. They should also assume a mature role in managing their participation in physical activity. Adequate skill and fitness levels provide a basis for continued learning and participation. Students should develop an awareness of how and why adult patterns of participation change throughout their life and should be prepared with meaningful strategies to deal with those changes.

II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Exhibits the skills, knowledge, interest, and desire to Independently maintain an active lifestyle throughout his/her life.
2. Understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Participate regularly in physical activities that contribute to the attainment and maintenance of personal physical activity goals
- Participate willingly in games, sports, creative movement, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and the maintenance of wellness
- Recognize the effects of age, gender, religion, race, ethnicity, socioeconomic status, disability and culture upon physical activity participation
- Understand the ways in which personal characteristics, performance styles, and activity preferences will change over the life span
- Feel empowered to maintain and improve physical fitness, motor skills, and knowledge about physical activity

IV. ASSESSMENT EXAMPLES:

1. Interview: Students interview a man and a woman from each of the following age ranges, 10 to 30 years, 40 to 50 years, and 65 to 75 years. Determine the physical activity patterns for each individual and then evaluate these activity patterns to determine if each person is taking advantage of the physiological, psychological, and social benefits of physical activity. In addition, evaluate the activity for possible gender or age-related trends. Lastly, for each person, make suggestions as to how they can adjust their activity regimen to maximize the healthful benefits of the activity.
   **Criteria:**
   a) Interviews are completed
   b) Describes activity patterns accurately
   c) Suggests appropriate activity
   d) Analyzes gender-related activity patterns correctly

2. Student Project: Students shall participate in a series of physical activity episodes of personal interest involving skill and fitness improvement or maintenance. They are then requested to prepare a scrapbook or journal that provides evidence of personal goals, achievements, and quality of participation.
   **Criteria:**
   a) Provides evidence of personal goals
   b) Includes appropriate experiences to meet the personal activity goals

3. Student Project: Students select a physical activity based on their own personal interest, desire, and capability. Then students develop a plan for implementing a regular program involving this physical activity in which they will describe the skill and fitness development of the activity, describe practice sessions, equipment, facilities, instruction (if necessary) and cost. After several weeks of actual participation in the planned program, students will write a summary indicating how they felt about the program. The summary will include a statement indicating level of goal fulfillment, enjoyment, and potential for long-term involvement.
   **Criteria:**
   a) Incorporates goals for the development of skill and fitness in their plan
   b) Accurately describes appropriate practice sessions, equipment, cost, and instruction
   c) Includes personal perspectives, goal attainment, and analysis of long-term participation
V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Fitness p. 199-201
Outdoor Pursuits p. 218
www.pcentral.com
Keyword: “Physical Goals”
GRADE 11 AND 12

I. STANDARD/GOAL #5
Achieves and maintains a health-enhancing level of physical fitness.

RATIONALE - The student at this level should be totally independent in assessing, achieving, and maintaining personal health-related fitness goals. Utilizing basic principles of training, students are now able to design personal fitness programs that encompass all components of fitness. Ongoing attention to their health-related fitness status should be a way of life for students, as they assume adult role responsibilities to participate in physical activity on a regular basis.

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II. LEARNING OBJECTIVES - The emphasis for the student will be to:

1. Participate regularly in non-required activity.
2. Demonstrate the skill and knowledge to adjust activity levels to meet personal fitness needs.
3. Meet the health-related fitness standards as defined by a fitness test.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

- Monitor exercise and other behaviors related to health-related fitness
- Maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility, and body composition necessary for a healthful lifestyle
- Use the results of fitness assessments to guide changes in his/her personal program of physical activity

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IV. ASSESSMENT EXAMPLES:

1. **Student Project:** The student assesses their own fitness level on the basis of the results of the physical fitness testing conducted during the Fall term. This assessment should enable the student to identify those aspects of fitness that warrant improvement as well as those that simply need to be maintained. Based on this assessment, the student establishes personal fitness goals and designs a fitness training program that would enable him/her to achieve the specified goals over a period of three months. At the end of three months the student assesses the extent to which the goals have been met.
   **Criteria:**
   a) Take a fitness test
   b) Assess all areas of personal fitness
   c) Create a plan to enhance personal fitness
   d) Re-test after three months

2. **Student Project:** The student keeps a 3-day record (or it could be for a longer period) of everything they eat. This record must include the type of food eaten as well as the quantity. At the end of each day the nutrient value (calories, fat, protein, cholesterol, minerals) for the foods eaten is determined using appropriate nutritive value charts. After the 3-day period, an average for the three days is analyzed for each nutrient and these values are compared to the Recommended Dietary Allowances (RDA). The student then prepares a written self-assessment of their diet. Technology option available (e.g. Dine Healthy).
   **Criteria:**
   a) Maintains dietary record accurately
   b) Accurately determines the nutrient value of foods eaten
   c) Self-assessment is appropriate given the dietary analysis completed
   d) Uses the dietary analysis to accurately assess their personal eating habits

3. **Portfolio:** The student develops a personal portfolio containing:
   (1) reports of his/her own health-related fitness status over a period of at least one semester
   (2) personal fitness goals and a discussion of the extent to which they have met these goals at the end of the semester
   (3) records of physical activity, nutritional habits, and other behaviors that might affect one’s physical fitness
   (4) an assessment of one’s personal fitness level at the end of the semester and a discussion of what behavior modifications are needed to maintain satisfactory aspects of fitness or improve those aspects that are presently below desired goals.
   **Criteria:**
   a) Portfolio contains all of the required elements
| b) Presents sufficient documentation to support the fitness profile presented |
| c) Correctly assesses their personal fitness level and associates present status of documented behavior |
| d) Demonstrates understanding of the behavior, knowledge, and skill needed to maintain or modify their existing fitness level |

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

- Heart Rate Monitoring p. 270
- Fitness p. 199-201
- NEWSTART
- Weight Training p. 217
- Websearch www.google.com
  - Keyword: “Cardiovascular Fitness High School”
GRADE 11 AND 12

I. STANDARD/GOAL #6
Demonstrates responsible personal and social behavior in physical activity settings.

RATIONALE - Students demonstrate the ability to initiate responsible behavior, function independently, and positively influence the behavior of others in physical activity settings. They demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. They act as a neutralizer in avoiding conflict or as a mediator in settling conflicts.

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<td>III. ESSENTIAL PERFORMANCE BENCHMARKS:</td>
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<tr>
<td>- Encourage others to apply appropriate etiquette in all physical activity settings</td>
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<td>- Affirm performances of both teams</td>
<td>VIII G</td>
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<td>- Set personal goals for activity and work toward their achievement</td>
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<td>- Respond to inflammatory situations with mature personal control</td>
<td>VII E; VIII F</td>
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<td>- Diffuse potential conflicts through open communication</td>
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<td>- Maintain safe environment during skill practice</td>
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<td>- Take a supportive role in an activity</td>
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IV. ASSESSMENT EXAMPLES:

1. **Student Project:** Students retrieve from the Internet four sportsmanship codes used at the university level. List ideas where improvement is needed. Results may be presented in oral or written form.
   **Criteria:**
   a) Produces four documents from the Internet
   b) Recognizes common elements
   c) Applies a broad understanding of team and spectator responsibilities

2. **Student Report:** Students will compare and contrast what a game would be like without rules and officials, to life without the Ten Commandments.
   **Criteria:**
   a) Paper should be well written
   b) Shows complete thought process

V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:

Secondary Sportsmanship Code p. 245
Websearch www.pecentral.com
Keyword: “Fairplay”
www.peacemakers.com
GRADE 11 AND 12

I. STANDARD/GOAL #7
Demonstrates understanding and respect for differences among people in physical activity settings.

II. RATIONALE - Student has reached the point where they can apply and share knowledge regarding the role of physical activity in a culturally diverse society. Emphasis is placed on the influence of age, disability, gender, race, religion, ethnicity, socioeconomic status, and culture on making thoughtful personal choices for engaging in physical activity over the life span. In addition, students develop strategies for inclusion of others in physical activity.

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<tbody>
<tr>
<td></td>
<td>PA 3, 4; IS 1, 4</td>
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</tbody>
</table>

II. LEARNING OBJECTIVES - *The emphasis for the student will be to:*

1. Understand and respect that we are all different, but equal in God’s eyes.
2. Develop strategies for including EVERYONE in physical activity.

III. ESSENTIAL PERFORMANCE BENCHMARKS:

* Identify the effects of age, gender, race, religion, ethnicity, socioeconomic status, and culture upon physical activity preferences and participation
* Display a willingness to experiment with the sport and activity of other cultures
* Develop strategies for including persons of diverse backgrounds and abilities in physical activity

<table>
<thead>
<tr>
<th>Journey to Excellence</th>
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<td></td>
<td>C 8; PA 3; IS 1, 4</td>
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IV. ASSESSMENT EXAMPLES:

1. **Student Report:** The types of physical activities and the time spent participating in physical activity changes over the life span. Several factors such as age, gender, disability, socioeconomic status, religion, and cultural background affect the choices one makes as activity patterns change. Students are asked to prepare a report discussing how these factors effect one’s choice of physical activities in young adulthood, middle age, and old age.
   **Criteria:**
   a) Identifies factors associated with the various age groups discussed
   b) Notes how these factors influence sport and activity participation
   c) Identifies the importance of geographical area as background for the factors listed in the task

2. **Group Project:** Students are requested to organize and conduct a sport or game adapted for physically challenged individuals. Invite non-disabled individuals to participate with the purpose of gaining insights into the challenges that person’s with disabilities face while participating in physical activity. Interview participants after the activity and report (orally or in writing) insights relative to the experience.
   **Criteria:**
   a) Identifies an appropriate activity and adaptations for persons with a disability
   b) Displays a sensitivity to the diverse skill levels and backgrounds of participants
   c) Organizes and reports the interview material in such a way that demonstrates an in-depth treatment of the topic
   d) Identifies personal knowledge acquired as a result of the experience

3. **Student Project:** Students are asked to gather a list of the various professional, college, and high school mascots (both picture and name) and identify which might be offensive for different cultural, ethnic, and gender groups. Reasons for the unpleasantness are identified.
   **Criteria:**
   a) Compiles a comprehensive list of mascots
   b) Correctly identifies the troublesome mascots and the group(s) that might find them offensive
   c) Provides sound reasons for the offensiveness of the identified mascots

4. **Student Project:** Students are requested to research physical activity options available within their community and to select and design a physical activity program for themselves that emphasizes multi-cultural awareness and cross-cultural experiences.
   **Criteria:**
   a) Identifies appropriate activities
b) Articulates the contributions of each selected activity to multicultural awareness

<table>
<thead>
<tr>
<th>V. RESOURCE REFERENCE TO ACCOMPLISH ESSENTIAL PERFORMANCE BENCHMARKS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intramural p. 239-241</td>
</tr>
<tr>
<td>Interscholastic p. 243-244</td>
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<tr>
<td><a href="http://www.pecentral.com">www.pecentral.com</a></td>
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<tr>
<td>Websearch</td>
</tr>
<tr>
<td>Keyword: “Inclusion in P.E.”</td>
</tr>
<tr>
<td>Keyword “Culture and Sports”</td>
</tr>
</tbody>
</table>
**GRADE 11 AND 12**

**I. STANDARD/GOAL #8**  
Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

**RATIONALE** - The student enjoys selected activities in which he/she regularly participates, alone or with friends. Competitive, recreational, and social situations can all provide physical and emotional challenges to enhance their “Journey to Excellence.”

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<thead>
<tr>
<th>Journey to Excellence</th>
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<tbody>
<tr>
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<td>PA 3, 4</td>
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<td>C 8; PA 5</td>
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<tr>
<td></td>
<td>PA 4; IS 1, 4</td>
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</tbody>
</table>

**II. LEARNING OBJECTIVES - The emphasis for the student will be to:**

1. Recognize that physical activity can provide opportunities for positive social interaction.
2. Enjoy regular participation in physical activity.
3. Recognize the positive feelings that result from participation in physical activity alone and with others.

**III. ESSENTIAL PERFORMANCE BENCHMARKS:**

- Express voluntarily appreciation for the recreational activities provided by the school
- Enter competition, sport or activity voluntarily

<table>
<thead>
<tr>
<th>Journey to Excellence</th>
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<tbody>
<tr>
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<td>PA 3; IS 4</td>
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<td>IS 1</td>
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</table>

**IV. ASSESSMENT EXAMPLES:**

1. **Student Project:** Students are asked to assume that they are the recreation director for a camp or inner city school project designed to help youngsters. They must design a program and choose activities for a week that will provide challenge and enjoyment for all participants.  
   **Criteria:**
   - a) Identifies a variety of activities that can provide enjoyment for the participants
   - b) Identifies aspects of the activities that are enjoyable
   - c) Designs a program that reflects balance in terms of activity

2. **Portfolio:** Students are requested to develop a portfolio that documents their participation in a physical activity (sport or nontraditional activity). Furthermore, students shall maintain a log of their participation and record in a journal their feelings following competition or participation in the selected activity. Additional pamphlets or material will be used to supplement the portfolio.  
   **Criteria:**
   - a) Accurately records participation
   - b) Identifies feelings of enjoyment, success, and challenge as reasons for participation
   - c) Identifies negative feelings that may surround events during participation
   - d) Participates in the activity on a regular basis

3. **Event Task:** Students sign up for a mentoring role (e.g., Pathfinders, assistant coach, Big Brother/Sister) with a friend. An activity is selected that can be done with the one being mentored. With their peer, teach this person how to play or participate in the selected activity (e.g., increase their skill, make it more challenging). The activity may be one in which the student has limited experience that will require asking others for help or going to the library for additional information. Students shall maintain a log of this experience and record their feelings of teaching and sharing the activity with someone else. Also note the reaction that the one being mentored has to the activity.  
   **Criteria:**
   - a) Enjoys sharing the activity with others
   - b) Looks forward and anticipates the time spent in this task
   - c) Enjoys the social interaction gained in this experience
   - d) Articulates personal feelings associated with teaching or sharing the chosen activity
   - e) Recognizes reaction of the one being mentored to the experience

**RESOURCE REFERENCE:**

Intramural p. 239-241  
Interscholastic p. 243-244  
Secondary Sportsmanship Code p. 245
# Ways to Teach Ball Skills

## Developmental Exercises

| SKILLS: | Ball handling |
| SUPPLIES: | Playground ball |
| AREA: | Open area with hard surface |
| PLAYERS: | Unlimited |

1. Roll the ball in a figure-eight pattern in and out of legs. (Figure-eight Game)
2. Bounce and catch the ball - begin with two hands, then one hand. Bounce a given number of times. Bounce at different levels. Close the eyes and bounce catch.
3. Bounce and perform various stunts (clap hands, turn around, etc.) before catching.
4. Toss the ball and perform some of the following challenges before catching the ball, touch the back with both hands, touch both elbows, touch both knees with crossed arms, touch both heels, touch toes.
5. While seated on floor, toss the ball back and forth from left hand to right hand and vice versa. Lie down and do the same.
6. Toss the ball upward and look away to catch.
7. Throw the ball against the wall and catch after one bounce, then catch on the fly.
8. Drop the ball and trap it against the floor with one foot.
9. Practice different ways to control kick a stationary ball against a wall and to stop the ball with the foot on the return. Practice repeated control kicks without bringing the ball to a complete stop each time.
10. Put some targets on the wall and kick the ball at the target.
11. Dribble the ball with the dominant hand while walking about. Now use the non-dominant hand.
12. Dribble the ball switching from dominant to non-dominant hand.
13. Perform the previous action while going in and out of obstacles.
14. Bounce the ball to a partner and have the partner catch it after one bounce.
15. With a partner, practice throwing and catching with one hand and two hands.
16. Kick a stationary ball to a partner, who stops it with the foot.
17. Dribble a ball with the feet in and out of obstacles.

## Tunnel Ball

| SKILLS: | Ball rolling, catching |
| SUPPLIES: | Two or more eight-inch playground balls |
| AREA: | Circle (in any amount of space) |
| PLAYERS: | Ten - twenty |

1. All players form a circle, facing in. Each player stands in a wide stance with the side of the foot against the adjacent player’s feet. Players’ hands are on their knees.
2. Two or more balls are used. The object is to roll the balls between the legs of another player before the hands can get down to stop the ball.
3. Each time a ball goes on between the legs of an individual, a point is given to the player whose legs the ball went between.
4. The players having the fewest points are the winners.
### BALL PASSING

**SKILLS:** Tossing, catching  
**SUPPLIES:** Five or six different-size balls for each circle  
**AREA:** Circle  
**PLAYERS:** Fifteen or fewer in each circle

1. The teacher starts a ball around the circle with players tossing it to the adjacent player.  
2. The teacher introduces more balls, until there are five or six moving around at the same time and in the same direction.  
3. If a ball is dropped, the child should retrieve it and allow the teacher to re-introduce it to the game.  
4. If scoring is desired, players can be organized into two or more teams randomly spaced around the circle. The team with the fewest number of dropped balls wins.  
5. Beanbags can be substituted for balls.

### JUGGLING

**SKILLS:** Hand-eye coordination  
**SUPPLIES:** Small balls, beanbags, lummi sticks, scarves, plastic grocery bags  
**AREA:** Any open area  
**PLAYERS:** Individual

Two balls can be juggled with one hand, and three balls can be juggled with two hands. Juggling can be done in a crisscross fashion (cascading), or it can be done in a circular fashion (showering). Cascading is considered the easier of the two styles and should be the first one attempted.

1. Consistent tossing should be emphasized - tosses should be thrown to the same height on both sides of the body, about 2 - 2 ½ feet (61-76 cm) upward, and across the body. Practice tossing the ball parallel to the body. The most common problem is that the balls are tossed forward and the juggler has to move forward to catch them.  
2. The fingers, not the palms, should be used in tossing and catching. Stress relaxed wrist action.  
3. The student should look upward to watch the balls at the peak of their flight, rather than watching hands.  
4. The student should catch the balls about waist height and release them a little above this level.  
5. Have one student carry two balls in the starting hand, and master the art of releasing only one.  
6. The student should progress working successively with first one ball, then two balls, and finally three.
# Ways to Teach Beanbag Skills

## Developmental Exercises

<table>
<thead>
<tr>
<th>SKILLS:</th>
<th>Hand-eye coordination, balancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLIES:</td>
<td>Beanbag</td>
</tr>
<tr>
<td>AREA:</td>
<td>Any place</td>
</tr>
<tr>
<td>PLAYERS:</td>
<td>Individuals and partners</td>
</tr>
</tbody>
</table>

1. Toss beanbag in the air and catch with both hands, with right hand only, and with left hand only. Catch the same way. Catch with the back of the hands.
2. Toss the beanbag progressively higher and catch. Reverse the procedure.
3. Toss beanbag upward and catch with hands behind the back. Toss upward from behind the body and catch in front.
4. Toss beanbag upward and catch on the back, on the knees, on the foot, and on other body parts.
5. Hold beanbag at arm’s length in front of the body with palms up. Withdraw hands quickly from under the beanbag and catch it from on top in a palms-down stroke before it falls to the floor.
6. Toss beanbag and catch in various fashions while seated and while lying down.
7. Toss two beanbags upward and catch one in each hand.
8. Toss beanbag, clap the hands, and catch.
9. Toss beanbag, kneel on one knee, and catch. Go to a sitting or lying position. Reverse the position order, beginning in a sitting or lying position and moving to a standing position to catch.
10. Toss beanbag, moving to another spot to catch.
11. Balance the beanbag on the head. Move around, keeping the beanbag in place. Sit down, lie down, turn around, etc.
12. Balance the beanbag on various other parts of the body and move around. Balance beanbag on top of the instep, between the knees, on the shoulders, on the elbows, under the chin. Use more than one beanbag.
13. Have partners sit cross-legged about 10 feet (3 m) apart. Throw and catch the beanbag in various styles.
14. Have partners stand back to back and pass the beanbag around both partners from hand to hand as quickly as possible.
15. Working with a partner, propel two beanbags back and forth going in opposite directions at the same time. Try having one partner toss both bags at once while the other catches them.

## Beanbag Freeze

<table>
<thead>
<tr>
<th>SKILLS:</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLIES:</td>
<td>Beanbag for each player</td>
</tr>
<tr>
<td>AREA:</td>
<td>Indoor or Outdoor</td>
</tr>
<tr>
<td>PLAYERS:</td>
<td>Unlimited</td>
</tr>
</tbody>
</table>

1. Each player places a beanbag on their head and moves about.
2. If a player’s beanbag falls off they must freeze until another player picks up the beanbag and places it back on the first player’s head.
3. If the helper’s beanbag falls off while helping, the helper too must freeze.
**BEANBAG QUOITS**

<table>
<thead>
<tr>
<th>SKILLS:</th>
<th>Tossing with accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLIES:</td>
<td>Two beanbags per player, two hoops per group</td>
</tr>
<tr>
<td>AREA:</td>
<td>Indoor or Outdoor</td>
</tr>
<tr>
<td>PLAYERS:</td>
<td>Unlimited, divide players into groups of two or four</td>
</tr>
</tbody>
</table>

1. Place the two hoops 20 feet (6 m) apart on the floor.
2. Have one player stand behind a hoop and toss both beanbags toward the distant hoop. The other player then tosses both beanbags.
3. To earn points: three points for beanbag in the hoop, two points for beanbag landing on the hoop, one point for the beanbag closest to the hoop.
4. Game is over at 21 points.
# Ways to Teach Hoop Skills

<table>
<thead>
<tr>
<th>DEVELOPMENTAL EXERCISES</th>
<th>SKILLS: Running, jumping, throwing, catching</th>
<th>SUPPLIES: Hula hoop</th>
<th>AREA: Indoor or outdoor</th>
<th>PLAYERS: Unlimited</th>
</tr>
</thead>
</table>

1. Set a 30-second time limit, and see how many times you can jump in and out of a hoop on the floor.
2. Spin the hoop like a top and run around it until it stops.
3. Roll the hoop and run alongside it. Change direction when a command is given.
4. Place the hoop on the floor. Walk around the outside of the hoop, heel to toe. Walk on toes around the hoop.
5. Hold the hoop in front of you and swing it toward your body, jumping into it. Reverse the swing and jump out.
6. Use the hoop like a jump rope. Jump forward and backward.
7. Face a partner, each with a hoop. Roll hoops back and forth to one another.
8. Have a partner five yards (4.5 m) away. As each person spins their hoop, and immediately runs to a partner’s hoop, trying arrive before the hoop stops.
9. Have a partner roll the hoop with a reverse spin then try to crawl through the hoop. (This is done most easily just after the hoop reverses direction and begins to return to the spinner.)
10. Spin a hula hoop around your arm and then around your waist.
11. Hula hoop around the waist.
12. Hula hoop around the waist and kneel without stopping the hoop.
13. Roll the hoop giving it a reverse spin. As it rolls back to you, run alongside it and step through the hoop without knocking it down. (This will take a lot of practice.)
14. Roll the hoop giving it a reverse spin. As it comes back to you, pick one leg up and let the hoop pass under. Jump up and spread your legs, letting the hoop roll between the legs.
15. Stand and toss: Stand, arms at sides, hoop in right hand, palm inward. Toss the hoop upward in front of the body with wrist action and catch it with the left hand. Alternate sides.

![Diagram of hula hoop exercise](image)

16. Toss over head: Stand with weight on right foot, right arm in side horizontal position, palm forward. Toss the hoop over the head and catch it with left hand, while transferring weight to the left foot.

![Diagram of hula hoop exercise](image)

17. Outward circle and toss over head: Standing, right arm inside horizontal position, palm forward. Circle the hoop outward and toss it above your head. Catch hoop with your left hand. Alternate sides.

![Diagram of hula hoop exercise](image)
## MUSICAL HOOPS

**SKILLS:** Basic motor skills  
**SUPPLIES:** One hoop per player  
**AREA:** Open space  
**PLAYERS:** Unlimited

1. Have each player place their hoop down and stand in it.  
2. On a signal have players move about, stepping in and out of hoops that are empty.  
3. Give a second signal. Tell players to quickly move into an empty hoop.  
4. Suggest a different type of movement each time a new beginning signal is given. (i.e. running, galloping, skipping, walking, etc.)

## BUMPER CAR TAG

**SKILLS:** Running  
**SUPPLIES:** One hoop for every two or three players  
**AREA:** Open space  
**PLAYERS:** Ten and up

1. Have players stand as partners inside a hoop held at waist height.  
2. Select two or more partners to be “It.”  
3. The object is to tag other partners who are also moving inside a “bumper car.”  
4. The game can also be played with three players in a hoop.
Non-Team Activities

### FOUR-SQUARE/TWO-SQUARE

<table>
<thead>
<tr>
<th><strong>SKILLS:</strong></th>
<th>Bounce-serving a ball, hitting a ball underhand</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUPPLIES:</strong></td>
<td>Volleyball or eight-inch (20 cm) rubber ball</td>
</tr>
<tr>
<td><strong>AREA:</strong></td>
<td>Ten feet (3 m) square area (Each zone five feet [1.5 m] square) - One area for every six players</td>
</tr>
<tr>
<td><strong>PLAYERS:</strong></td>
<td>Four players, one per zone; no more than two players waiting a turn</td>
</tr>
</tbody>
</table>

1. The object of the game is to advance to Zone 1 and to stay there as long as possible.
2. Players must stand outside assigned squares at all times except when serving.
3. Player in Zone 1 serves by standing in triangular area, dropping the ball and hitting it underhand from the bounce to any of the other three courts. As soon as serve is made, player steps out of serving area to outside of square.
4. Player receiving the ball must keep it in play by striking the ball with an underhand hit after it has bounced once in their square.
5. Play continues until one player fails to return the ball or commits a fault. Faults include: hitting the ball sidearm or overhand, stepping in a square, catching the ball, hitting the ball before it bounces, hitting the ball onto a line or into one's own court and letting the ball touch any part of the body other than hands.
6. When a player commits a fault, they go to the end of the waiting line, and player(s) move up.

**VARIATIONS:**

Use a larger court (16-20 feet [5-6 m] square) and have players stand inside the zones. Substitute a tennis ball for the volleyball.

### BOWLING

<table>
<thead>
<tr>
<th><strong>SKILLS:</strong></th>
<th>Throwing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUPPLIES:</strong></td>
<td>One playground ball, 10 to 20 pins (e.g. ½ gallon [2 liter] jugs)</td>
</tr>
<tr>
<td><strong>AREA:</strong></td>
<td>Indoor in gym or outdoor on a parking lot or flat, level surface</td>
</tr>
<tr>
<td><strong>PLAYERS:</strong></td>
<td>One per team</td>
</tr>
</tbody>
</table>

1. Pins are set up 50 to 75 feet (15 to 23 m) from a foul line. Distances should be adjusted for ability.
2. From five to ten pins can be used.
3. The game can be scored the same as bowling, or special values can be given for colored pins.
   - Red = 5
   - Blue = 10, etc.
### SIDEWALK HANDBALL

**SKILLS:** Hitting a ball  
**SUPPLIES:** Tennis ball for each court  
**AREA:** Approximate area = 6’ x 12’ (1.8 m x 3.7 m) divided into four equal sections  
**PLAYERS:**  
- Singles: Two per court  
- Doubles: Four per court  

1. Game is played on a sidewalk (or similar area) with a tennis ball, using table tennis rules. Net is sidewalk crack or line drawn with chalk or painted on sidewalk.
2. Server drops the ball to the sidewalk and hits it with the palm of the hand to the diagonally opposite court.

### SIDEWALK TENNIS

**SKILLS:** Hitting a ball  
**SUPPLIES:** One tennis ball or other small rubber ball for each court  
**AREA:** Sidewalk or similar surface: 5’ x 24’ (1.5 m x 7.3 m)  
**PLAYERS:**  
- Singles: Two per court  
- Doubles: Four per court  

1. Players stand where O and X are indicated in the diagram.  
2. Using a flat palm, server hits the ball across the net line into the area in front of the opponent’s base line.  
3. Opponent returns the ball over the net line. After the serve is made, the ball may be hit before or after the first bounce.  
4. Points are scored only by the server. When an error is made or a foul committed, either the server receives a point or the receiver wins the serve.  
5. In doubles each side has two turns of service. A server continues to serve until they make an error or foul.  
6. Game is 15 points. If game is tied at 14-14, one person or team must score two consecutive points to win.  
7. Fouls:  
   a. Hitting the ball with any part of hand or body other than the palm.  
   b. Stepping over baseline to serve.  
   c. Any ball that lands outside of the boundaries.

---

X = Doubles  
O = Single

(Each area 1.8 m)
### Volley Tennis

**Skills:** Striking, volleying  
**Supplies:** A six-inch or eight-inch (15 or 20 cm) ball  
**Area:** Indoor or outdoor tennis court  
**Players:** One per team  

1. The game is started with a serve from the right-hand base line to the serving court diagonally opposite. The ball must be dropped and hit from the bounce. The fist or open palm may be used.  
2. The ball is returned anywhere in the court by the receiver. The ball may be hit while in the air or on the first bounce, only after the serve is returned off the first bounce.  
3. The server continues to serve from alternate courts until they foul. Then the serve goes to the opponent. When the opponent fouls, the server scores a point.  
4. The first side to make 15 points wins the game. If the score is tied at 14-all, one side must make two consecutive points.  
5. Fouls:  
   a. Failure to hit ball within the service court.  
   b. Failure to hit ball within the boundary lines.  
   c. Catching or carrying the ball in hand.  
   d. Stepping over base line when serving.  
   e. Allowing ball to hit any part of body but hands.  
   f. Touching the net or reaching over it to hit a ball.

### Hacky Sack

**Skills:** Foot-eye coordination  
**Supplies:** Hacky Sack footbag for each person  
**Area:** Approximately six square feet (2 sq. m) per person  
**Players:** Unlimited  

1. Individual player attempts to keep bag in the air as long as possible, using either or both feet – score one point per kick.  
2. Two players – Kick bag back and forth between two persons with a miss scoring a point for the other kicker.  
3. Group or team play involves kicking the bag back and forth from one person to the other, across a circle (but not directly back to the person who just kicked) until someone misses. A point is given to each person who misses, with a low score winning after a specified time period.

### Tetherball

**Skills:** Hand-eye coordination, upper body strength  
**Supplies:** Tetherball and pole  
**Area:** Circular space approximately 20 feet (6 m) in diameter  
**Players:** Two
Description: The server is picked by coin toss or similar method. One player stands on each side of the pole. The server puts the ball into play by tossing it into the air and hitting in the direction they choose. The opponent must not strike the ball on the first swing around the pole. On its second swing around the pole, the opponent hits the ball in the opposite direction. As the ball is hit back and forth, each player tries to hit it so that the rope winds completely around the pole in the direction in which they are hitting the ball. The game is won by the player who succeeds in doing this or whose opponent forfeits the game by making a foul. A foul is any of the following actions:

1. Hitting the ball with any part of the body other than the hands or forearms.
2. Catching or holding the ball during play.
3. Touching the pole.
4. Hitting the rope with the forearms or hands.
5. Throwing the ball.
6. Winding the ball around the pole below the five-foot mark.

After opening the game, the winner of the preceding game serves. Winning four games wins the set.
Jump Rope Activities

The height of the jumper will determine the length of the jump rope. The rope should be long enough to be equal to the child’s shoulders when the child stands on its center. The following can serve as a basic guide:

| Pre-school = 6 feet | Grades 3-6 = 7-8 feet | Grades 1-2 = 7 feet | Grades 7 & up = 8-9 feet |

Posture is important in rope jumping. Always jump with the head up and the eyes looking straight ahead. Jump while in an erect position. Flexing the knees will provide the energy for the necessary one inch (2.5 cm) jump. The wrists turn the rope, with the elbows kept close to the body and extended at a 90-degree angle. The arms should remain nearly motionless as the rope is turned. The jumper should land on the balls of the feet, with the knees bent slightly to cushion the shock. Usually, the feet, ankles, and legs are kept together, except when a specific step calls for a different position.

The rope should be held by the index finger and thumb on each side with the hands making a small circle. The elbows should be held near the sides to avoid making large arm circles with the rope.

Jump rope resources can be accessed through facilities such as JumpRopeForHeart@www.americanhear.org®

<table>
<thead>
<tr>
<th>ROPE AND BODY FORM VARIOUS FIGURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SKILLS:</strong> Jumping</td>
</tr>
<tr>
<td><strong>SUPPLIES:</strong> Adequate lengths of jumping rope</td>
</tr>
<tr>
<td><strong>AREA:</strong> Open area</td>
</tr>
<tr>
<td><strong>PLAYERS:</strong> Unlimited</td>
</tr>
</tbody>
</table>

Using your body and the rope, form different figures, such as geometric shapes, letters, and numbers. In addition:

1. Form a triangle, a square, a diamond shape, and a figure eight.
2. Form a two-letter word. Form other words.
3. Secure a second rope and make your own patterns for hopping and jumping.
4. Allow the rope to fall to the floor. Try to shape your body into the same figure that the rope made on the floor.

<table>
<thead>
<tr>
<th>SIDE STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SKILLS:</strong> Jumping</td>
</tr>
<tr>
<td><strong>SUPPLIES:</strong> Adequate lengths of jumping rope</td>
</tr>
<tr>
<td><strong>AREA:</strong> Open area</td>
</tr>
<tr>
<td><strong>PLAYERS:</strong> Unlimited</td>
</tr>
</tbody>
</table>

Jump over the rope landing with feet together. Following the next jump, land with feet apart. (Spread your feet right after the rope passes.) Change from feet together to feet apart on over other jump.
<table>
<thead>
<tr>
<th>TWO ROPE JUMP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SKILLS:</strong></td>
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<tr>
<td><strong>SUPPLIES:</strong></td>
</tr>
<tr>
<td><strong>AREA:</strong></td>
</tr>
<tr>
<td><strong>PLAYERS:</strong></td>
</tr>
</tbody>
</table>

Using two long jump ropes, four rope turners stand at the four corners of a square. Turn the ropes at 90° to each other. Swing the ropes so that both are in the up and down positions at the same time. The jumper enters from a point midway between two of the turners. This activity can also involve a third and fourth rope. The turning and jumper entry would follow the same instructions as with two. This activity is an excellent activity to build confidence.
## Group Games

| NUMBERS |
|-------------------|-----------------|
| **SKILLS:**     | Running         |
| **SUPPLIES:**   | None            |
| **AREA:**       | Open space      |
| **PLAYERS:**    | Class Size      |
| 1.               | Players scatter over the playing area. |
| 2.               | When the teacher calls a number, the players are to arrange themselves into groups the size of the number called and grasp hands. |

| BUSY BEE |
|-------------------|-----------------|
| **SKILLS:**     | Gross motor moves |
| **SUPPLIES:**   | None            |
| **AREA:**       | Open space      |
| **PLAYERS:**    | Class Size      |
| 1.               | Children choose partners and the couples scatter over the playing area. |
| 2.               | An extra player calls directions, such as “Back to back,” “Toe to toe,” “Elbow to elbow,” etc. |
| 3.               | The players follow these directions. |
| 4.               | Then the leader calls “Busy Bee” and everyone runs to get a new partner. |
| 5.               | The leader tries to get a partner. |
| 6.               | The player left is the new leader. |

| FLAGS |
|-------------------|-----------------|
| **SKILLS:**     | Running, dodging, hand-eye coordination |
| **SUPPLIES:**   | Pieces of material 12 inches long (30 cm) or football flags |
| **AREA:**       | Open space inside or outside |
| **PLAYERS:**    | Four or more |
| 1.               | Each player tucks a flag in a waist band or back pocket. |
| 2.               | Each player attempts to grab as many flags as they can without losing their own flag. |
| 3.               | When a player loses their flag, they are out of play until the next game. |
| 4.               | The person with the most flags is the winner. |
| 5.               | Alternate plan: The player could remain in the game after losing their flag until all flags have been pulled. |
| 6.               | There is to be no physical contact other than pulling the flag. |

| HOT BALL |
|-------------------|-----------------|
| **SKILLS:**     | Ball Handling, hand-eye coordination |
| **SUPPLIES:**   | One or more utility balls |
| **AREA:**       | Open area       |
| **PLAYERS:**    | Two or more     |
| 1.               | Have players sit in a circle on the floor or ground. |
| 2.               | A player rolls the ball toward another player. |
| 3.               | The ball must be kept moving at all times. |
| 4.               | The players hit the ball with their hands when it comes near them. |
| 5.               | Anyone who allows the ball to stop near them has to get up and run, hop, or skip around the circle once. If the ball stops out of reach of a player, the player closest to the ball repeats step #2. |
NAME YOUR NEIGHBOR

**SKILLs:** Throwing, catching  
**SUPPLIES:** One playground ball  
**AREA:** Indoor or outdoor  
**PLAYERS:** Unlimited

1. Players form a large single circle.  
2. A selected player stands in the center with a rubber ball.  
3. The ball is tossed to someone in the circle, saying, “Name your neighbors.” The person to whom the ball is thrown must catch it and name the child standing on each side of him or her before the center player can count to 10.  
4. If they succeed, they may change places with the thrower.  
5. When the center player has had three turns, they must choose someone else for their place.  
6. Use only first names at first. Later on try it with first and last names. Encourage the children to choose quickly.

PHILADELPHIA KICKBALL

**SKILLs:** Kicking, throwing, strategy  
**SUPPLIES:** One playground ball, three bases  
**AREA:** Open space  
**PLAYERS:** Unlimited

1. One team lines up to kick; the other takes the field.  
2. The kicker sets the ball on home plate and then kicks the ball into the playing area.  
3. The kicker runs the bases while the ball is fielded and thrown across the goal line drawn parallel to the bases.  
4. If the runner is off base when the ball crosses the goal line, they are out.  
5. A runner on first or second may continue to the next base when the next kicker has kicked the ball.  
6. After all members of the kicking team have kicked, the teams exchange places. One point is awarded for every run made.

- [ ] 1st Base  
- [ ] 2nd Base  
- [ ] Goal line  
- [ ] Home

**VARIATION:** Have the fielders get the ball over to the goal line using only their feet.

FRISBEE GOLF

**SKILLs:** Throwing  
**SUPPLIES:** One Frisbee per person  
**AREA:** Large field or open area  
**PLAYERS:** Unlimited

Designate either nine or 18 spots to be “holes.” The number of throws needed to reach each “hole” are counted, with lowest score winning. A trash can or box may be used for the “hole” in order to require more accuracy.
ULTIMATE FRISBEE

SKILLS: Throwing  
SUPPLIES: One Frisbee  
AREA: Large field  
PLAYERS: Any number (best with about 10 per side)

Teacher divides group into two teams and chooses the goal areas. No specific boundaries are needed except for safety considerations. Before the game begins and after every score, teams must position themselves on their half of the playing field. The receiving team may catch the Frisbee, or allow it to hit the ground. The following rules apply:

1. If the receiving team touches but does not catch the Frisbee, the throwing team gains possession at that spot.
2. If the Frisbee hits the ground untouched, the receiving team gets the Frisbee at that point.
3. If the Frisbee goes into an out-of-bounds area, the receiving team decides whether to have the Frisbee thrown again or to take possession at that spot.

The object of the game is to move the Frisbee into position, by throwing and catching, to score. Players catching the Frisbee may turn or pivot, but cannot run. Only one opposing player may guard the player with the Frisbee.

The defensive team gains possession of the Frisbee when:

1. The offensive team’s pass is incomplete.
2. The offensive team has a pass intercepted.
3. The offensive team throws out-of-bounds.

A goal is scored when the receiver of the Frisbee gains possession of the disk with both feet in bounds in the goal area. A player may not run into the goal area. One point is scored per goal.

FRISBEE SOCCER

SKILLS: Throwing, catching  
SUPPLIES: One Frisbee, two goals  
AREA: Large field  
PLAYERS: Twelve, divided into two teams of six each

This activity combines six vs. six soccer rules with a Frisbee. There should be three forwards, two backs, and one goalie. The center forward of one team starts the game by tossing the Frisbee to a forward to their side. The object of the game is for the team in possession of the Frisbee to move it down the field by throwing and catching, until a goal may be scored. The player with the Frisbee may not run with it, but must toss it to a team member. Players without the Frisbee can move around the field in their designated areas.

When a goal is scored, players go back to their original positions, and the center forward of the team that did not score starts with the Frisbee. Have players rotate positions frequently so that each player has the opportunity to play each area.

The goal should be large enough to allow the Frisbee to enter and small enough to give some difficulty. The size can be adjusted to meet the needs of the different age and or skill groups.
# Paddle Activities

<table>
<thead>
<tr>
<th>DEVELOPMENTAL EXERCISES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SKILLS:</strong></td>
</tr>
<tr>
<td><strong>SUPPLIES:</strong></td>
</tr>
<tr>
<td><strong>AREA:</strong></td>
</tr>
<tr>
<td><strong>PLAYERS:</strong></td>
</tr>
</tbody>
</table>

## SAFETY INSTRUCTIONS

A. Paddles should have wrist bands.
B. Check all paddles for safety.
C. Give adequate space for activity.
D. Do not allow students to throw paddles.
E. Emphasize controlled swings.

## Drills

1. Balance ball on paddle.
   - Bounce the ball in the air using the paddle. Vary the height of bounce.
   - Dribble with the paddle.
   - Alternate paddle bounce and floor bounce.
   - Bounce ball off paddle and catch it.
2. Place ball on floor and scoop it up with paddle.
3. Bounce ball off paddle and hit with alternate sides of paddle.
4. Bat ball into air and perform a trick before it is bounced off paddle again.

## Partner Activities

1. Volley back and forth.
2. Forehand back and forth with partner.
3. Backhand back and forth with partner.
4. Partners play over a net or against wall. Alternate returns or hitting ball.
5. Dribble ball with paddle and try to pull flags while dribbling.
6. Keep ball aloft by alternating hit with partner.
ROTATION PADDLE BALL

**SKILLS:** Serving, returning volley

**SUPPLIES:** Sponge rubber ball or tennis ball, one paddle per player

**AREA:** Handball court or similar area

**PLAYERS:** Nine or fewer

1. Players are numbered and form a line in numerical order as shown in the illustration.
2. To start the game, Player 1 stands behind the six-foot (1.8 m) serving line and serves the ball against the wall so that it rebounds within the court boundaries past the service line.
3. Player 2 returns the serve. This return may rebound anywhere on the court.
4. The rebound is received by the server (Player 1), who returns the ball to the wall for Player 3.
5. Play continues as the ball is alternately hit by the server and each of the remaining players in line in this order: 1-2-1-3-1-4-1-5 and repeat.
6. Play stops when one of the following violations is committed by a player:
   a. The ball is hit after it bounces twice.
   b. The ball is hit on the fly.
   c. A good serve is not made in two trials.
   d. The ball does not rebound past the six-foot (1.8 m) line on the serve.
   e. A player interferes with the play of another player.
   f. The ball rebounds outside the court boundaries. Line balls are “good.”
7. The player who commits a violation must go to the last position in line. Other players rotate forward one position to fill the vacancy.
DIAMOND PADDLE BALL

**SKILLS:** Serving, catching, throwing, fielding
**SUPPLIES:** Sponge rubber ball or tennis ball, paddle
**AREA:** Handball court or similar area
**PLAYERS:** Two squads with nine or fewer players each

The rules of softball apply, with the following changes:

1. **Fielding Squad**
   a. The pitcher acts only as a fielder.
   b. When the ball is in the hands of the catcher, play stops and the base runner may not advance to the next base.
   c. The catcher may not interfere with the service.

2. **Serving Squad**
   a. The player who is “up” stands on home base and serves the ball against the wall as in Paddle Handball.
   b. If the serve rebounds into fair territory, the player runs for first base after first dropping (not throwing) the paddle near home plate.
   c. The base runner may not try to advance to the next base while the catcher has possession of the ball.
   d. The base runner may advance to another base only when the server hits a fair ball. The base runner must not leave the base until the ball hits the handball wall.

---

PICKLEBALL

**SKILLS:** Serving, catching, throwing, fielding
**SUPPLIES:** Special perforated slow-moving ball, tennis type net
**AREA:** Badminton court or similar area
**PLAYERS:** Two four players

1. The ball is served underhand, without bouncing it from the court, and is served diagonally to the opponent’s service zone. Server can have one foot inside the baseline, as long as the other foot is outside at moment of service.
2. Following serve, each side must make at least one ground-stroke, prior to volleying the ball (hitting it before it has bounced). A player cannot volley a ball while standing within the non-volley zone.
3. Points are scored by the serving side only and occur when the opponent faults (fails to return the ball, hits the ball out of bounds, etc.). The server continues to serve, altering service courts, until the server faults.
4. A game is won by the first side to reach eleven points but will continue until won by a two point margin.

For information on rulebooks or equipment, visit usapa.org or call 1-888-775-9615.
Cooperative Games

Cooperative games are excellent resources for developing fine motor skills. In addition, they energize and encourage cooperation in your classroom. This is only an introductory sample. See The Cooperative Sports and Games Book: Challenge Without Competition or The Second Cooperative Sports & Games Book by Terry Orlick for more resources. Use discretion about how you group your students, and forcing participation.

<table>
<thead>
<tr>
<th>FLOWERS TO SLEEP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUPPLIES:</strong> None</td>
</tr>
<tr>
<td><strong>AREA:</strong> Any play area</td>
</tr>
<tr>
<td><strong>PLAYERS:</strong> Groups of three or four</td>
</tr>
</tbody>
</table>

The game begins with the groups sitting in a circle. When the teacher gives a signal, the groups stand up, join hands, and form circles.

All then begin to whirl faster and faster until they break apart. Then they quickly sit down, letting their arms and heads hang loosely down in a drooping fashion.

<table>
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<tr>
<th>FLOWERS TO SLEEP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUPPLIES:</strong> None</td>
</tr>
<tr>
<td><strong>AREA:</strong> Any play area</td>
</tr>
<tr>
<td><strong>PLAYERS:</strong> Eight, 10, or 12</td>
</tr>
</tbody>
</table>

Eight, 10, or 12 players form a circle. They take hands with two other people that are not next to them. (There are enough hands to work it out.) When all participants are holding two hands, not next to them, they hang on and begin turning their bodies and unraveling until they are all untangled and are back in a circle holding hands. Some people will be facing in; some will be facing out. The activity always works best with an even number of participants.

<table>
<thead>
<tr>
<th>THE LAP GAME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUPPLIES:</strong> None</td>
</tr>
<tr>
<td><strong>AREA:</strong> Any play area</td>
</tr>
<tr>
<td><strong>PLAYERS:</strong> Any number</td>
</tr>
</tbody>
</table>

Players form a tight circle facing in, shoulder to shoulder. The teacher says, “Everyone face to your right.” Everyone makes a one-quarter turn. They then adjust and move in one step. On command, everyone sits on the person behind them. If this spectacular group effort works, everyone will be sitting on another’s knees. If it flops, everyone will fall. Try again. When successful, move arms, etc.
PRUI

**SUPPLIES:** Blindfolds  
**AREA:** Any play area  
**PLAYERS:** Any number

Blindfolds are optional. Players close their eyes or are blindfolded to begin the game. They begin milling around. When they bump into someone, they shake hands and ask, “Prui?” If the other person asks back, “Prui?” they have not yet found the Prui. They then seek another person to ask. One person has been secretly designated as the Prui. The Prui has their eyes open. When someone asks them “Prui?” and there is no response they should ask again. If there is no response, the Prui. Now, both players are a part of the Prui. They clasp hands. When someone bumps them, they don’t respond. The new members must join open hand with the Prui. The game continues until the whole group is connected.

STAND UP

**SUPPLIES:** None  
**AREA:** Open area  
**PLAYERS:** Two or more

Sit on the ground, back-to-back with your partner, knees bent and elbows linked. Now simply stand up together. With a bit of cooperation and a little practice, this shouldn’t be too hard.

Add any number of players to the stand up. To achieve a large group stand up, start by sitting close and firmly packed. Then all stand up quickly and at precisely the same moment.

COLLECTIVE BLANKETBALL

**SUPPLIES:** One blanket per group, playground ball or beach ball  
**AREA:** Indoor or outdoor play area  
**PLAYERS:** Ten - 20

1. Two teams of five to ten each spread out around two sturdy blankets or similar-sized durable material.  
2. Players grasp the edges of the blanket and a beach ball or playground ball is placed in the middle.  
3. Groups toss the ball into the air and catch it again in the blanket or roll the ball around the outside edges of the blanket.  
4. Teams then pass one ball back and forth by tossing it in unison toward the receiving team.  
5. One team can toss their ball straight up and dash out of the way to let the other team dash under it to catch it with their blanket.  
6. If each team has a ball, they can exchange them by simultaneously tossing their ball toward the other team on an already agreed upon signal.
## Basketball Lead-ups

### BOUNCE TAG BALL

**SKILLS:** Passing, hand-eye coordination  
**SUPPLIES:** One ball  
**AREA:** Gym, blacktop, or large open space  
**PLAYERS:** Eight - 10 students per group  

1. Each student takes a position on the floor.  
2. The ball is bounced from person to person around the room.  
3. The person who is “It” tries to touch the bouncing ball.  
4. If successful, they change with the last person who had the ball.

### TEN PASS

**SKILLS:** Passing, shooting  
**SUPPLIES:** One basketball  
**AREA:** Inside or outside basketball court  
**PLAYERS:** Any number  

1. Two equal teams - any number of players.  
2. Start with a jump ball.  
3. Team gaining possession must pass 10 times before a shot may be taken - no dribbles.  
4. If the ball is intercepted, the other team must also pass 10 times before a shot may be taken.  
5. After a basket is made, the ball must be taken out-of-bounds before a new sequence begins.  
6. Passes must be quick – every three seconds.  
7. Alternative - deflate ball so that only enough air remains to keep ball’s shape.

### RUN, DRIBBLE, SHOOT

**SKILLS:** Dribbling, shooting, rebounding  
**SUPPLIES:** Two to four basketballs  
**AREA:** Basketball court  
**PLAYERS:** Four - 10  

1. Players line up as teams about 15 feet (4.6 m) from either side of the center line. Players count off by ones through one half of group; repeat numbering through second half and place ones, twos, etc. diagonally across from the opponent.

```
1 2 3 4 5 6
6 5 4 3 2 1
```

2. Two balls are placed in the center jump circle, one on each side of the center line.  
3. The leader calls out a number. The two opponents having that number run out. Each grabs a ball, dribbles down and makes a basket at one end, then dribbles back and places the ball back in its original place. First one back wins a point for their team.
### PASS AND SHOOT

**SKILLS:** Passing, shooting  
**SUPPLIES:** One basketball  
**AREA:** Basketball court  
**PLAYERS:** Six or more

1. Divide class or group into two teams – then further divide the teams into three lines each.  
2. Have the three lines of each team spaced at equal distances along the endline of the court.  
3. When leader says, “Go,” the first player in each of the three lines runs downcourt, passing the ball back and forth between all players until one player takes a shot at other end of the court, scoring a point for their team. Players then run to sideline and return to back of their group lines, moving to a different line each time. Other team then does the same thing.  
4. First team to score 10 points wins.  
5. Game can be varied by using lay-ups, jump shots, or using bounce passes, chest passes, etc.

### FLAG Dribble

**SKILLS:** Control dribbling  
**SUPPLIES:** A basketball for each student, a flag for each student  
**AREA:** Gym or any smooth surface  
**PLAYERS:** Any number of groups with eight to 10 students

1. The object of the game is for the players to eliminate the other players by pulling their flags.  
2. Each student should have a ball and a flag.  
3. At the signal, the players begin to dribble.  
4. A player is eliminated if they lose control of the ball or if their flag is pulled.  
5. When only one player is left, the next group comes in.
Flagball Lead-ups

<table>
<thead>
<tr>
<th>PUNT AND CATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SKILLS:</strong></td>
</tr>
<tr>
<td><strong>SUPPLIES:</strong></td>
</tr>
<tr>
<td><strong>AREA:</strong></td>
</tr>
<tr>
<td><strong>PLAYERS:</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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<td>6.</td>
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</table>

<table>
<thead>
<tr>
<th>FORWARD PASS DRIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SKILLS:</strong></td>
</tr>
<tr>
<td><strong>SUPPLIES:</strong></td>
</tr>
<tr>
<td><strong>AREA:</strong></td>
</tr>
<tr>
<td><strong>PLAYERS:</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<td>4.</td>
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<tr>
<td>9.</td>
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<td>10.</td>
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</table>

<table>
<thead>
<tr>
<th>FORWARD PASS DRIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SKILLS:</strong></td>
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<td><strong>SUPPLIES:</strong></td>
</tr>
<tr>
<td><strong>AREA:</strong></td>
</tr>
<tr>
<td><strong>PLAYERS:</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>
# Floor Hockey Lead-Ups

## CIRCLE KEEP-AWAY

<table>
<thead>
<tr>
<th>SKILLS:</th>
<th>Passing, fielding</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLIES:</td>
<td>One stick per person, a puck or ball</td>
</tr>
<tr>
<td>AREA:</td>
<td>A 20- to 25-foot (6m to 7.5 m) circle</td>
</tr>
<tr>
<td>PLAYERS:</td>
<td>Eight - 10</td>
</tr>
</tbody>
</table>

Players are spaced evenly around the circle, with one player in the center. The object of the game is to keep the player in the center from touching the puck. The puck is passed back and forth, with emphasis on accurate passing and fielding. If the player in the center touches the puck, the player who last passed the puck takes the place of the center player. A change of players also can be made after a passing or field error.

## ZIG ZAG CARRY

<table>
<thead>
<tr>
<th>SKILLS:</th>
<th>Stick play, dribbling</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLIES:</td>
<td>One stick per person, one puck</td>
</tr>
<tr>
<td>AREA:</td>
<td>Gym or paved open area</td>
</tr>
<tr>
<td>PLAYERS:</td>
<td>Four - eight</td>
</tr>
</tbody>
</table>

Line up three to six players in a single line spaced six feet (1.8 m) apart. These will play defense. One person will begin at the first defensive person and attempt to dribble in and out between the defensive line to the end, and circle back to the beginning.

Then the first offensive player goes to the end of the line and the person at the other end becomes the offensive player. Play continues until each of the players has played offense.

The object of the defense is to take the puck from the offensive player.
Soccer Lead-Ups

CIRCLE SOCCER

<table>
<thead>
<tr>
<th>SKILLS:</th>
<th>Kicking, blocking, passing a ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLIES:</td>
<td>Soccer ball</td>
</tr>
<tr>
<td>AREA:</td>
<td>Indoor or outdoor</td>
</tr>
<tr>
<td>PLAYERS:</td>
<td>Nine or fewer players on each squad</td>
</tr>
</tbody>
</table>

1. Players are divided into two squads around a circle, with each squad guarding one-half the circle. The players are stationary.
2. The ball is put into play by any player, who will try to kick the ball through the other squad’s half of the circle, or use a foot-pass to a teammate. If the ball gets past a player at shoulder level or below, a point is scored for the kicking squad.
3. Players may not use their hands, except when the ball is kicked above the waist level and hands are held in against the chest for protection in blocking the ball.
4. Violations include using the hands, kicking the ball out of the circle above shoulder height, and running into the circle to kick the ball. Players may, however, go into the middle to retrieve a slowly moving ball if they foot-pass it back to a teammate.
5. When a penalty occurs, the opponents receive one point and control of the ball.

Special Emphasis:

1. Emphasize ball control with the feet, especially the instep and sides of the feet.
2. Emphasize trapping the ball between the heel of the foot and the ground. Gain control of the ball and then kick for greater accuracy.

SOCCER DRIBBLE RELAY

<table>
<thead>
<tr>
<th>SKILLS:</th>
<th>Dribbling</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLIES:</td>
<td>Two soccer balls, six traffic cones</td>
</tr>
<tr>
<td>AREA:</td>
<td>Soccer or football field, multiple game court, or other available area</td>
</tr>
<tr>
<td>PLAYERS:</td>
<td>Five or fewer in each group</td>
</tr>
</tbody>
</table>

1. Players take positions as illustrated. The illustration shows only one group.
2. On a given signal, Player 1 for each group dribbles forward, using short kicks, and passes to the right of the first cone, to the left of the second, and to the right of the third. On the return, Player 1 passes the cones on alternate sides.
3. Player 1 delivers the ball to Player 2, who is now on the start line, and Player 1 takes a position behind the retire line.
4. The relay continues until the last player has crossed the finish line. The first group having all players complete the relay is the winner.
### SOCCER KICK RELAY

**SKILLS:** Kicking, trapping  
**SUPPLIES:** Soccer ball  
**AREA:** Soccer or football field, or other available area  
**PLAYERS:** Eight or fewer on each squad

1. Players are numbered and take positions as illustrated. At least 10 feet (3 m) should be allowed between the opposing squads.  
2. Play starts as Player 1 kicks the stationary ball to Player 2, 15 to 20 feet (4.6 to 6 m) away, and retires. Players take only one step before kicking the ball.  
3. Player 2 receives the ball on the fly, bounce, or roll, traps it, kicks it back to Player 3 and retires. If the ball goes out of the area, the receiver retrieves the ball, using only their feet, and returns to the kicking line before putting the ball back in play.  
4. The relay continues as each player in turn kicks the ball across the court.  
5. The first squad to return the ball to Player 1 wins.

### LONG BASE SOCCER

**SKILLS:** Kicking, trapping, passing, dribbling  
**SUPPLIES:** One soccer ball, two bases  
**AREA:** Open space  
**PLAYERS:** Unlimited

1. One team scatters in the field.  
2. One base is set for home plate with the other base 40 to 60 feet (12 - 18 m) away.  
3. The batter kicks the ball into the field of play and must run to the long base and return before the fielding team can bring the ball home using soccer skills.
DIAMOND SOCCER

SKILLS: Kicking, blocking, dribbling, passing
SUPPLIES: One soccer ball, two traffic cones
AREA: Diamond area (35 feet [10.5 m] between bases)
PLAYERS: Nine to 12 on each squad

1. The players on each squad are numbered consecutively. The fielding squad members assume the positions shown behind the line. Players may not cross the line until the ball is kicked.
2. Kicker stands in circle and kicks stationary ball resting in circle. All kicks must be below head height of the fielders and between the two foul lines.
3. Kicker runs to base and back to home plate.
4. Fielders block the ball and try to kick it through the traffic cones before the kicker returns to home plate. In the event of a tie, the runner is safe.
5. Fielders may cross line and use blocking, trapping, passing, and dribbling skills to beat the kicker back to home plate. CAUTION: All fielders must stay off the base line from home to first.
6. One point is scored for each successful trip to first base and back to home.
7. The game may proceed by innings, with three outs signifying the end of each inning.
8. If fielders touch ball with hands, or if fielders interfere with runner, runner is automatically safe.
SOCCER 500

SKILLS: Punting for accuracy, catching
SUPPLIES: Soccer ball
AREA: Playground area
PLAYERS: Nine or fewer at each area

1. Players are numbered and take positions as indicated in the diagram.
2. Player 1 punts the soccer ball from the ground in the direction of the players in the field.
3. The fielder who catches the punt scores as follows:
   a. Caught on the fly: 100
   b. Caught on the first bounce: 75
   c. Caught after second bounce: 50
   d. Missed or fumbled: 0
4. The fielder who receives a punt adds the number of points for the play to previous points and calls out the total, and returns the ball to the punter.
5. When a fielder earns 500 points, the players rotate, with Player 1 replacing Player 8, and Player 2 becoming the next punter.
FAIRSPACE SOCCER

**SKILLS:** Kicking, trapping, dribbling, heading

**SUPPLIES:** Soccer ball

**AREA:** Large field, lines for soccer

**PLAYERS:** Equal numbers per team

1. The object of the game is to kick the ball across the opponents’ end line.
2. The playing field is divided into six areas. The middle section is as wide as the goal area at the end line.
3. Teams are divided so there are equal numbers of players in each area of the field. Players should be divided equally between offense and defense.
4. The game begins by dropping the ball between two of the center area players.
5. Players cannot cross over into another area of play to get the ball. Should a player go out of their own area to play, the opponent gets a free kick. The kick is taken near the point where the first player went out-of-bounds.
6. A ball going out-of-bounds, outside the playing area, is put in play by a throw-in to a teammate in either adjacent area.
7. After a point is scored, all players rotate clockwise to the next area.
8. Play continues with a dropped ball between two of the new center players.
9. If there is no score within a designated period of time, the teacher blows a whistle and players rotate as after a score.

**Fouls:**
1. Touching the ball with hands or forearms with these exceptions:
   a. Players may protect their face from a kicked ball.
   b. End line goalies may catch the ball or pick it up with one or both hands.
2. Pushing, holding, or tripping an opponent.
3. Overstepping the area lines.
4. Kicking the ball over the head of the goalies.

**Penalties:**
1. Fouls 1, 2, and 3 – free kicks are awarded to the opposing team nearest to the point of the foul.
2. Foul 4 – a throw-in is awarded to the opponent.

**Scoring:**
1. One point for ball kicked over opponents’ end line.
2. No team may score from a free kick out of any area.

<table>
<thead>
<tr>
<th></th>
<th>4→</th>
<th>5→</th>
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<tbody>
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<table>
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</table>

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<th>2→</th>
<th>1→</th>
</tr>
</thead>
</table>
## Softball Lead-Ups

### KICKBALL

| SKILLS: | Throwing, catching, kicking, “pitching” a ball, running bases |
| SUPPLIES: | Kickball, soccer ball, three bases, and home plate |
| AREA: | Softball diamond or open playground area |
| PLAYERS: | Two squads with 6 to 10 players per squad |

Softball rules apply except as follows:
1. Kicker stands behind home plate, and steps up to or on the plate (not over).
2. If four pitched balls do not cross the plate, the ball is given to the kicker for a free kick from home plate.
3. Kicker is out when he/she:
   a. Has three strikes (Variation: Kicker tries until a fair kick is made).
   b. Is thrown out at first base.
   c. Is tagged with the ball before reaching first base. (A fielder is not to throw the ball at a runner in an attempt to put them out.)
   d. Kicks a fair or foul ball that is caught on the fly.
   e. Does not have the supporting foot behind or on home plate while kicking.
   f. Kicks a foul ball on a free kick.
4. Base runner:
   a. May not steal.
   b. Is out if he/she leaves the base before the ball is kicked.

### SOFTBALL SHUTTLE RELAY

| SKILLS: | Throwing, catching |
| SUPPLIES: | One softball for each group and gloves |
| AREA: | Open area or softball diamond |
| PLAYERS: | Five or fewer in each group |

1. Players in each group are numbered consecutively and form a line as shown in the illustration.
2. Player 1 throws overhand to Player 2 and immediately moves behind the retire line. The other players move forward one position.
3. Player 2 throws the ball to Player 3 and moves behind the retire line.
4. The ball is thus thrown alternately back and forth.
5. When the ball is dropped or missed, the intended receiver must retrieve it and return to the throwing line before throwing to the next player.
6. When the ball reaches Player 5, Player 1 steps up to the start line and receives the throw. When the ball is back in the hands of Player 1, who is standing on their own start line with hands over head, the relay is over.
7. Scoring: The first group that completes the sequence as described is the winner.
BEAT BALL

SKILLS: Throwing, catching, running
SUPPLIES: Two soft softballs and the bases
AREA: Softball field or large play area
PLAYERS: Ten - 30 players

1. There are two teams, one in the field, the other running bases.
2. When the game begins, the first runner stands at home plate holding the ball.
3. They throw the ball anywhere desired inside the first and third base lines, and then run around the bases.
4. The fielders try to catch the ball before it hits the ground. If they catch it, the runner is out. If they do not catch it, they throw it to first base, then to second base, third base, and home.
5. If the ball beats the runner to home plate, the runner is out. If the runner beats the ball to home plate, the runner scores a point for the team.
6. After all the players on the running team have had their turns, they change places with the fielding team.
7. After an even number of innings, the team with the highest score wins.

BABE RUTH BALL

SKILLS: Batting, pitching, fielding
SUPPLIES: A bat, a softball, four traffic cones, softball gloves
AREA: Open area or softball diamond
PLAYERS: Groups of five

1. The three outfield zones – left, center, and right field – are separated by four cones.
2. The batter calls the field to which they intend to hit.
3. The pitcher throws controlled pitches so that the batter can hit easily.
4. The batter remains in position as long as they hit to the designated field.
5. Field choices must be rotated.
6. The batter gets only one swing to make a successful hit.
7. The batter may allow a ball to go by, but if they swing, it counts as a try.
8. There is no base running.
### TENNIS BASEBALL

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>Throwing, catching, running</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLIES</td>
<td>Three tennis balls, tennis racquet, bases</td>
</tr>
<tr>
<td>AREA</td>
<td>Softball field or large play area</td>
</tr>
<tr>
<td>PLAYERS</td>
<td>Ten - 20 players</td>
</tr>
</tbody>
</table>

The game is played with the same rules that are used for softball with a few exceptions:

1. The batter uses a tennis racquet for a bat.
2. The pitcher uses a tennis ball to pitch.
3. The batting team should be up for a specific period of time or until everyone has batted.

### GROUNDERS

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>Running, catching, throwing, hitting</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLIES</td>
<td>Bases, bat, ball</td>
</tr>
<tr>
<td>AREA</td>
<td>Large play area</td>
</tr>
<tr>
<td>PLAYERS</td>
<td>Two teams with an equal number of players</td>
</tr>
</tbody>
</table>

1. Each team at bat tries to get a quota, which is equal to the number of players on the team. A team stays up until it gets its quota. If five players are on the team, it must get five runs in. But, to get their quota they need the other team’s help!
2. If the batter hits a grounder they advance one base. If a fly is hit and the batter gets within the infield, the batter advances two bases. If it goes into the outfield, a triple, and advances three bases.
3. The team in the field must catch the ball before a hit counts. If a grounder, the ball must be fielded before it stops. If a fly, then the ball must be caught to count. If these plays aren’t made on a hit, then the batter doesn’t get a hit and returns to bat again. Missed plays are like foul balls.
4. When runners are on base, they are bumped ahead by a hit. They always remain one base ahead of the bumper. If they are bumped home, then a run is scored. The sooner the quota of runs is scored, the sooner the fielding team gets to bat.
5. There are no strikeouts or walks. Each batter gets pitched to until a hit is made. A good pitcher, therefore, is someone who facilitates good hitting.
6. An inning ends after both teams have had their turn at bat. A full game is nine innings, but depending on time available and skill levels you can set a different limit of innings.
Volleyball Lead-ups

**SHOWER SERVE BALL**

| SKILLS:       | Serving, catching               |
| SUPPLIES:     | Four to six beach balls or volleyballs |
| AREA:         | Volleyball court               |
| PLAYERS:      | Six to 12 players per team     |

1. A line parallel to the net is drawn through the middle of each court to define the serving area.
2. Players are scattered in no particular formation.
3. Two scorers are needed, one for each side.
4. To start the game, two or three volleyballs are given to each team and handled by the players in the serving area.
5. Balls may be served at any time and in any order by a server who must be in the back half of the court. Any ball served across the net is to be caught by any player near the ball.
6. The person catching or retrieving a ball moves quickly to the serving area and serves.
7. A point is scored for a team whenever a served ball hits the floor in the other court or is dropped by a receiver.
8. As children improve, all serves should be made from behind the baseline.

**BALLOON BALL**

| SKILLS:       | Throwing, catching, hitting    |
| SUPPLIES:     | Four balloons or small beach balls, volleyball net |
| AREA:         | Volleyball court (30 feet x 60 feet [9 m x 18 m]) |
| PLAYERS:      | Two squads with four to 10 per squad |

1. Players take positions on both sides of the net.
2. Each squad has two balloons.
3. On the starting signal, both squads throw or hit both balloons over the net attempting to place them so that the opposite side will not be able to catch them.
4. Scoring: One point for throwing team each time balloon hits the opponent’s floor.
### NEWCOMB

**SKILLS:** Throwing, catching  
**SUPPLIES:** Net or rope, volleyball (or eight-inch [20 cm] playground ball)  
**AREA:** Volleyball court (30 feet x 60 feet [9 m x 18 m])  
**PLAYERS:** Two squads with four to 10 per squad

1. Players take positions on both sides of the net.  
2. A chosen player starts the game by throwing the ball over the net into the opponents’ court.  
3. If the ball is not caught and lands inside the boundaries of the court, the throwing squad receives a point.  
   
   Line balls are good.  
4. If one of the receiving squad catches the ball before it hits the surface of the court, that player may try to score by throwing the ball back over the net or may pass the ball to a teammate who is in a better position to make the return throw.  
5. If a thrown ball lands outside the boundaries of the court, hits the net, rolls under the net, or lands anywhere in the thrower’s court, no score is made. The ball is retrieved and put in play by a player on the opposing team.  
6. If a player takes more than one step or touches the net with any part of the body, the other squad receives one point.  
7. Rotation: Each squad rotates clockwise one position each time a point is made.  
8. Scoring: The first squad to score 15 points wins.

### KEEP IT UP

**SKILLS:** Overhand, forearm, and dig passes  
**SUPPLIES:** A soft volleyball or beach balls for each team  
**AREA:** Playground or gymnasium  
**PLAYERS:** Five or eight on each team

1. Each team forms a small circle of not more than eight players.  
2. On the signal, “Go,” the game is started with a volley by one of the players.  
3. The object of the game is to see which team can make the greater number of volleys in a specified period of time or which team can keep the ball in the air for the greater number of consecutive volleys without error.  
4. The ball may not be returned to the player from whom it came.  
5. A player may not volley a ball twice in succession.  
6. Any ball touching the ground does not count and ends the count.

### ONE BOUNCE VOLLEYBALL

**SKILLS:** Serving, volleying, rotation  
**SUPPLIES:** Volleyball, volleyball net  
**AREA:** Any area where a net may be set up  
**PLAYERS:** Class size

1. Teams are divided as in regular volleyball.  
2. All volleyball rules apply except that the ball may bounce once before the volley return is made.  
3. On a serve the ball must go over the net by the server or on an assist before it touches the floor.
## FOUR SQUARE VOLLEYBALL

<table>
<thead>
<tr>
<th>SKILLS:</th>
<th>All volleyball skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLIES:</td>
<td>Volleyball, volleyball net, extra net</td>
</tr>
<tr>
<td>AREA:</td>
<td>Volleyball court</td>
</tr>
<tr>
<td>PLAYERS:</td>
<td>Four teams of six or more</td>
</tr>
</tbody>
</table>

1. Allows for limited skill players to participate.
2. Play volleyball as usual, but player can hit or serve into any quadrant.

![Diagram of 2nd net and volleyball court area]
RED ROVER

SKILLS: Running, dodging, tagging
SUPPLIES: None
AREA: Indoor or outdoor area
PLAYERS: Two squads of nine or fewer on each

1. One member of a squad is chosen to be “It.” The two squads take positions on the court, as shown in the illustration, in the two safety areas, A and B. “It” stands in the tagging area between A and B.
2. When everyone is ready, “It” shouts, “Red Rover, come over.”
3. On this command, all players must run to the opposite safety area.
4. “It” tags as many players as possible while they are running.
5. The runners who reach the opposite area safely prepare to run back when “It” again calls, “Red Rover, come over.”
6. Runners who were tagged now assist “It” in tagging others.
7. The game continues until all players have been tagged. The last player tagged is “It” for the next game.

RED ROVER

SKILLS: Running, dodging, tagging
SUPPLIES: None
AREA: Indoor or outdoor court
PLAYERS: Nine or fewer

1. Players take any position inside the playing area. One is selected to be “It.”
2. The game starts when “It” runs after the other players and tries to tag them.
3. To escape being tagged, a player may either run away from “It” or assume a squatting position. While squatting, a player may not be tagged.
4. A player who is legally tagged becomes “It” and tries to tag some other player.
5. The game continues for a limited time with no scoring.
**FLAG CHASE**

**SKILLS:** Running, dodging  
**SUPPLIES:** Flags, stopwatch  
**AREA:** Gym or playground  
**PLAYERS:** Unlimited

1. One team wears flags positioned on the back of each player’s belt.  
2. The flag team scatters throughout the area.  
3. The object is for the chasing team to capture as many flags as possible in a designated amount of time.  
4. Players cannot use their hands to ward off a chaser.  
5. Roles are reversed.

**SNATCH THE BEANBAG**

**SKILLS:** Running, dodging  
**SUPPLIES:** Beanbag (or a similar object or variations such as a hockey puck with a broom or hockey sticks)  
**AREA:** Indoor or outdoor court  
**PLAYERS:** Two squads of eight or fewer on each

1. Players on two squads are numbered consecutively and form lines on opposite sides of the court, as shown below.  
2. The beanbag is placed in a circle on the center line.  
3. When a number is called, the players with that number from each squad run to the center line and attempt to snatch the beanbag and return with it to their line without being tagged by the opponent.  
   a. The player with the beanbag may run in any part of the court to avoid being tagged.  
   b. When the runner successfully carries the beanbag across their own goal line or is tagged in the attempt, play is ended. Players return to their original positions in line, and the beanbag is put back on the center line.  
4. As succeeding numbers are called, each set of players has a chance to snatch the beanbag.  
5. Scoring:  
   a. A player who succeeds in carrying the beanbag across the goal line scores two points for their squad.  
   b. A player who tags a runner before they reach the goal line, scores one point for their squad.
# PASS AND HIT

<table>
<thead>
<tr>
<th>SKILLS:</th>
<th>Running, throwing, catching, kicking</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLIES:</td>
<td>None</td>
</tr>
<tr>
<td>AREA:</td>
<td>Indoor or outdoor play area</td>
</tr>
<tr>
<td>PLAYERS:</td>
<td>Unlimited</td>
</tr>
</tbody>
</table>

1. Divide players into two teams.
2. The kicker kicks the ball and then begins to run bases.
3. The fielding team must throw the ball to three different players on their team.
4. The third player receiving the ball goes to an established baseline where they attempt to knock over the pin.
5. The kicker may run bases until the pin is knocked over; the kicker then retires.
6. Each player gets one turn to kick before teams exchange positions.
7. One point is given each time the kicker reaches home plate.
8. The pin should be placed at the designation of the teacher, somewhere near or within the softball-like diamond.
### BACK TO BACK RELAY

<table>
<thead>
<tr>
<th>SUPPLIES:</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>AREA:</td>
<td>Indoor or outdoor</td>
</tr>
<tr>
<td>PLAYERS:</td>
<td>Even number of players</td>
</tr>
</tbody>
</table>

1. Divide the class into groups of four or six.
2. Have students find a partner within their group and sit down back to back with elbows hooked.
3. At the signal, the first pair in each line attempts to stand up and move to a designated line and back without unhooking arms.
4. When the first pair returns, the next pair begins. Continue until all pairs have participated.

### GROCERY SHOPPING RELAY

<table>
<thead>
<tr>
<th>SUPPLIES:</th>
<th>For each group - one grocery bag, five empty food containers, one hat, one coat or shirt, one traffic cone</th>
</tr>
</thead>
<tbody>
<tr>
<td>AREA:</td>
<td>Indoor or outdoor</td>
</tr>
<tr>
<td>PLAYERS:</td>
<td>Six and up</td>
</tr>
</tbody>
</table>

1. Divide the group into squads of three to five players.
2. Have each group line up behind the other.
3. Place the hat, coat, and grocery bag at the front of each line.
4. Place a box with the empty food containers in it a distance away from the lines and a cone a distance away from the box.
5. At the signal, the first person in each squad puts on the hat and coat, takes the grocery bag, runs to the box and puts five food containers in the bag one at a time.
6. The player then runs to and around the cone back to the box.
7. The player empties the bag into the box, runs back to the start, takes off the hat and coat, and gives the grocery bag to the next player in line.
8. Continue until all players have had a turn.
SIDE TO SIDE RELAY

SKILLS: Ball handling, running, trunk rotation  
SUPPLIES: Utility ball for each group, traffic cone for each running area  
AREA: Multiple game court  
PLAYERS: Two or more relay groups of five runners each

1. Players are numbered and assigned positions as indicated in the illustration.  
2. The ball is placed on the starting line in front of Player 1.  
3. On a given signal, Player 1 in each relay group picks up the ball and hands it sideways to Player 2 who hands it sideways to Player 3. Alternate players are facing opposite directions.  
4. The last player who receives the ball runs to the right of the group and forward through the running area, around the cone, and back to the finish line. They then take the No. 1 position in line, and hand the ball backward as before. If the ball is dropped while being passed, the player responsible for the error must retrieve the ball and return to position in the line before putting the ball back into play.  
5. The relay continues until Player 1 has finally become the last player in the line. He/she carries the ball around the cone and runs across the finish line.  
6. Scoring: The winning team is the first group to have all its players run across the finish line.  

Teaching Suggestion:  
The children should be taught to move back one step in line each time a player runs. In this way, there will be space for the runner to assume the No. 1 position on return and still be behind the finish line. There should be enough space between children in line to permit bending over to pass the ball.

OVER-THE-HEAD RELAY

SKILLS: Ball handling, running  
SUPPLIES: Utility ball for each group, traffic cone for each lane  
AREA: Multiple game court  
PLAYERS: Two or more relay groups of five runners each

1. Runners in each group are numbered consecutively and take positions in single file as indicated below.  
2. The ball is placed on the start/finish line directly in front of Player 1 of each group.  
3. Game is played according to Side to Side rules, except the ball is passed backward over the head by each player.  

Variation: When Player 1 returns to the front of the line, the ball may be rolled between the legs of the participants to the next runner at the end of the line.
GYM SCOOTER RELAYS

**SUPPLIES:** Gym scooters  
**AREA:** Gym or smooth surface  
**PLAYERS:** One scooter for every two students  
**SAFETY:** Scooters are not to be used as skateboards. Students should sit or lie on the scooters for all activities.

1. Partner activities can feature any of several approaches. Partners can operate as a single unit, doing the task and passing the scooter to the next participant, or one partner can push or pull the other to the turning point, where they exchange roles and return to the starting line. A third approach is for the pusher to become the rider on the next turn.  
2. Here are some partner relays using scooters:  
   a. Rider kneels, and partner pushes or pulls.  
   b. Rider sits and partner pushes or pulls on the rider’s feet.  
   c. Rider does a tummy balance, and partner pushes on their feet.  
   d. A wheelbarrow race can be done with the wheelbarrow person supporting their hands on the scooter.

SACK RACE

**SKILLS:** Jumping  
**SUPPLIES:** Sturdy grain sacks or large, heavy, plastic sacks  
**AREA:** Large open area  
**PLAYERS:** Any number of players

There are several ways of running a sack race:  
1. In lane formation, the runner in the sack goes around a marker, returns to the team, and gives the sack to the next participant.  
2. Another way to run the race is to have the runner move to a marker while in the sack, get out of the sack, and run back to the head of the line.  
3. In the shuttle formation, the first runner moves in the sack across the area and gives the sack to the next runner.

KANGAROO

**SKILLS:** Jumping  
**SUPPLIES:** One eight-inch (20 cm) ball for each team  
**AREA:** Gym, black top, open area  
**PLAYERS:** Any number of players

1. Designate a starting point and turning point some distance from it.  
2. Have teams line up single file at the starting point.  
3. The first player in each team holds the ball between the knees.  
4. The player jumps forward, keeping the ball between their knees, rounds the turning point, jumps back to the head of the line, and hands the ball to the next player.  
5. Each player on a team proceeds as in No. 3 and No. 4, until the last player returns to the line.  
6. If a player loses the ball from between their knees, they must stop and replace it.  
7. Slightly deflated balls are easier to retain.
CIRCLE PASS RELAY

SKILLS: To pass, catch, and dribble a ball
SUPPLIES: Basketball
AREA: Multiple game court, basketball court, or other available area
PLAYERS: Eight or fewer on each squad

1. Player 1 stands on the starting line 30 feet (9 m) from the finish line.
2. Players, numbered consecutively, form a 25-foot (7.5 m) circle facing center and stand in place throughout the relay.
3. The ball is placed on the ground in front of Player 1.
4. On signal, Player 1 picks up the ball and throws it to Player 2, who throws it to Player 3. The ball continues around the circle from one player to another until it returns to Player 1. Any player missing the ball must recover it and return to their position in the circle before passing to the next player.
5. Upon receiving the ball, Player 1 calls, “One round,” and again throws the ball to Player 2.
6. When Player 1 receives the ball for the second time, they call, “Two rounds,” and again starts the ball around the circle.
7. When Player 1 receives the ball for the third time, they turn and dribble the ball across the finish line.
8. The winner is the first squad whose Player 1 crosses the finish line.
PUT AND TAKE RELAY

SKILLS: Running, placing an object with accuracy
SUPPLIES: Three beanbags for each group, timer or stopwatch (optional)
AREA: Multiple game court
PLAYERS: Any equal number in each group

1. The class is divided into groups of equal number. Players in each group are numbered consecutively and take the positions indicated in the illustration.
2. On a given signal, Player 1 in each group picks up a beanbag from the circle on the starting line, runs with it to Line 1, leaves it in the circle there, and runs back to the starting line for another beanbag. From this point, the player makes two more trips similar to the first, with the following changes:
   a. The second beanbag is placed in the circle on Line 2.
   b. The third beanbag is placed in the circle on Line 3.
3. Upon depositing the third beanbag, Player 1 returns to the starting line, tags Player 2, and moves behind the retire line. Player 2 then “gathers” the beanbags one at a time and places them in the circle on the starting line, using three separate trips to do so.
4. The relay continues until each player in the group has had an opportunity either to place or to gather the beanbags.
5. Scoring: The first group to finish is the winner.
6. This activity can be performed individually against the clock within the groups, with the player completing the activity in the least time being the winner.
### DIAMOND RELAY

<table>
<thead>
<tr>
<th>SKILLS:</th>
<th>Running bases</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLIES:</td>
<td>Four softballs, four traffic cones</td>
</tr>
<tr>
<td>AREA:</td>
<td>Softball diamond</td>
</tr>
<tr>
<td>PLAYERS:</td>
<td>Five or fewer in each group</td>
</tr>
</tbody>
</table>

1. Players in each group are numbered consecutively and form a line behind their base as shown.
2. The first player in each group is given a softball.
3. On the starting signal, all players designated as Player 1 run counterclockwise around the bases on the outside of the cones and back to their individual squads.
4. Upon returning to position each runner passes the softball to the next player in line and moves to the end.
5. The relay continues in this manner until all players have run around the bases.
6. The first group to have all its members run the bases wins.

**Teaching Suggestions:**

Before the groups compete, the players designated as Player 1 on each team should walk through one sequence to demonstrate how the runners leave and return to the squad lineup, pass other runners, and retire.
FOUR-CORNER BATON PASS RELAY

SKILLS: Running, passing a baton
SUPPLIES: Two batons, four traffic cones
AREA: Diamond area
PLAYERS: Two squads of four runners each

1. Runners take positions shown by the X’s in the illustration.
2. The upper grade bases (45 feet [13.5 m] between bases) are used.
3. The first of the four runners on Squad A (A1) takes a position adjacent to first base. The first of the four runners on Squad B (B1) takes a position adjacent to third base.
5. After the first runner from Squad A begins to run, the second runner from Squad A (A2) waits until the first runner from Squad B (B1) passes Squad A’s starting line before getting into position to receive the baton. In this way, runners do not interfere with members of the opposing squad. A1 passes the baton to A2, who is positioned to receive it.
6. The baton must never be passed before the runner has reached the starting base.
7. Runners continue to pass the baton to their squad members until the last runner has received the baton.
8. A runner who is attempting to pass another runner must do so on the right.
9. The squad whose final runner returns to the starting base first is considered the winner.
Singing Games

Singing games are encouraged and assist in the development of patterns that aid in all games, body management, and creative movement.

CDs and tapes are available at reasonable prices from sporting goods catalogs, such as *Sport Time*, that play songs children can sing along with. These tapes have voice over instructions for specific movement patterns.

We recommend that you review tapes for appropriateness.

Sport Time
www.sportime.com
1-800-283-5700
## Tag Games

### Elbow Tag

**Skills:** Running, dodging  
**Supplies:** None  
**Area:** Large open area  
**Players:** Eight or more

All players except two are divided into pairs who link elbows. Those linking elbows bend their outside elbow and place that hand on their hip. One person will be “It,” and another will be the runner.

The person who is “It” tries to tag the runner. However, the runner can avoid being tagged by linking an elbow with the free elbow of any member of any pair on the playing field. When they do, they shout, “Go!” The other member of the pair must take off as the new runner, hotly pursued by the person who is “It.” If the runner is tagged, they’re “It,” and the opponent becomes the new runner.

There is a lot of room for variations in this game. Experiment.

### Go Tag

**Skills:** Running, dodging, reflex reaction  
**Supplies:** None  
**Area:** Large open area  
**Players:** Eight or more

1. All of the players squat in a straight line with alternate players facing the opposite direction.  
2. The person at the end of the line is the runner, the player at the other end the chaser.  
3. The runner may run in either direction but cannot change directions until a new chaser begins chasing.  
4. The chaser may tap anyone squatting in the line and shout, “Go!”  
5. The tapped player steps forward to begin the chase.  
6. The old chaser replaces them in the squatting line.  
7. The new chaser may cause the chase to change directions.  
8. The key to this game’s strategy is to change chasers frequently.  
9. When the runner is tagged, they squat at one end of the line, the person who tagged them becomes the new runner, and the player at the other end of the line becomes the new chaser.

### Circle Base

**Skills:** Running, tagging, dodging  
**Supplies:** None or hula hoops  
**Area:** Large open area  
**Players:** Five or more

1. Each student draws a circle the diameter they can reach with outstretched arms.  
2. The circles should not be made close to each other but scattered over the playing area. (If playing on a parking lot or gym floor, chalk can be used to draw circle.)  
3. The player who leaves their circle can be tagged by any player who leaves after them.  
4. The tagged player joins the circle of the player who tagged them.  
5. When all the players are caught and gathered into one circle, the game is over.  

**Variations:** Players can also be “tagged” by any player circling their circle three times, if they complete the three circles without being tagged.
## COUPLE TAG

**SKILLS:** Running, dodging  
**SUPPLIES:** None  
**AREA:** 50' x 50' (15 m x 15 m) minimum  
**PLAYERS:** Any even number of players

1. Two goal lines are made about 50 feet (15 m) apart.  
2. Children run in pairs, with inside hands joined. All pairs, except one, line up on one of the goal lines.  
3. The couple in the center is “It.” They call “Come,” and the children, keeping hands joined, run to the other goal line.  
4. The pair in the center, also keeping hands joined, tries to tag other pairs.  
5. As soon as a couple is caught, they help the center couple.  
6. The last couple caught is “It” for the next game.

![Image of couple tag game setup](image)

## SQUAD TAG

**SKILLS:** Running, dodging  
**SUPPLIES:** Ribbons or markers for one team, stopwatch  
**AREA:** A large open space with definite boundaries  
**PLAYERS:** Any even number of players

1. Divide the group into two teams. One entire team acts as taggers.  
2. The object of the game is to see which squad can tag the remaining class members in the shortest time.  
3. The tagging team stands in a football huddle formation in the center of the area.  
4. The remainder of the class is scattered as they wish throughout the area.  
5. On signal, the tagging team scatters and tags the other team members.  
6. When a class member is tagged, they stop in place and remain there.  
7. Time is recorded when the last person is tagged.  
8. Each squad gets a turn at tagging.

![Image of squad tag game setup](image)
# Track Activities

## Sprints and Runs

<table>
<thead>
<tr>
<th><strong>SKILLS:</strong></th>
<th>Running</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUPPLIES:</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>AREA:</strong></td>
<td>Large open field</td>
</tr>
<tr>
<td><strong>PLAYERS:</strong></td>
<td>Unlimited</td>
</tr>
</tbody>
</table>

1. For 50 and 100 yard (45 m and 90 m) dash – Measure distance and mark a starting and finish line. Starter should stand at the finish line and drop hand to begin race. If the race is timed, the watch is started at the same time as the hand is dropped, and is stopped when racers cross the line.
2. 440 yard (400 m) dash/run – Distance may be run in a straight line or on an oval course.
3. 880 yard (800 m) run – Distance is doubled over the 440 yard (400 m) course.
4. Mile (1600 m) run – Distance may be over a measured course or four laps on the 440 yard (400 m) course.

## Track Relays

<table>
<thead>
<tr>
<th><strong>SKILLS:</strong></th>
<th>Running, manipulation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUPPLIES:</strong></td>
<td>Batons – Sticks or plastic pipe approximately 12 inches (30 cm) long</td>
</tr>
<tr>
<td><strong>AREA:</strong></td>
<td>Large open field</td>
</tr>
<tr>
<td><strong>PLAYERS:</strong></td>
<td>Four per team</td>
</tr>
</tbody>
</table>

1. 440 yard (400 m) relay – Divide the distance into four equal sections – Allow about 16 yards (14 m) for overlap so that the batons may be passed there.
2. 880 yard (800 m) relay – Each person on a team of four will run a 220 yard (200 m) distance – baton exchanges must take place within the 16 yard (14 m) space.
3. Mile (1600 m) relay – Each person will run 440 yards (400 m). Baton exchanges after each lap.
### Lead-up Skills to Tumbling

#### TEACHING HINTS FOR MOVEMENT

1. Animal walks can be done in relays or as an activity with tumbling (for example, tumble on the mat, animal walk back to the line on the floor).
2. Stunts vary with regard to suggested grade level. Many can be done at the intermediate level.
3. Use mats for stunts.

#### BEAR WALK

1. Get in position with hands and feet touching the floor.
2. Move the foot and hand on the same side together, then the foot and hand on the other side (right hand and right foot, then left hand and left foot).

#### RABBIT HOP

1. Squat, placing hands on the floor in front of feet.
2. Move the hands first, then move the feet to the hands, using a hopping motion.

#### ELEPHANT WALK

1. Bend forward at the waist.
2. Clasp hands together, keeping arms straight, to form a trunk.
3. Walk with slow, big steps, keeping the legs straight.
4. Swing trunk from side to side.

#### GORILLA WALK

1. Bend knees and move body forward.
2. Hang arms at side.
3. As each step is taken, touch ground with fingers.

#### CRICKET WALK

1. Squat with knees apart.
2. Place arms between the knees and grasp the outside of the ankles with the hands.
3. Walk in this position.

#### SEAL WALK

1. Get in push-up position (straight arms and legs).
2. Walk forward with the hands and drag the feet.

#### CRAB WALK

1. Squat down and reach back with arms (point fingers away from the body).
2. Touch the floor only with feet and hands.
3. Walk backward.

#### FROG JUMP

1. Squat down.
2. Place hands on the floor, slightly in front of feet.
3. Jump forward simultaneously with the hands and feet.
### WALRUS WALK
1. Get in push-up position, with fingers pointing outward to the side.
2. Move forward dragging feet by moving both hands at the same time.

### CAMEL WALK
1. Place one foot in front of the other.
2. Bend at the waist.
3. Clasp hands behind the back.
4. Walk, raising head and chest with each step.

### KANGAROO HOP
1. Begin in squat position.
2. Fold arms across chest.
4. Jump up and forward, landing on toes.

### INCHWORM WALK
1. Begin in squat position with hands on the floor.
2. Take short steps with the hands, moving forward until the back and legs are straight.
3. Without moving hands, take short steps forward with the feet toward the hands.
4. Repeat.

### OSTRICH WALK
1. Bend at the waist.
2. Grab ankles with hands.
3. Walk.

### STORK WALK
1. Hold up one foot.
2. Hop on the other foot.

### ALLIGATOR WALK
1. Lie on stomach.
2. Move forward by using only arms and hands.

### PENQUIN WALK
1. Stand with feet together with legs stiff.
2. Have arms at side with hands out.
3. Walk.

### TURTLE WALK
1. Get on hands and feet facing floor.
2. Place feet widely apart.
3. Place hands widely apart.
4. Move with small steps.
## TURK STAND
1. Stand with arms folded across chest.
2. Cross ankles.
3. Bend knees, going to a sitting position and keeping the back straight.
4. Stand back up.

## THE BLOB
1. Sit down and grasp knees with arms.
2. Roll to the right, resting on right knee and arm, then right shoulder, then back, then left shoulder, then left arm and knee, then back to sitting position.
3. Repeat, going to the left.

## COFFEE GRINDER
1. Lie down on your side, legs extended, weight on one extended arm.
2. Keep the hand of the extended arm on the floor; hold the other arm up in the air.
3. Pivoting on the hand on the floor, “walk” around in a circle on the sides of the feet.

## STORK STAND
1. Fold arms across chest and stand on one foot.
2. Place the other foot against the calf of the supporting leg.
3. Hold.
4. Change supporting legs.
5. Try it with eyes closed.

## LEG DIP
1. Stand on one leg.
2. Extend other leg forward, and extend both arms forward.
3. Lower the body to a heel sit and return to a stand without losing balance or touching the floor with any part of the body.
4. Repeat with other leg forward.

## PRETZEL
1. Lie on stomach.
2. Raise head and body, arching backward.
3. Bend knees.
4. Bring feet as close to the head as possible.

## JACKKNIFE
1. Stand with hands extended at shoulder level, slightly spread apart.
2. Jump up, bringing feet up to touch hands.
3. Feet should come up to hands, not hands down to feet.
4. Bring feet as close to the head as possible.

## HEEL CLICK
1. Stand with feet slightly apart.
2. Jump up and click heels together.
3. Land with feet apart.
### TURNOVER
1. Get in a push-up position.
2. Turn over so back is to the floor (body not touching).
3. Keep turning (body straight).

### THREAD THE NEEDLE
1. Touch fingertips together in front of the body.
2. Step through arms, one foot at a time.
3. Step back through arms.
4. Try the stunt with fingers clasped.

### SKIER'S SIT
1. Assume a sitting position with back against the wall and legs bent with thighs parallel to the floor.
2. Fold arms across the chest.

### WALK THROUGH
1. Assume a push-up position
2. Walk the feet through the hands until the body is extended with the back to the floor.
3. Reverse to original position.
4. Keep hands in contact with the floor.

### FRONT SEAT SUPPORT
1. Sit on floor with legs together and extended forward.
2. Place hands on the floor between the hips and knees with fingers pointing forward.
3. Push down so the hips, legs, and heels come off the floor.
4. Support weight on hands.

### SINGLE LEG CIRCLE
1. Squat, with both hands on the floor.
2. Place bent left knee between arms and extend right leg sideways.
3. Swing right leg forward and under lifted right arm, then under left leg and arm, then back to starting position.
4. Do several circles in succession.

### KNEELING BREAKFALL
1. Kneel on mat.
2. Raise arms at chest level, elbows bent.
3. Stop fall with hands and gently lower body to mat.
4. Return to starting position.
5. Best to use a mat.
STANDING FRONT BREAKFALL

1. Start in standing position.
2. Keep body straight.
3. Same procedure as kneeling breakfall.

SPLITS

Practice: hold a position as low as you can for at least 30 seconds.

V-SIT

1. Raise legs and sit up at the same time.
2. Hold arms shoulder high and to the side.
3. Keep legs straight and balance on rear end.

FRONT SCALE

1. Start in a standing position.
2. Raise arms straight out to the side.
3. Stand on one leg and raise the other leg straight up behind you, toes pointed.

FROG STAND

1. Squat down on mat with arms between knees; place hands on mat with fingers spread apart and pointed down the mat.
2. Raise up on toes; push elbows against knees and knees against elbows.
3. Tip forward and balance on two hands; keep head up and look forward.

For more advanced tumbling skills, a trained instructor with safety certification is required.
Balance Activities

The following activities can be performed on a straight line:

1. Walk forward slowly with eyes focused on a fixed point.
2. Walk forward slowly with the hands place on hips.
3. Walk forward with the hands held out sideways.
4. Walk forward with the right foot always in front of the left.
5. Walk forward with left foot always in front of the right.
6. Walk forward with the hands clasped behind the body.
7. Walk forward, stepping in and out of two bicycle tires on the line. (Use small bicycle tires spaced approximately four feet [1.2 m] apart.)
8. Walk forward and step over a crossbar placed 12 inches (30 cm) above the center of the line.
9. Walk forward, step in and out of the first tire, over the crossbar, and then in and out of the second tire.
10. Walk forward and pass under a bar held three feet (90 cm) above the line.
11. Walk sideways, leading with the right foot, to the end of the line.
12. Walk sideways, leading with the left foot to the end of the line.
13. Walk forward to the middle of the line, turn 90 degrees, and walk the remaining distance sideways to the left with the weight on the balls of the feet.
14. Walk sideways to the center of the line with the left foot leading, make a half turn, and walk sideways to the end of the line with the right foot leading.
15. Walk forward to the end of the line with arms out to the sides of the body balancing a beanbag on the back of each hand.
16. Walk forward to the center of the line, lower the body down and pick up a beanbag, place it on the head, and walk to the end of the line.
17. Walk backward, the arms held sideways.
18. Walk backward with the right foot always in front of the left.
19. Walk backward with the left foot always in front of the right.
20. Walk backward with the hands clasped behind the body.
21. Walk backward with the arms held straight out in front.
22. Walk backward to the end of the line while balancing a beanbag on top of the head.
23. Walk backward and step over a bar 12 inches (30 cm) above the line.
24. Walk forward, step over the first crossbar, continue walking forward, duck under the second crossbar (placed at shoulder height), and walk to the end of the line.
25. Walk forward, step over a crossbar, make a full turn at mid-line, continue forward, go through a hoop, and walk to the end of the line.
26. Walk forward while tossing a beanbag from hand to hand like a juggler. (Challenge the student to follow the beanbag with the eyes without moving the head.)
27. Walk the length of the line, keeping the eyes closed or covered. (Instructor or aide should walk alongside the student to offer assistance if needed.)
28. Fold a piece of paper at a right angle so it will stand on the line at the center. Walk to the paper, kneel, pick it up with teeth, rise, and walk to the end of the line.
29. Place a paper as in No. 28. Walk out to it, do a right-side support, pick up paper with teeth and walk to the end of the line.
30. Hop to center of line on right foot. Turn around on same foot and hop backward to the end of line.
31. Hop to middle of line on left foot. Turn around on same foot and hop forward to the end of the line.
32. Walk the line forward, eyes closed.
33. Walk the line backward, eyes closed.
34. Walk the line sideways right, eyes closed.
35. Stand on line, feet side by side, eyes closed, and record number of seconds balance is maintained.
36. Stand on line, one foot ahead of the other, eyes closed, and record number of seconds balance is maintained.
37. Stand on right foot, eyes closed, and record number of seconds balance is maintained.
38. Stand on left foot, eyes closed, and record number of seconds balance is maintained.
39. Walk the line sideways left, eyes closed.
40. Partners start at opposite ends, walk to middle, pass each other, and continue to end of line.
41. Place hands on line. Have partner hold legs (as in wheelbarrow race) and walk to end of line.
42. Same as No. 41, but partner walks with their feet on the line, instead of the ground, straddling the line.
43. “Cat Walk” on line. Walk on all fours, hands and feet on line.
Movement Exploration

Movement exploration refers to a problem-solving approach in which the students are challenged to think and then move in many different creative ways. Students may be guided into countless movement patterns while sitting, standing in place, or moving from place to place. The creative teacher capitalizes on all kinds of opportunities to develop movement ability while recognizing that students:

- Progress at different rates
- Have varied potentials
- Have individual attitudes toward movement, such as fear, confidence, inadequacy, and overconfidence.

Body Awareness

<table>
<thead>
<tr>
<th>Body Surfaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you:</td>
</tr>
<tr>
<td>1. Stand with your front (back, left side, right side) toward me?</td>
</tr>
<tr>
<td>2. Lie on your back (front, left side, right side)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you:</td>
</tr>
<tr>
<td>1. Point to your head (shoulders, neck, chest, waist, stomach, hips, back, and legs)?</td>
</tr>
<tr>
<td>2. Point to your knees (thighs, ankles, calves, feet, and toes)?</td>
</tr>
<tr>
<td>3. Raise one of your arms (hands)?</td>
</tr>
<tr>
<td>4. Show your fingers (palms, knuckles)?</td>
</tr>
<tr>
<td>5. Bend and touch your toes and then your knees?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Head Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you:</td>
</tr>
<tr>
<td>1. Show me the top (back, front, sides) of your head (forehead, temples)?</td>
</tr>
<tr>
<td>2. Point to your ears (eyes, nose, chin, cheeks, mouth, tongue, and lips)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trunk Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you:</td>
</tr>
<tr>
<td>1. Lean your body forward (backward)?</td>
</tr>
<tr>
<td>2. Do some other things with your body without moving your feet?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Head Movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you:</td>
</tr>
<tr>
<td>1. Move your head forward (backward)?</td>
</tr>
<tr>
<td>2. Twist (tilt, point with) your head?</td>
</tr>
</tbody>
</table>
# Spatial Relationships

Tapes to assist in the teaching of spatial relationships are available from Sportime [www.sportime.com](http://www.sportime.com), 1-800-283-5700

## Laterality

**Can you:**
1. Show me your left arm (leg, side, knee, eye, foot, hand)?
2. Show me your right arm (leg, side, knee, eye, ear, foot, hand)?
3. Turn to your right (left)?
4. Lean your body to your right (left)?
5. Lie down on your right (left) side?

## Directionality

**Can you:**
1. Point to the space to your left (right)?
2. Walk to the left (right)?
3. Point forward (backward)?
4. Move forward (backward)?
5. Go to something large (small)?
6. Go to something far away (near)?
7. Walk inside (outside) a circle?
8. Put the rope over you (under you)?
9. Go over the first sawhorse and under the second?

## With a Partner

**Can you:**
1. Face your partner?
2. Touch left (right) hands with your partner?
3. Point to your partner’s left (right) side?
4. Stand in front of (behind) your partner?
5. Stand on your partner’s right (left) side?
6. Hold your partner’s right hand with your left hand?
7. Hold your partner’s right hand with your right hand?
8. Put right hand to right hand and left hand to left hand with your partner?
9. Stand back to back with your partner?
10. Move away from (toward) your partner?
11. Find a taller (shorter) partner than you?
12. Line up one behind the other?
13. Line up side by side?
14. Make yourself shorter than your partner?
## BALANCE

**Can you:**

1. Stand on one foot without losing your balance?
2. Stand on your right foot and hold your left ankle (left foot and right ankle)?
3. Show how long you can stay on your toes while your hands are on your hips?
4. Stand on your toes with your feet close together (far apart)?
5. Stand on your toes with your feet far apart and extend your arms to the side (both arms to the same side)?
6. Move your arms in circles while standing on your toes?
7. Make your arms move in different directions?
8. Balance on the toes of one foot (the other foot)?
9. Do something else while balancing?
10. Move on your toes and find out how far you can bend to one side (the other side, forward, backward)?
11. Move on your toes in a small circle?
12. Find a straight line to stand on?
13. Walk along the line?
14. Walk heel-to-toe on the line?
15. Walk heel-to-toe backward on the line?
16. Show how you would move your feet on the line to travel sideways?
17. Walk heel-to-toe, turn around, and walk backward heel-to-toe?
18. Lower yourself until you are sitting on your heels, then stand up again?
19. Hop three times on one foot on a line, and then three times on the other foot?
20. Balance on one hand and one foot?

## PUSHING AND PULLING

**Can you:**

1. Show how many parts of your body you can use to push (pull)?
2. Show how you can push while you are standing (kneeling, sitting, lying)?
3. Pull while you are standing (kneeling, sitting, lying)?
4. Push and pull with your feet spread apart sideways (spread apart front and back)?
5. Push and pull with your feet very close together?
6. Show how many directions you can push something with your hands (legs, elbows, arms, trunk)?
7. Push with the right side of your body and pull with the left?
8. Push while you are moving in a circle (square, triangle)?
9. Push (pull) in an upward and then a downward direction?
10. Push (pull) while you are at a high level (middle level, low level)?
11. Make a very big (small) pushing (pulling) movement?
12. Use a large part of your body to make a very small pushing (pulling) movement?
13. Show how fast you can pull (push)?
14. Show how you would push and pull something that was very heavy (light)?
15. Do push-ups?
16. Show how you would push something away?
17. Hold a partner’s hands and push and pull together?
### GALLOPING

**Definition:** A locomotor movement that is a succession of steps and leaps, on alternate feet, with the leaping foot always in the lead.

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Place the weight on the leading foot.</td>
</tr>
<tr>
<td>2. With a step, bring the trailing foot up to the leading foot and transfer the weight onto the trailing foot.</td>
</tr>
<tr>
<td>3. Leap forward onto the leading foot, landing on the ball of the foot, with the knee slightly bent.</td>
</tr>
<tr>
<td>4. Repeat this stepping and leaping with a springy action and with the same foot always leading.</td>
</tr>
</tbody>
</table>

**Can you:**

1. Gallop in different ways?
2. Gallop without bumping anyone while moving with the class in one direction in a large circle (in the opposite direction in the same circle)?
3. Show the smallest circle in which you can gallop without bumping anyone?
4. Show how fast (slow) you can gallop?
5. Start galloping fast and finish slow?
6. Gallop slow, then fast, then slow again?
7. Gallop at different speeds?
8. Gallop with very long (short) steps?
9. Raise your knees very high while you are galloping?
10. Gallop as if you were a horse?
11. Gallop as if you were a cowboy on a horse?
12. Show how you would gallop if you were hurt (lonely, looking for someone)?
13. Show how high in the air you can gallop?
14. Gallop forward (backward, to the side)?
15. Stay in the same place and turn around while you are galloping?
16. Gallop and turn at the same time while you are moving toward me?
17. Gallop for five steps and then jump?
18. Do something with your arms while you are galloping?
19. Gallop with a partner (around a partner)?
20. Gallop at the same speed as your partner?
# SLIDING

**Definition:** Sliding is a locomotor movement in which one foot slides in one direction, usually but not necessarily sideways, and the other foot quickly closes to the leading foot, the weight being transferred to the closing foot, resulting in a rhythm that is long for the leading foot and short for the closing foot.

**Action:**
1. Advance one foot without lifting it.
2. Bring the other foot up to, but not past the advanced foot, and place the weight on it.
3. Continue the action, with the same foot leading each time.
4. Keep the arms slightly raised at the sides.

**Can you:**
1. Slide in different ways?
2. Slide forward in a large circle with the class without bumping anyone?
3. Slide sideways in a large circle without bumping anyone?
4. Slide forward in a smaller (an even smaller) circle?
5. Show how fast you can slide toward (away from) me?
6. Begin sliding slowly and finish fast without allowing your feet to leave the ground?
7. Slide at other speeds?
8. Take very long (short) sliding steps?
9. See how far you can move with four slides?
10. Slide as though you are the best slider in the world?
11. Slide very high (low)?
12. Begin sliding high and finish low?
13. Slide from low to high?
14. Slide to your right (your left)?
15. Slide to my right (my left)?
16. Slide forward (backward) without galloping?
17. Show some other directions and shapes in which you can slide?
18. Slide to your right while your body is leaning to your left?
19. Slide with (around) a partner?
20. Pretend that you are skating with your partner?
Parachute Activities

Terms:

- **Overhand grip** – palms down
- **Underhand grip** – palms up
- **Crossover grip** – right over left, palms down
- **Ready position** – squat facing the center of the parachute with hands in the specified grip and parachute on the floor
- **Mushroom** – from the ready position with the overhand grip, stand up and raise the arms to be straight over the head
- **Waves** – stand holding the parachute with an overhand grip, shake the parachute up and down

If you cannot afford a parachute, check your government surplus for parachutes. If parachutes cannot be obtained, then a tarp, sheet, etc. can be utilized.

### POPCORN

**SKILLS:** Upper body endurance

**SUPPLIES:** Parachute and small balls

**AREA:** Indoor or outdoor

**PLAYERS:** Twelve and up

1. Place balls on top of the parachute with students holding parachute an equal distance from each other.
2. Move a wave around the circle and the balls will pop up.

### CIRCLE PARACHUTE BALL

**SKILLS:** Upper body endurance

**SUPPLIES:** Parachute and one or two light balls

**AREA:** Indoor or outdoor

**PLAYERS:** Twelve and up

1. Divide the players into two teams.
2. Each team is responsible for half of the parachute.
3. Place the balls on the parachute and have players make waves to try to make the ball(s) bounce off the other team’s side.

### MUSHROOM RUN

**SKILLS:** Upper body development, agility

**SUPPLIES:** Parachute

**AREA:** Large open area

**PLAYERS:** Any number that can stand around the parachute

1. Children make a mushroom.
2. As soon as they move into the center, they release holds and run once around the inside of the parachute, counterclockwise, back to their place.
### CIRCULAR DRIBBLE

**SKILLS:** Upper body development, dribbling  
**SUPPLIES:** Parachute and a ball for each child  
**AREA:** Large open area  
**PLAYERS:** Any number that can stand around the parachute

1. Each child has a ball suitable for dribbling.  
2. The object is to run in circular fashion, holding onto the parachute with the left hand and dribbling with the right, retaining control of the ball.  
3. The dribble should be started first, and then, on signal, students start to run. If the student loses the ball, he/she must recover it and try to hook on at their original place.  
4. To help students learn to dribble with their other hand, reverse the direction.

### PARACHUTE GOLF

**SKILLS:** Upper body endurance  
**SUPPLIES:** Parachute and two balls with different markings that will fit through the hole in the center of the parachute  
**AREA:** Indoor or outdoor  
**PLAYERS:** Twelve and up

1. Divide the class into two teams.  
2. Each team is responsible for half of the parachute.  
3. Each team has a ball, which it places on the parachute.  
4. On the signal, both teams attempt to get their ball in the center hole of the parachute to score a point. Ball must be moved by moving the parachute and not by touching with hands.

### MOUSETRAP

**SKILLS:** Basic locomotor moves  
**SUPPLIES:** Parachute  
**AREA:** Indoor or outdoor  
**PLAYERS:** Twelve and up

1. Depending on the size of the group, select two or more students to be mice.  
2. Students create a mushroom, and the mice run in and out between the players holding the parachute.  
3. Teacher calls “Run across” and mice attempt to run across the circle before the students holding the parachute can trap them.  
4. Continue the game until all students have been mice.  
5. Vary the locomotor moves used (i.e. running, jumping, skipping, etc.).

### NUMBER EXCHANGE

**SKILLS:** Basic locomotor moves  
**SUPPLIES:** Parachute  
**AREA:** Indoor or outdoor  
**PLAYERS:** Twelve and up

1. Players stand around the parachute and count off by fives.  
2. Players create a mushroom.  
3. Teacher calls a number and players whose number is called move under the parachute to a point opposite their original position.  
4. Vary the locomotor moves used (i.e. running, jumping, skipping, etc.).
Fitness

It is recommended that each school select at least one fitness test to give to all students annually. Physical fitness test materials can be obtained by contacting any of the following sources:

**President’s Physical Fitness Challenge**
Poplars Research Center  
400 E. 7th Street  
Bloomington, IN 47405  
Phone: (800) 258-8146  
www.indiana.edu/~preschal/index.shtml

**Physical Best Fitness**
AAHPERD  
1900 Association Drive  
Reston, VA 20191  
Phone: (800) 213-7193  
Fax: 703-476-9527  
e-mail: info@aaahperd.org  
www.aaahperd.org

**Fitness Gram**
P.O. Box 5076  
Champaign, IL 61825-5076  
Phone: (800) 747-4457  
www.americanfitness.net/Fitnessgram/

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**STRETCHING**

**Definition:** Stretching is a movement that moves body parts away from the body center. Stretching sometimes involves moving a joint through the range of movement. It is important for children to understand that stretching the muscles involves some minor discomfort and controlled movement. The muscle-stretching process is necessary for maintaining and increasing flexibility.

**Important points to remember about stretching:**
1. Stretching should be extended to the full range of movement.
2. Stretching should be done in many positions.
3. Stretching is done slowly and smoothly, DO NOT JERK.
4. Hold full stretching position for 10 seconds.

**THE FOLLOWING STRETCH ACTIVITIES CAN BE VERY HELPFUL TO INCREASE PHYSICAL MOBILITY AND REDUCE INJURY, IF FOLLOWED REGULARLY.**

1. **Double Knee-to-Chest**
2. **Stride Stretch**
3. **Sole Stretch**
4. **Seated Foot-Over-Knee Twist**
5. **Alternate Knee-to-Chest**
6. **Wall Lean**
7. **Seated Toe Touch**
8. **Shoulder Blade Scratch**
9. **Prone Knee Flexion**
## RUNNING/JOGGING

To receive cardiovascular benefits, jogging needs to be sustained for a minimum of 15 minutes. Within the constraints of the physical education class time, it is difficult to do this on a regular basis. For this reason, it is suggested that students jog regularly (three times a week), in physical education class one-half to one mile (800 m to 1.6 k). The instructor should constantly, enthusiastically, encourage all students to jog on their own.

## AGILITY ACTIVITIES

**Definition:** Agility is the ability to change the position of your body quickly and to control your body’s movement.

### Line Jump:

1. Balance on your right foot on a line on the ground.
2. Leap onto the left foot so that it lands to the right of the line.
3. Leap across the line onto the right foot; land to the left of the line.
4. Leap onto the left foot, landing on the line.

### Sliding:

1. Stand with feet apart, hands at side, eyes on the teacher.
2. On the signal begin sliding to the right.
3. On each new signal reverse the direction.

### Carioca Run:

1. Stand with feet apart and arms straight out at shoulder height.
2. Move right foot in front of left foot, placing it a step’s distance away.
3. Move left foot behind the right foot, assuming the original stance.
4. Move right foot behind the left foot, placing it a step’s distance away.
5. Move left foot in front of right foot, assuming the original stance.
6. Continue this pattern for specified distance.

## AGILITY ACTIVITIES

### Supplies:

- A watch with a second hand

### Area:

- Any play area or classroom

### Players:

- Unlimited

1. The teacher should lead students in identifying the two best areas to check for pulse.
   - A. Radial Pulse (on the wrist)
   - B. Carotid Pulse (on the neck)
2. The teacher should lead students through the process of determining heart rate by having students count their pulse for 15 seconds and then multiplying by four. Students should also identify an appropriate resting heart rate for their age.
3. Students should take their resting heart rate. They should then exercise vigorously for two to three minutes, and then take their working heart rate to establish the difference between the two.

### Possible Resource:

*Lessons From the Heart: Individualizing Physical Education with Heart Rate Monitors*

Beth Kirkpatrick, Burton Birnbaum, Polar Electro, Inc.

Copyright 1997

136pp ISBN: 0880117648

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

<table>
<thead>
<tr>
<th>Skills:</th>
<th>Basic motor skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies:</td>
<td>Jump rope, cones, playground ball</td>
</tr>
<tr>
<td>Area:</td>
<td>Gym or outdoor play area</td>
</tr>
<tr>
<td>Players:</td>
<td>Unlimited</td>
</tr>
</tbody>
</table>

1. This group of activities are to be done in succession with 15 seconds rest in between.
2. Each activity is to be done for two minutes for beginners and increasing up to four minutes.
3. **Circuit**
   - A. Jumping Rope (stationary)
   - B. Jogging
   - C. Windmills
   - D. Squat Thrusts
   - E. Killer Count Down – consists of jumping jacks, leg kicks, alternating front to back foot bounce, and hopping. The student starts with 10 repetitions of each exercise, then nine repetitions, then eight, etc., down to one.
4. **Circuit2**
   - A. Curl Ups (sit ups)
   - B. Jumping Rope (while running forward)
   - C. Dribble a ball around cones, alternating hands
   - D. Leg Lifts (knees bent, brought up to chest while lying on back)
   - E. Jumping Jacks
Player/Spectator
Elementary Sportsmanship Code

Our games should reflect favorably on:

The Lord,
The School, and
The students

* Be Nice To Each Other
* Play Fair
* Have Fun
SAMPLE

K-8 Lesson Plan Sample

I. Standard/Goal # 2

II. L.O. # 3 - Adapt and combine skills to the demands

III. Essential Perf. Benchmarks
Keep an object going continuously with a partner using a striking pattern

IV. Assessment

Teacher Observation: Students are asked to work in two’s or three’s and practice bumping a large soft volleyball to each other.

Criteria: a. Execute accurate pass where partner can easily get into position to bump ball back.
b. Participants receive and bump the ball in such a way to keep ball in the air as long as possible.

Activity: Students pair up and practice bumping the ball to each other, counting to see how many times they can bump the ball back and forth. After practicing in two’s have group get together at volleyball net - ½ the group on each side of net - Object is to work as a team to keep bumping ball back and forth as many times as possible without the ball touching the ground.
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:**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>1 - 9</td>
<td>Flag Football</td>
</tr>
<tr>
<td>2nd</td>
<td>10-18</td>
<td>Basketball</td>
</tr>
<tr>
<td>3rd</td>
<td>19 - 27</td>
<td>Volleyball</td>
</tr>
<tr>
<td>4th</td>
<td>28-36</td>
<td>Softball</td>
</tr>
</tbody>
</table>

**Plan II**

**Sample:**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>5 Weeks</th>
<th>4 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Flag Football</td>
<td>Badminton</td>
</tr>
<tr>
<td>2nd</td>
<td>Soccer</td>
<td>Volleyball</td>
</tr>
<tr>
<td>3rd</td>
<td>Basketball</td>
<td>Floor Hockey</td>
</tr>
<tr>
<td>4th</td>
<td>Track &amp; Field</td>
<td>Softball</td>
</tr>
</tbody>
</table>
**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:**

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

**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:

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

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

### A. Swimming

1. Water Orientation
   - rhythmic breathing
   - front float and recovery
   - back float and recovery
   - front and back glides
   - sculling
   - treading water
   - surface dives (head first/foot first)
   - underwater swimming (short distance)

2. Strokes, Kicks, and Turns
   - front crawl
   - back crawl
   - elementary back stroke
   - breast stroke
   - side stroke
   - flutter kick
   - whip kick
   - scissor kick
   - Front and back turns

3. Water Entries
   - stride entry
   - front dive

4. Advanced Skills
   - stride entry
   - front dive

5. Rules

6. Safety

### B. Water Safety

1. Personal Safety
   - knowledge of facility’s rules/regulations
   - knowledge of water hazards
   - safe water entry
   - safety in water sports situations
   - prevention of hypothermia
   - HELP position
   - drownproofing
   - use of personal flotation devices/life vest
   - safe boating practices

2. Emergency Procedures
   - rescue breathing (on land, in water)
   - reaching assists
   - throwing assists
   - treatment for hypothermia
   - Heimlich maneuver

### C. Water Games

1. Tag Games
   - marco polo, sharks and minnows, etc.

2. Ball Games
   - marco polo, dodgeball, basketball, volleyball, etc.

3. Races and Relays
   - tube races, stroke relays, and races, etc.

4. Diving Games

5. Underwater Games
## 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
   - trophy
   - pencil
   - flair
   - back tuck

3. Stunts and Springs
   - hurdles
   - snapdowns
   - tripod stand
   - headstand
   - handstand skills
   - walkovers
   - cartwheel
   - round-off
# 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

1. **Basic Skills**
   - selection and care of equipment
   - stance
   - grip
   - swing
   - short irons
   - long irons
   - woods

2. **Game Skills**
   - reading greens
   - bunker shots
   - shots from the rough
   - trees
   - wind

3. **Types of Competition**

4. **Rules and Scoring**

5. **Safety**

6. **Etiquette**

7. **Terminology**
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 approaches
   b. triple jump take-offs
   c. high jump flight
   d. pole vault landings

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

6. Safety

7. Rules and Scoring

8. Terminology
### D. Climbing

<table>
<thead>
<tr>
<th>1. Fundamental Skills and Holds</th>
<th>E. Weight Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>- belaying</td>
<td>1. Fundamentals</td>
</tr>
<tr>
<td>- types of hold</td>
<td>- safety</td>
</tr>
<tr>
<td>a. slopes</td>
<td>- spotting</td>
</tr>
<tr>
<td>b. pinch</td>
<td></td>
</tr>
<tr>
<td>c. jug</td>
<td></td>
</tr>
<tr>
<td>d. jib</td>
<td></td>
</tr>
<tr>
<td>e. figure eight</td>
<td></td>
</tr>
<tr>
<td>f. tie into harness/belay</td>
<td></td>
</tr>
<tr>
<td>g. identify carabainer</td>
<td></td>
</tr>
<tr>
<td>h. gri-gri/ATC</td>
<td></td>
</tr>
<tr>
<td><strong>2. Necessary Equipment</strong></td>
<td></td>
</tr>
<tr>
<td>- harnesses</td>
<td></td>
</tr>
<tr>
<td>- belay devices</td>
<td></td>
</tr>
<tr>
<td>- locking cabinets</td>
<td></td>
</tr>
<tr>
<td>- lga</td>
<td></td>
</tr>
<tr>
<td>- chalk</td>
<td></td>
</tr>
<tr>
<td>- climbing wall or outdoor facility</td>
<td></td>
</tr>
</tbody>
</table>

### F. Mountain Biking

<table>
<thead>
<tr>
<th>1. Health and Safety</th>
<th>9. Riding Down Hills and on Rough Surfaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. road rules</td>
<td></td>
</tr>
<tr>
<td><strong>2. Equipment</strong></td>
<td>10. Downhill Braking/Stopping</td>
</tr>
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## 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

## A. Badminton

1. Basic Skills
   - footwork
   - ready position
   - grips
   - serves
   - clears
   - drop shots
   - net or hairpin shots
   - drive shot
   - smash

2. Serves
   - singles
   - doubles
   - coed doubles

3. Rules and Scoring

4. Terminology

## B. Racquetball

1. Stroke Fundamentals
   - grips
   - ready position
   - swing and follow-through
   - footwork

2. Serves
   - lob serve
   - Z serve
   - drive serve

3. Serve Returns

4. Shots
   - lob
   - drop
   - ceiling

5. Game Strategies
   - Z
   - back wall
   - overhead
   - passing
   - kill
   - around-the-wall

6. Rules and Scoring

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
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<td><strong>6. Terminology</strong></td>
</tr>
</tbody>
</table>
## 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
### 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\textsuperscript{th} and 14\textsuperscript{th} place finishes.

6. Total points for run - 105.3

7. Points scored for place of finish:

<table>
<thead>
<tr>
<th>Place</th>
<th>Points</th>
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<tbody>
<tr>
<td>1\textsuperscript{st}</td>
<td>1</td>
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<tr>
<td>2\textsuperscript{nd}</td>
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<td>3\textsuperscript{rd}</td>
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<tr>
<td>...etc.</td>
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<td>14\textsuperscript{th}</td>
<td>14</td>
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</table>
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.

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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 payers 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 [9n] 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, Colledgeale, 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 cored as tow 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 apposing 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.

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**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.
<table>
<thead>
<tr>
<th><strong>Description:</strong></th>
<th>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.</th>
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<tr>
<td><strong>Rules:</strong></td>
<td>Special rules for Scooters Soccer are:</td>
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<tr>
<td></td>
<td>1. Players must remain seated on scooters at all times.</td>
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<tr>
<td></td>
<td>2. Players cannot bump players out of the way with their body or scooters.</td>
</tr>
<tr>
<td></td>
<td>3. There are no offsides.</td>
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</tbody>
</table>
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**

<table>
<thead>
<tr>
<th><strong>Equipment:</strong></th>
<th>Kickball, four cones</th>
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<tbody>
<tr>
<td><strong>Area:</strong></td>
<td>In gym or outside (rainy-day game)</td>
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</tbody>
</table>

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.

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**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 tem; 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.
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. Booing or negative **remarks** will not be tolerated.
APPENDIX
BSN SPORTS
P.O. Box 7726
Dallas, TX 75209
800-527-7510
Fax:800-899-0149
www.BSNsports.com

THE HEALTH CONNECTION
55 West Oak Ridge Drive
Hagerstown, MD 21740-7390
800-548-8700
Fax:888-294-8405
e-mail: sales@healthconnection.org
www.healthconnection.org

FLAGHOUSE, INC.
150 No. MacQuesten Pkwy.
Mt. Vernon, NY 10550-9989
800-793-7900
Fax:800-793-7922
www.flaghouse.com

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

GOPHER SPORT
2929 West Park Dr.
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800-533-0446
Fax:800-451-4855
www.gophersport.com

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P.O. Box 117028
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Fax:800-899-0149
www.us-games.com

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Lambertville, MI 48144
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WOLVERINE SPORTS
745 State Circle
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800-521-2832
Fax:800-654-4321
www.wolverinesports.com

GREG LARSON SPORTS
P.O. Box 567
Brainerd, MN 56401
800-950-3320
Fax:800-950-9301
Email: custsvc@glssports.com
www.glssports.com

CANADIAN ABC CO. LTD
333 Quest Port Royal West
Montreal, Quebec Canada H3L2C1
514-387-7387
Fax: 514-387-9851
www.canadianabc.com
### National Organizations

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<tr>
<th>Organization</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Website</th>
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<tbody>
<tr>
<td>Amateur Softball Association</td>
<td>2801 NE 50th Street, Oklahoma City, OK 7311</td>
<td><a href="http://www.softball.org">www.softball.org</a></td>
<td></td>
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</tr>
<tr>
<td>American Alliance For Health Physical Education, Recreation, and Dance (AAHPERD)</td>
<td>1900 Association Drive, Reston, VA 20191-1598</td>
<td>1-800-213-7193</td>
<td><a href="http://www.aahperd.org">www.aahperd.org</a></td>
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<tr>
<td>American Bicycle Association</td>
<td>PO Box 718, Chandler, AZ 85244</td>
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<tr>
<td>National Federation of High School Associations</td>
<td>PO Box 690, Indianapolis, IN 46206</td>
<td>Phone: 317-972-6900</td>
<td>Fax: 317-822-5700</td>
<td><a href="http://www.nfhsa.org">www.nfhsa.org</a></td>
</tr>
<tr>
<td>United States Badminton Association</td>
<td>One Olympic Plaza, Colorado Springs, CO 80909</td>
<td>719-866-4808</td>
<td><a href="http://www.usabadminton.org">www.usabadminton.org</a></td>
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<tr>
<td>United States Field Hockey Association</td>
<td>One Olympic Plaza, Colorado Springs, CO 80909</td>
<td>719-866-4567</td>
<td>Fax: 719-632-0979</td>
<td><a href="http://www.usfieldhockey.com">www.usfieldhockey.com</a></td>
</tr>
<tr>
<td>United States Orienteering Federation</td>
<td>PO Box 1039, Ballwin, MO 63111</td>
<td></td>
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<td><a href="http://www.us.orienteering.org">www.us.orienteering.org</a></td>
</tr>
<tr>
<td>Unites States Tennis Association</td>
<td>70 West Red Oak Lane, White Plains, NY 10604</td>
<td>914-696-7000</td>
<td><a href="http://www.usta.com">www.usta.com</a></td>
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Athletic Business  
4130 Lien Rd  
Madison, WI 53704  
1-800-722-8764  
www.athleticbusiness.com  

Backpacker Magazine  
33 East Minor St  
Emmaus, PA 18098  
610-967-8296  
www.backpacker.com  

USA Badminton  
One Olympic Plaza  
Colorado Springs, CO 80909  
719-866-4808  
www.usabadminton.org  

Golf Digest  
5520 Park Ave,  
Trumball, CT 06611  
203-373-7000  
www.golfdigest.com  

Inside Gymnastics  
PO Box 88605  
Atlanta, GA 30356  
www.insidegymnastics.com  

Research Quarterly For Exercise and Sports  
1900 Association Dr.  
Reston, VA 20191  
703-476-3493  
www.aahperd.org  

Runner’s World  
Box 366  
Mountain View, CA 94042  
www.runnersworld.com
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<td>Archery</td>
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<td>(719) 866-4733</td>
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<td><a href="mailto:info@USArchery.org">info@USArchery.org</a></td>
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<td><a href="mailto:usab@usabadminton.org">usab@usabadminton.org</a></td>
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<tr>
<td>Bowling</td>
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<td>5301 South 76th Street</td>
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<td>Greendale, WI 53129</td>
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<td>1 800-514-BOWL</td>
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<td></td>
<td>741 Pearl Street</td>
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<td>Boulder, Colorado 80302</td>
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<td>(303) 447-3472</td>
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<td>Golf</td>
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<td>P.O.Box 708</td>
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<td>Far Hills, NJ 07931-0708</td>
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<td>(908) 234-2300</td>
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<td>Sports</td>
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<td></td>
<td>*FitnessLink.com for additional articles and tips on sports</td>
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# Websites

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<tr>
<th>Aquatics</th>
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<td><a href="http://www.usswim.org">www.usswim.org</a></td>
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<td><a href="http://www.naia.org">www.naia.org</a></td>
<td>Database of Sport, Fitness, &amp; Sports Medicine Information.</td>
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<td><a href="http://www.sportquest.com/">www.sportquest.com/</a></td>
<td>Fellowship of Christian Athletes</td>
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<th>Cardiovascular</th>
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<td>New England Wellness</td>
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<td><a href="http://www.newellness.com">www.newellness.com</a></td>
<td>National Strength &amp; Conditioning Association</td>
</tr>
<tr>
<td><a href="http://www.nsca-lift.org/default.asp">http://www.nsca-lift.org/default.asp</a></td>
<td>Strength Training – Muscle Map &amp; Explanation</td>
</tr>
<tr>
<td><a href="http://home.hia.no/~stephens/">http://home.hia.no/~stephens/</a></td>
<td>American Heart Association</td>
</tr>
<tr>
<td><a href="http://www.stridemag.com/stride/">www.stridemag.com/stride/</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.americanheart.org">www.americanheart.org</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intramural</th>
<th>National Intramural recreational Sports Association</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.nirsa.org">www.nirsa.org</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recreation</th>
<th>Leisure Information Network</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.lin.ca">www.lin.ca</a></td>
<td>National Recreation &amp; Park Association</td>
</tr>
<tr>
<td><a href="http://www.nrpa.org/">www.nrpa.org/</a></td>
<td></td>
</tr>
</tbody>
</table>
Research Sources
www.medscape.com
www.nlm.nih.gov
www.cooperinst.org/
www.acsm.org
www.health.org

www.physsportsmed.com/
www.sportsci.org
www.aahperd.org/index.html
www.aap.org
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.
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 - 9:04 (2 min.)
Warm-up/Stretch 9:04 - 9:09 (5 min.)
Presentation of Concepts 9:09 - 9:14 (5 min.)
(Ready position, back swing, forward swing, contact pt., follow through, ready position)
Demonstration of Skill 9:14 - 9:16 (2 min.)

Activity
Stationary Partner Hitting 9:16 - 9:36 (20 min.)
Footwork Drill 9:36 - 9:41 (5 min.)
Introduction to next class: modified game using forehand only 9:41 - 9:45 (4 min.)

Dismiss Class 9:45
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 9:12 - 9:17 (5 min.)
Ready position, back swing,
forward swing, contact pt.
follow through, ready position

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 10:00 - 10:15 (5 min.)
(forhand only)
Introduction to new concept 10:15 - 10:20 (5 min.)
for next class: backhand

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.

<table>
<thead>
<tr>
<th>Round 1</th>
<th>Round 2</th>
<th>Round 3</th>
<th>Round 4</th>
<th>Round 5</th>
<th>Round 6</th>
<th>Round 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 v 2</td>
<td>1 v 4</td>
<td>1 v 6</td>
<td>1 v 8</td>
<td>1 v 7</td>
<td>1 v 5</td>
</tr>
<tr>
<td></td>
<td>3 v 4</td>
<td>2 v 6</td>
<td>4 v 8</td>
<td>6 v 7</td>
<td>8 v 5</td>
<td>7 v 3</td>
</tr>
<tr>
<td>B</td>
<td>5 v 6</td>
<td>3 v 8</td>
<td>2 v 7</td>
<td>4 v 5</td>
<td>6 v 3</td>
<td>8 v 2</td>
</tr>
<tr>
<td></td>
<td>7 v 8</td>
<td>5 v 7</td>
<td>3 v 5</td>
<td>2 v 3</td>
<td>4 v 2</td>
<td>6 v 4</td>
</tr>
</tbody>
</table>

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.

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

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
available from Human Kinetics
P.O. Box 5076
Champaign, IL 61825
1-800-747-4457
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
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 fellowshipping outside the court, encourages and promotes harmony and lasting friendships on the court.

Track and Field Norm – 100M Dash (Girls)

<table>
<thead>
<tr>
<th>PTS</th>
<th>Time</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>13.2</td>
<td>1st - A</td>
</tr>
<tr>
<td>99</td>
<td>13.3</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>13.4</td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>13.5</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>13.6</td>
<td></td>
</tr>
<tr>
<td>95</td>
<td>13.7</td>
<td></td>
</tr>
<tr>
<td>94</td>
<td>13.8</td>
<td></td>
</tr>
<tr>
<td>93</td>
<td>13.9</td>
<td></td>
</tr>
<tr>
<td>92</td>
<td>14.0</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>14.1</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>14.2</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1      | Choose a partner - Students choose a partner  
        | Partner A on one team  
        | Partner B on other team |
| 2      | Number off - students line up & number off 1-2-3-4  
        | 1 and 3’s on one team  
        | 2 and 4’s on other team |
| 3      | Teacher chooses teams before class  
        | Posts teams or calls out teams |
| 4      | Teacher chooses team captain & captains choose prior to class in private |
| 5      | “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. |
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

<table>
<thead>
<tr>
<th>SUPPLY</th>
<th>GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball:</td>
<td></td>
</tr>
<tr>
<td>Junior size</td>
<td>2 - 5</td>
</tr>
<tr>
<td>Full size</td>
<td>6 - 8</td>
</tr>
<tr>
<td>Volleyball:</td>
<td></td>
</tr>
<tr>
<td>Volley Trainers</td>
<td>3 - 6</td>
</tr>
<tr>
<td>Soft Touch Rubber</td>
<td>5 - 8</td>
</tr>
<tr>
<td>Leather Volleyball</td>
<td>5 - 8</td>
</tr>
<tr>
<td>Beach Volleyball</td>
<td>1 - 4</td>
</tr>
<tr>
<td>Net and Standards</td>
<td></td>
</tr>
<tr>
<td>Soccer:</td>
<td></td>
</tr>
<tr>
<td>Full size, No. 5</td>
<td>3 - 8</td>
</tr>
<tr>
<td>(Available through Sportime or BSN)</td>
<td></td>
</tr>
<tr>
<td>Softball:</td>
<td></td>
</tr>
<tr>
<td>Incrediballs, 12-inch size</td>
<td>2 - 8</td>
</tr>
<tr>
<td>(Stingless, safe, soft-wound ball)</td>
<td></td>
</tr>
<tr>
<td>Throw Down Bases</td>
<td>1 - 8</td>
</tr>
<tr>
<td>Bats (aluminum)</td>
<td></td>
</tr>
<tr>
<td>25-26 inch (64-66 cm)</td>
<td>K - 2</td>
</tr>
<tr>
<td>28-29 (71-73 cm)</td>
<td>3 - 5</td>
</tr>
<tr>
<td>32+(82 cm +)</td>
<td>6 - 8</td>
</tr>
<tr>
<td>Volley Coated</td>
<td>K - 8</td>
</tr>
<tr>
<td>(Available through Sportime)</td>
<td></td>
</tr>
<tr>
<td>Foam Balls:</td>
<td>(Great for dodgeball, volleyball, And many other games. No pain balls.)</td>
</tr>
<tr>
<td>Playground Balls:</td>
<td>K - 8</td>
</tr>
<tr>
<td>Eight-inch size</td>
<td></td>
</tr>
<tr>
<td>Football:</td>
<td></td>
</tr>
<tr>
<td>Ball</td>
<td>5 - 8</td>
</tr>
<tr>
<td>Flags - Triple Threat</td>
<td>K - 8</td>
</tr>
<tr>
<td>Parachute:</td>
<td>K - 8</td>
</tr>
<tr>
<td>Cones:</td>
<td>(Great for goals, boundaries, zone lines, etc.)</td>
</tr>
</tbody>
</table>
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 Education 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
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
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 the 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 who cannot go past center line into their defensive area
two GUARDS (defenders) 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 inner (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.
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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teacher gives me good directions</td>
<td>☺☺☺</td>
</tr>
<tr>
<td>My teacher will repeat directions if I misunderstand them</td>
<td>☺☺☺</td>
</tr>
<tr>
<td>My teacher gives me a second chance to learn what I need if I don’t understand the first time.</td>
<td>☺☺☺</td>
</tr>
<tr>
<td>My teacher calls me by name.</td>
<td>☺☺☺</td>
</tr>
<tr>
<td>My teachers talks to me politely.</td>
<td>☺☺☺</td>
</tr>
<tr>
<td>My teacher keeps me working the whole class period.</td>
<td>☺☺☺</td>
</tr>
</tbody>
</table>
Following is a suggested range of percentages for each of the units included in this curriculum guide.

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

EAT a variety of FOODS AND ENJOY!
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 our personal choice to allow either Christ or Satan to lead in our 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.