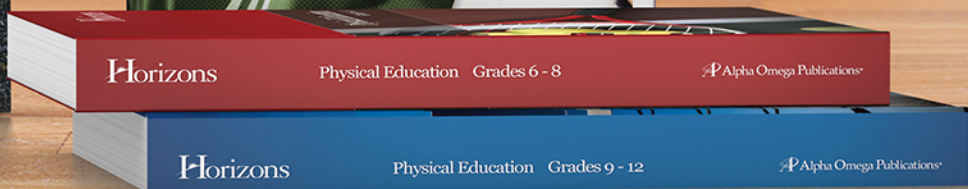
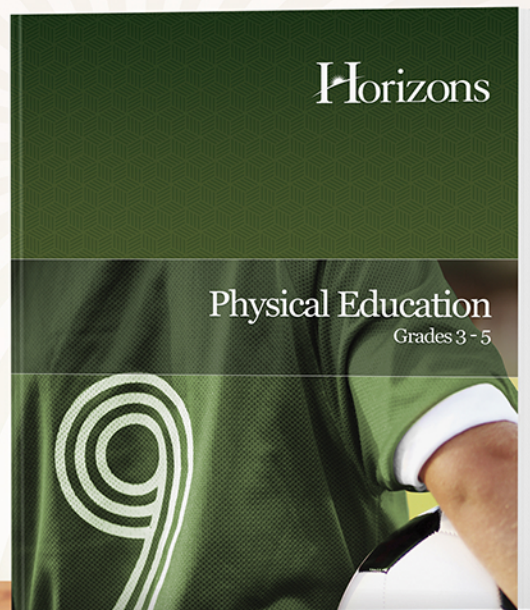
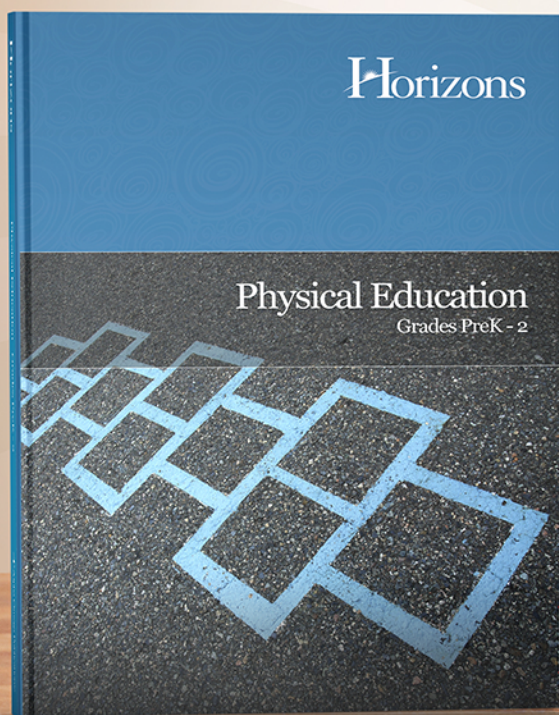


Horizons

Physical Education Samples



Contents

Horizons PreK-2nd Grade Physical Education

Horizons 3rd-5th Grade Physical Education

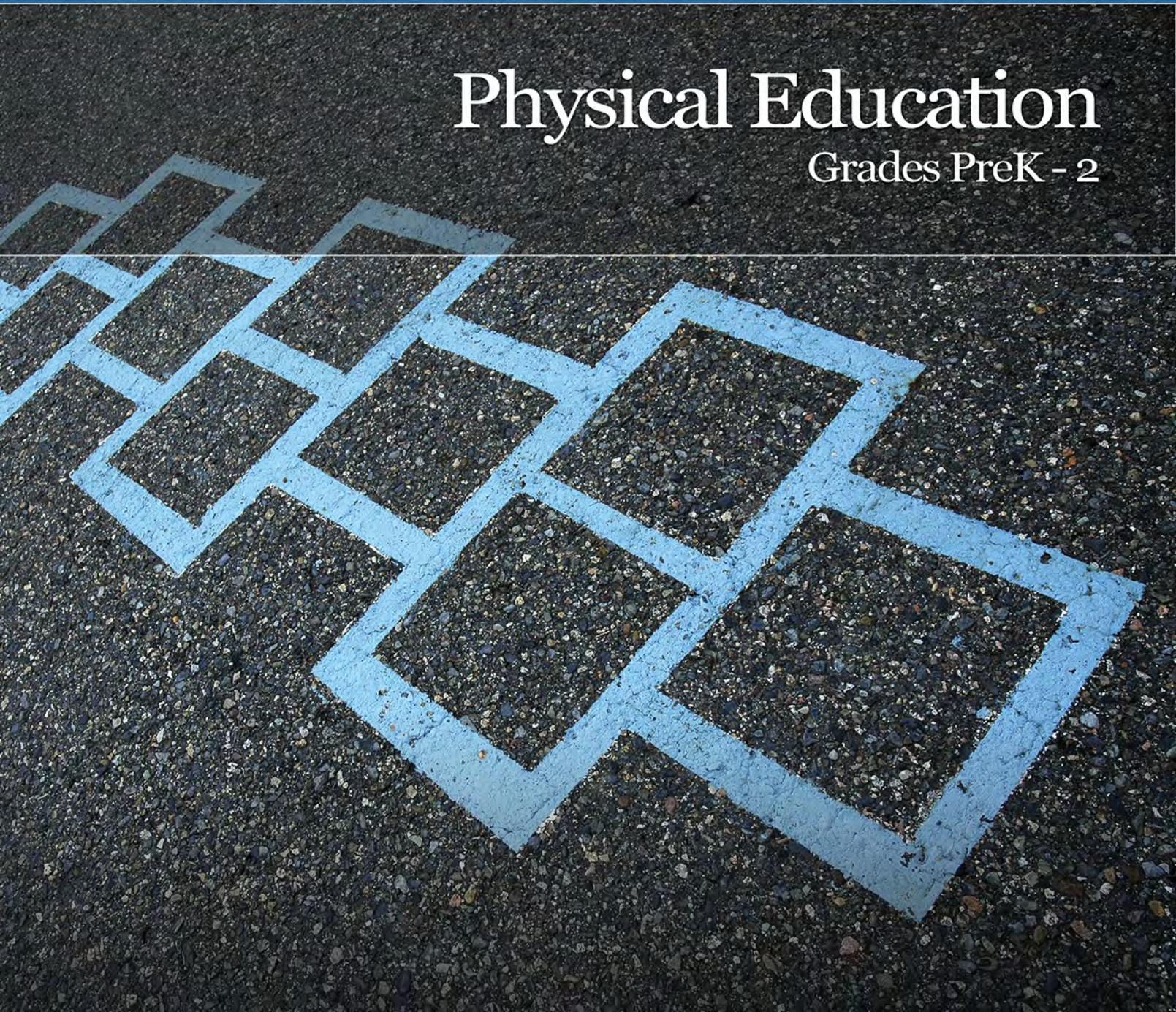
Horizons 6th-8th Grade Physical Education

Horizons 9th-12th Grade Physical Education

Horizons

Physical Education

Grades PreK - 2



“create fitness.” The same can be said for play where skills, rules, tactics, sportsmanship, fitness, motivation, handling of stress, and team building all combine to make active human movement an activity of beauty and drama.

In these ways, psychomotor, intellectual, and decisional goals are interrelated. They are components of a continuous circle (see Figure 1). Decisions are based on knowledge, and they demand action. Knowledge is good only when it leads to wise choosing and dynamic action. Action produces results when it is based on sound knowledge and a willing commitment. Student outcomes in health fitness and motor proficiency need a sound knowledge basis and result from making choices and commitments. Only when *doing*, *knowing*, and *willing* are linked can students act responsibly in service to God.

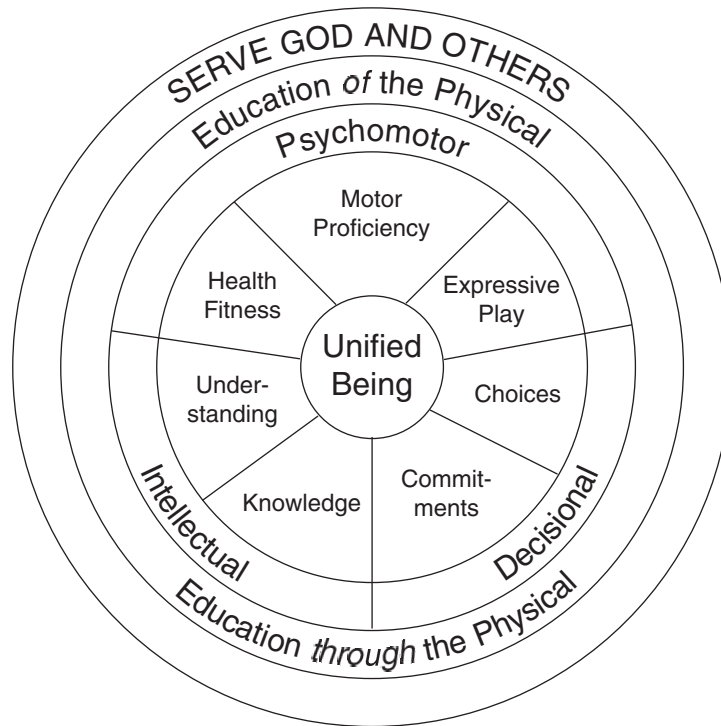


Figure 1: Nature of Physical Education

The value commitments of honoring God, giving your best effort, sharing, caring, and playing fair can help develop well-rounded individuals who can attend a game without booing, who can make society better. Self-knowledge, self-respect, perseverance, personal integrity, stewardship, cooperation, competition, responsibility, social justice, and social respect are all highlighted as students make decisions on honoring God, giving their best effort, sharing, caring, and playing fair.

At the secondary school level, students need to take seriously their responsibility to make good decisions about health fitness and movement. Choices about building and maintaining fitness and acquiring skills for recreational play are central to the physical education curricula. Also, a Christian focus on sports conduct is necessary because playing and observing games and sports are part of the lifestyle of many secondary school students.

A decisional learning emphasis for each grade level can lead students in making Christian character value commitments. (See Figure 10 [p. 33 in the next section] for how decisional learning fits with physical education curricular goals.) Psalm 27:11 reminds us to ask God: “lead me in a straight path.” The paths of honoring God, giving your best effort, sharing, caring, and playing fair are important commitments in following a straight path. Figure 8 asks teachers and students to answer the question “What path are you following?”

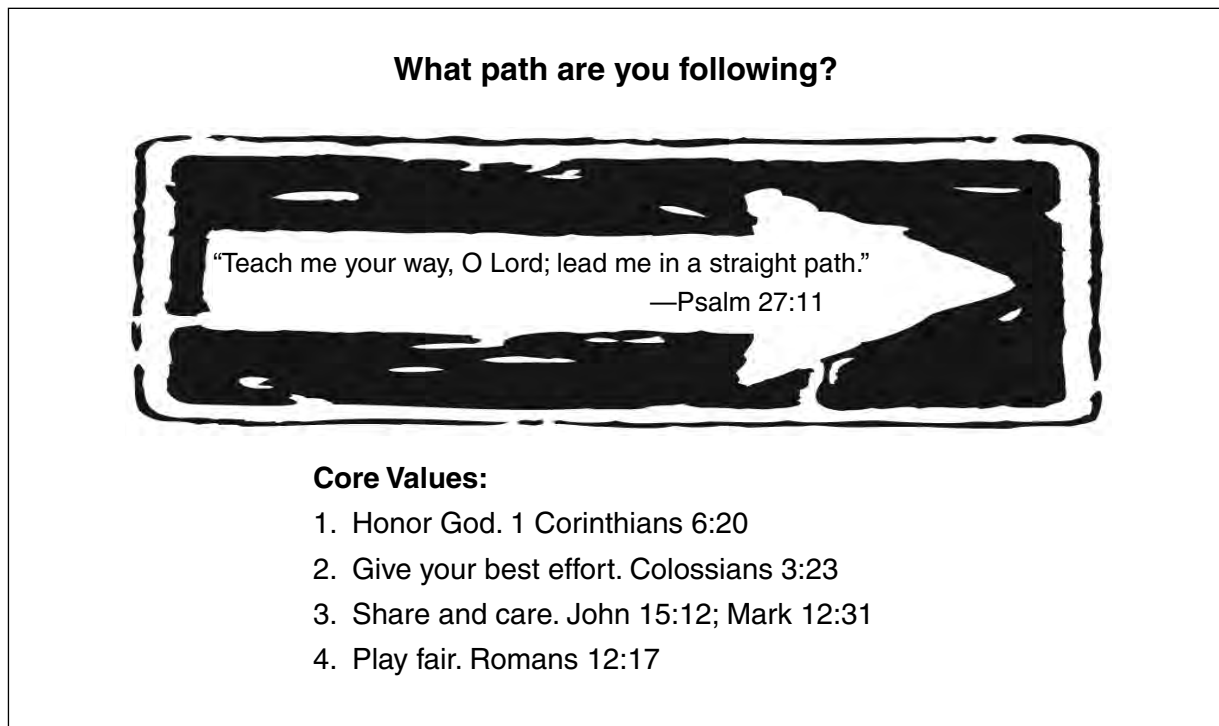


Figure 8: Decisional Goals

LESSON PLAN

Name: _____ Activity: _____

Lesson #: _____ Level: _____

Teacher Goals:

Student Objectives or Outcomes:

Skills Already Developed by Students:

Equipment and Resources Needed:

Facilities to Be Used:

References:

- To determine how much practice or drill an individual student needs, analyze the student's capacities, motivation, and fatigue.
- Do not rush students who are attempting to acquire motor skills.

Concept 7. Developing movement proficiency involves integrating internal movement potential with external motor skill performance. Figure 17 presents a simplified overview of the human sensorimotor system. Developing motor proficiency demands more than paying attention to motor performance. Perception and translating that perception into action are at the core of developing motor proficiency.

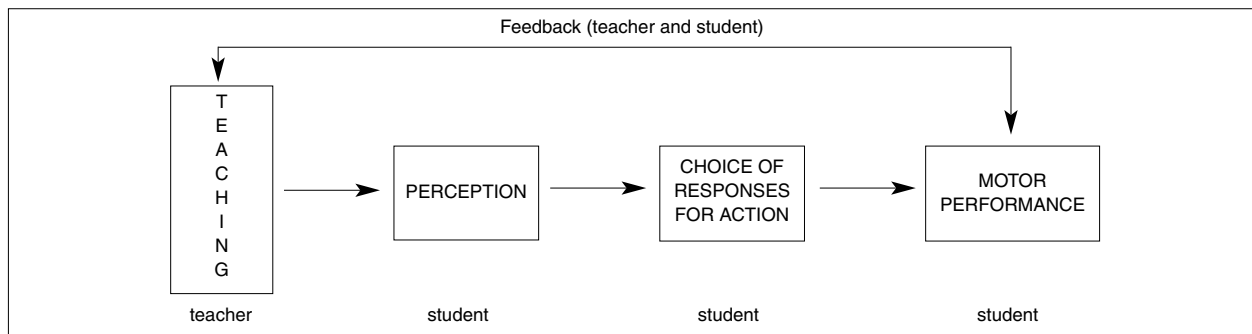


Figure 17: Sensorimotor System

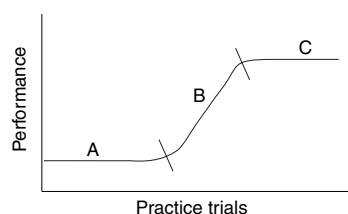
Concept 8. Most neuromuscular skills are learned early in life. The first 12 years of life are called the skill-building years.

Concept 9. Skill acquisition can be broken down roughly into three learning periods. Figure 18 defines these periods and lists some suggested teaching methods.

PERIOD	DEFINITION	METHOD
Plan formation, perceptual, cognitive	Learner must become aware of what to do: perceptual learning.	Demonstration, whole framework, etc.
Associative, fixation	Learner begins to experience and exhibit performance success: association learning.	Conditioning, meaningful drill and functional training
Autonomous, mastery, diversification	Learner demonstrates skill mastery with little cognitive effort: learning completed. Over-learning necessary for performance.	Physical rehearsal, mental practice

Figure 18: Learning Periods

Concept 10. Skill acquisition usually follows an S-shaped learning pattern in which the three periods of learning are identifiable. Teachers should select teaching methods that correspond to the appropriate learning period.



Periods

- A. Plan formation, perceptual, cognitive
- B. Associative, fixation
- C. Autonomous, mastery, diversification

GOALS AND OUTCOMES

Goals	Outcomes	Curriculum Activities
Motor Proficiency	Learning Sensorimotor Body Control Skills	73
	Nonlocomotor Body Control Skills	73–76
	Starting and Stopping, Balancing, Jumping from a Height, Falling and Landing, Bending and Curling, Stretching, Turning, Twisting, Swinging and Circling, Swaying, Rolling, Pushing, Pulling, Lifting, Tensing, Relaxing	
	Locomotor Body Control Skills	76–89
	Crawling, Walking, Running, Horizontal and Vertical Jumping, Hopping, Leaping, Galloping, Sliding or Shuffling, Skipping	
	Simple Manipulative Object Control Skills	89–92
	Ball Rolling, Bouncing, Tossing and Catching, Kicking, Overarm Throwing, Volleying	
	Body Awareness Skills	92
	Identifying Body Parts/Developing Body Concepts	92
	Muscle Feeling	93
	Directionality and Laterality	94
	Balance/Equilibrium	96
	Static Balance	97
	Dynamic Balance	97
	Gross-Motor Feeling	99
	Synchronized Movements	99
	Coordination Tasks	100
	Creative Movement Skills	102
	Perspective and Methods	103
	Body Concepts	105
	Spatial Concepts	113
	Rhythm Concepts	116
	Integration Concepts	118
Motor Proficiency	Movement Activities Using Sensorimotor Body Control Skills	124
	Game Activities	124
	Gymnastic Activities	129
	Animal Walk Stunts	129
	Floorwork Themes (no apparatus/no partner)	130
	Tumbling Activities	130
	Small Apparatus Activities	130
	Large Apparatus Activities	131
	Creative Movement/Rhythm Activities	131
	Self-Testing Activities	132
	Gross-Motor Diagnostic Tests	132
	Learning and Evaluation Tools	133
	Extended Program Activities	135

Assessment

Call students to line up one by one. Have each student show you their best horizontal jump before they get in line.

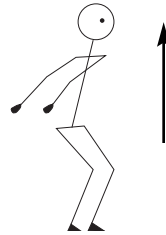
- ☑ Are arms swinging backward then forward to get more distance?
- ☑ Are knees bent to get force?
- ☑ Are arms close to sides?
- ☑ Are arms thrust over head on landing?

Vertical Jumping

Vertical jumping is taking off with two feet and landing in the same position on two feet.

Components of a Mature Pattern

- ✓ Take off on two feet.
- ✓ Bend knees (“crouch”).
- ✓ Swing arms upward (“lift”).
- ✓ Land on two feet.

**Teaching-Learning Suggestions**

- Demonstrate a vertical jump for the class, and then ask students to try it with you.
“A vertical jump is a jump upward.”
- “When I do a vertical jump . . .
I take off on two feet and land on two feet.
I begin and end in the same spot.”
Demonstrate the correct patterns, and have students try.
- “When we do a vertical jump, we need to crouch and lift. Let’s use our arms when we crouch and lift.” Remind students to keep arms and hands close to sides, bend low, and then explode. Have students try jumping using their arms.

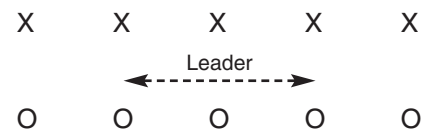
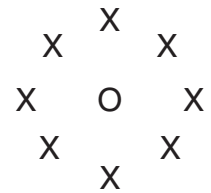
Development Stages

See horizontal jumping (pp. 80–81).

Practice Activities

- ▶ JACK IN THE BOX or POP GOES THE WEASEL. Have students crouch down while you (or everyone) sing “Pop Goes the Weasel.” Lift the end of a tumbling mat off the ground, and drop it when you come to “Pop goes the weasel!” At this point, students should pop up with a vertical jump.
- ▶ REACH FOR THE STARS. Hang a tether ball or balloon from a basketball hoop at a certain height. Have students try to touch the ball using vertical jumps. Make sure the ball is at an attainable height. Remind students to land in the same place they started.
- ▶ CHALLENGE JUMPS. Have students try the following “high jumps.”
 - Jump in place, keeping feet together.
 - Jump in place as high as you can.

- **THE COMPASS.** Teach the meaning of *forward*, *backward*, and *sideward*. Have students do movements that combine directions and locomotor skills. Use directions similar to the following:
- Walk sideward. Walk backward.
 - Hop forward. Hop backward.
 - Slide to the right. Slide to the left. Slide two steps to the right and four steps to the left.
 - Gallop forward.
 - Roll to the right. Roll to the left.
 - Fall to the left.
- **HOP-SING** (a game from Liberia). Have students form a circle with one student, who is “it,” in the middle. Players clap their hands to the rhythm of an African song. (Any song with speed and action can be substituted, for example, “Jingle Bells.”) While the other players clap, the student who is “it” has hands on hips, hops from one foot to the other, and always extends the leg that is in the air so that the toes point downward. The student who is “it” should advance to a player in the circle by hopping and then extending the right or left foot with toes pointed. The player in the circle must respond by hopping and pointing the same foot. For example, if both players extend their right leg with toes pointed, the toes will not hit each other. If this happens, the student who is “it” must hop to another player in the circle and try again. If a player in the circle extends the wrong leg, the toes of the two players will hit. The player who extends the wrong leg becomes the new “it.”
- **TA MBELLE** (a game from the Congo). Have students form two lines that are facing each other and fairly spread out. Choose one student leader to skip up and down between the lines while the other players clap their hands rhythmically and chant, “Ta Mbelle.” Suddenly, the skipping student may stop before a player and extend a hand. The player must extend a hand back at the same time. The object of the game is for the player to match the skipping student’s right or left hand. If the player extends the correct hand, he or she becomes the new leader. If not, the student leader skips on to another player. Note: Make sure that all players are involved.



BALANCE/EQUILIBRIUM

Achieving control over static (fixed position) and dynamic (action position) balance is particularly important for the young learner. Balance-controlled movements often typify and enhance a student’s neurological development. Balance is also an important component of motor proficiency.

Creative movement perceptions can best be developed by exploring certain body concepts, spatial concepts, rhythm concepts, and integration concepts. Teachers are encouraged to examine the definitions, the creative perspective, and the guided-discovery method before using the creative movement activities.

Body Concepts are perceptions of body parts and their movement ranges, muscle tension and relaxation, weight and force, and the interplay of moving body parts resulting in balance and locomotor or nonlocomotor movements.

Spatial Concepts are perceptions of the position of one's body and other objects in three-dimensional space. They include perceptions of personal and general space; size and dimension; direction and level; and shape in the body, in the space around the body, and in floor paths.

Rhythm Concepts are perceptions of how beat, tempo, meter, and pattern relate to body movement.

Integration Concepts are perceptions of how the basic concepts of body, space, and rhythm relate to each other; how moving people relate to each other and the space around them; and how creative movement relates to themes in other arts and disciplines of the classroom.

Perspective and Methods

Christian teachers have a unique perspective on the students they teach. They know that these precious students are image-bearers of the Creator God. Each student is unique, and each has been endowed with creativity. Christian teachers are responsible to God to encourage and develop this creativity.

The educator Howard Gardner (1999) describes nine “intelligences” in his theory of multiple intelligences. Each child is born with several or many of these “ways of knowing.” Education traditionally speaks to only two of those nine: linguistic intelligence and logical/mathematical intelligence. The seven other intelligences are often ignored: the spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential. But creative movement can speak to *all* of these intelligences.

Creative movement approaches the learning environment in a specific way—that of guided discovery. The teacher sets a framework for study, supplies clear limits for behavior, and encourages students in creative problem-solving.

It's important to recognize that children need to feel safe in order to create. They need to feel successful in order to take risks. Thus, teachers must establish a safe environment where there are no right or wrong movement responses when students are solving a problem. This kind of environment ensures that all children will be successful when working on a task.

The material here provides a progressive series of activities in creative movement, moving from simple to more complex activities. You may choose to adapt the exercises to meet the varying developmental levels of students.

Here are some guidelines for teaching creative movement.

- *Space.* If the space is limited to the classroom, push the furniture aside. If the space is very small, have half the class move while the other half accompanies or observes

seeds growing, and the sun rising and setting.

- ▶ **HIGH AND LOW SOUNDS.** Listen to instruments that play high (triangle) and low (bass drum) sounds. As each instrument makes a sound, tell students to freeze in a sculpture at the corresponding level. Encourage volunteers to demonstrate sculptures or play instruments.
- ▶ **NONLOCOMOTOR LEVELS.** Once students have a good understanding of high and low levels, have them incorporate nonlocomotor movements such as shaking, swinging, stretching, and twisting.
- ▶ **LOCOMOTOR LEVELS.** Experiment with ways to walk, run, gallop, or slide on both low and high levels.

4. *Shape*

Body Shapes (straight and curved)

- ▶ **SHAPE RECOGNITION.** Draw a numeral, circle, square, or triangle on a board. Ask students to identify the shape and to create the shape with their bodies. Some shapes may need more than one body. Discuss the process.
- ▶ **BODY LETTERS.** Have students experiment with body shapes to make letters of the alphabet. Easy letters to shape are *T, C, I, F, J, O, U, V, Y*. Other letters may need two people to form. Have students demonstrate letters for each other and try to guess the letter.

Variations: Use the “letter of the week” for this activity. Say, for example, “Show me the shape of the first letter in *tooth*.”

- ▶ **WIRE SHAPES.** Form a length of wire into a simple shape. Ask students to identify or describe it and to form the shape with their bodies.

Variation: Use this activity in conjunction with an art lesson on lines or shapes. Students may want to create their own wire sculptures.

Floor Paths (straight and curved)

- ▶ **STREETS.** Ask students to walk, run, crawl, gallop, or slide in a straight line. Then direct them to make a sharp turn and move in another straight line, changing the locomotor movement at each corner. You may want to make the straight line streets on the gymnasium floor.

Variations: Discuss things around school and home that have straight lines. Do an art project using only straight lines.

- ▶ **CURVES.** Challenge students to move around the room without stepping on any lines. Also have students move without traveling in a straight line or making abrupt turns.

Variations: Discuss things around school and home that have curved lines. Do an art project using only curved lines.

- ▶ **TRACING.** Have students trace the shape of a numeral or letter of the alphabet with

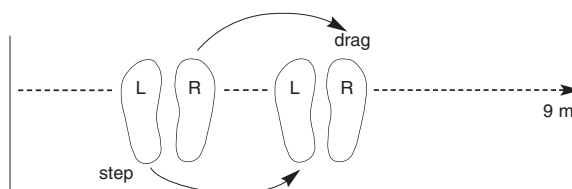
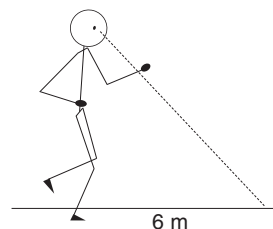
- ☑ **MOVEMENT PERCEPTION AND SPEED.** Have each student lie face up in the center of the mat with their feet toward you. Ask each student, “How fast can you stand up and face me?” Within 2 seconds the student should be able to sit up and then stand facing you.

Learning and Evaluation Tools

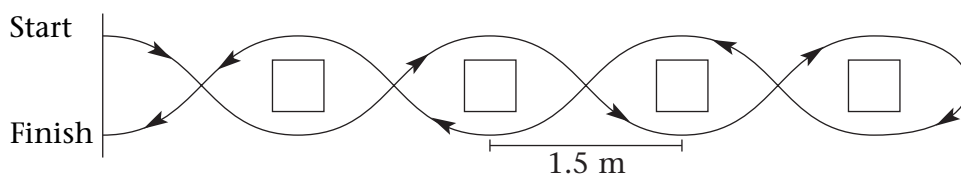
Many of the activities found in this prekindergarten and kindergarten curriculum can serve as self-testing activities. They provide instant replays of successes. Encourage students to work for improvement. Stress that it takes practice to improve performance. The self-testing activities listed here are both aids to learning and diagnostic tools.

1. *Fundamental Skills (Nonlocomotor, Locomotor, Simple Manipulative)*

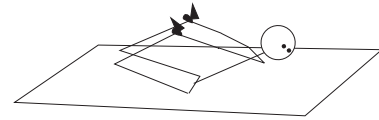
- ☑ **WALKING.** Ask students to remove their shoes and walk along a line. Check the following:
 - Feet should stay on the correct sides of the line.
 - To keep head high, eyes should focus on a line approximately 6 m ahead of the striding foot.
 - Left arm and right leg should swing forward together, and then right arm and left leg.
 - First heel, then ball, and then toes should contact ground.
- ☑ **LEAPING.** Ask students to run and leap for distance.
- ☑ **SLIDING.** Have a “step and drag” race between lines 9 m apart. Challenge students to work at improving their time.



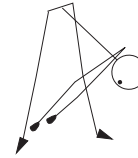
- ☑ **GALLOPING, HOPPING, AND SKIPPING.** Tell students to gallop, hop, or skip a specified distance. Time each performance and work for improvement.
- ☑ **DODGING.** Time a chair-obstacle run. Work for improvement.



to rock like a rocking chair. Tell them to do the same movement on their back. They can do this by hugging their knees and rocking up to their neck. This version of the rocking chair is a good lead-up to doing a forward roll.



- ▶ **REACHING BACK AND UNDER.** Have students stand with legs apart. Challenge them to reach back between their legs as far as possible.
- ▶ **BODY BENDER.** Tell students to stand tall with their feet approximately a shoulder's width apart. Have them interlace their fingers behind their head and bend their body over as far as possible in every direction. Ask them to make large circles with their body, too.



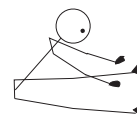
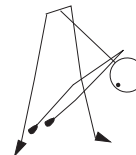
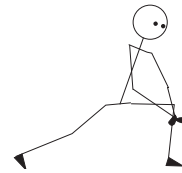
Lower Body (Thighs and Legs)

Exploring Muscular Strength and Endurance

- ▶ **RUNNING IN PLACE.** Ask students to run fast or slow but not to go anywhere.
- ▶ **JUMPING ACTIVITIES.** (See section on jumping as a locomotor skill p. 80.)
- ▶ **HOPPING ACTIVITIES.** (See section on hopping as a locomotor skill p. 83.)

Exploring Lower Body Flexibility

- ▶ **STEP OUTS.** Ask students to take a giant step forward and to lean out over that leg. Have them repeat this movement using their other leg. Ask them to reach down and wrap both arms around the forward leg. Have them attempt to pull their chest down to the leg for an added stretch.
- ▶ **FOOT PULL.** Tell students to stand on one foot (balance). Have them bend the knee of the nonsupporting leg and pull it upward behind the body with the opposite hand. Prekindergartners and kindergartners may need a partner or a wall to help with balance at first.
- ▶ **REACHING BACK AND UNDER.** Have students stand with legs apart. Challenge them to reach back between their legs as far as possible. Have students experiment with gradually moving their legs farther and farther apart.
- ▶ **SIT AND REACH.** Have students sit on the floor with their legs apart and straight. Tell them to reach forward as far as possible with both hands. Hold and repeat.



Week 9

Period 1

- Explore fitness movements:
AEROBIC JOGGING (p. 142)
- Explore spatial concepts:
FRONT AND BACK (p. 114)
ELEVATOR (p. 114)
HIGH AND LOW SOUNDS (p. 115)
NONLOCOMOTOR and LOCOMOTOR LEVELS (p. 115)
- Learn locomotor skills:
Sliding (pp. 87–88)

Week 10

Period 1

- Explore fitness movements:
AEROBIC JOGGING (p. 142)
- Explore spatial concepts—shape:
SHAPE RECOGNITION (p. 115)
BODY LETTERS (p. 115)
TRACING (p. 116)
READING A PAGE (chapter 3, p. 238)

Week 11

Period 1

- Explore fitness movements:
AEROBIC JOGGING (p. 142)
- Explore spatial concepts—floor paths:
STREETS (p. 115)
CURVES (p. 115)
TRACING (p. 116)
- Develop locomotor skills:
Gallop (pp. 85–86)
Skipping (pp. 88–89)

Week 12

Period 1

- Explore fitness movements:
AEROBIC JOGGING (p. 142)
- Evaluate locomotor skills:
Gallop (pp. 85–86)
Skipping (pp. 88–89)

Week 13

Period 1

- Explore fitness movements:
LOCOMOTOR SKILLS (p. 142)
- Review body parts and muscle feeling (pp. 92–94).

Period 2

- Review locomotor skills:
Sliding (pp. 87–88)
- Explore fitness movements:
AEROBIC JOGGING (p. 142)

Period 2

- Practice balance stunts (p. 98).
- Explore fitness movements:
SWIM ROUTINE (p. 143)
- Review locomotor skills:
Gallop (pp. 85–86)
Skipping (pp. 88–89)

Period 2

- Learn simple object control skills:
Ball rolling (p. 90)
TARGET PRACTICE (p. 90)
Bouncing (p. 90)
DIFFERENT BOUNCES (p. 90)
- Introduce simple manipulative skills:
Tossing and catching (p. 91).
- Explore gross-motor feeling:
CONTRALATERAL ANGELS (p. 99)
BILATERAL ANGELS (p. 99)
- Practice locomotor skills:
Gallop (pp. 85–86)
Skipping (pp. 88–89)

Period 2

- Review simple object control skills:
Tossing and catching (p. 91).
- Practice gross-motor feeling:
COORDINATION CIRCUIT (p. 101)

Period 2

- Explore fitness movements:
AEROBIC SNAKE (p. 142)
- Review body awareness:
Resistance exercises (p. 94)
Directionality and laterality (p. 94–96)

Period 3

- Develop locomotor skills:
Gallop (pp. 85–86)
Sliding (pp. 87–88)
- Practice balance skills:
Static balance (p. 97)
Dynamic balance (pp. 97–98)
- Explore fitness movements:
AEROBIC SNAKE (p. 142)
- Reinforce decisional learning (pp. 156–160).

Period 3

- Explore fitness movements:
SWIM ROUTINE (p. 143)
- Review locomotor skills:
Skipping (pp. 88–89)
- Introduce gross-motor feeling:
SNOW ANGELS (p. 99)
IPSILATERAL ANGELS (p. 99)
ANIMAL WALKS (p. 99)
- Reinforce intellectual learning (pp. 152–155).

Period 3

- Review simple object control skills:
Tossing and catching (p. 91)
- Practice gross-motor feeling:
SNOW ANGELS (p. 99)
JUMPING JACKS (p. 99)
ANIMAL WALKS (p. 99)
- Reinforce core values: Honor God and give your best effort (pp. 156–160).

Period 3

- Review simple object control skills:
Tossing and catching (p. 91)
- Practice gross-motor feeling:
SNOW ANGELS (p. 99)
JUMPING JACKS (p. 99)
ANIMAL WALKS (p. 99)
- Reinforce core values: Share and care (pp. 156–160).

Period 3

- Explore fitness movements:
AEROBIC CIRCLE (p. 143)
- Review body awareness:
Directionality and laterality (pp. 94–96)
- Reinforce core value: Play fair (pp. 156–160).

Components to Observe

- ✓ Do students demonstrate the ability to extend (straighten) isolated body parts as directed?
- ✓ Do students exhibit the ability to stretch or extend the body as a whole?
- ✓ Are students able to show full body extension in a standing as well as a prone position?

Bending and Curling

Bending and curling involve the ability to fold the body or a body part. Bending refers to more angular movements, often at a specific joint; curling refers to a compact, rounded shape.

Components to Observe

- ✓ Are students able to bend isolated body parts as directed? (Examples: arms, legs, wrists, ankles.)
- ✓ Are students able to bend and curl the body as a whole?
- ✓ Do students seem to demonstrate the use of a full range of motion when asked to bend some or many body parts?

Turning

Turning is a movement in which the entire body or a body part moves around a long axis, unrestricted by adjacent parts or surface contact.

Components to Observe

- ✓ Are students able to turn in space without changing their location?
- ✓ Is balance maintained while turning?
- ✓ Can students turn fully and partially following a jump into the air?
- ✓ Do students distinguish between turning and twisting movements?

Twisting

Twisting refers to the rotation of one body part in relation or contrast to an adjacent body part. Adjacent body parts may be rotated in opposite directions, or one part may be partially rotated while an adjacent part remains in a fixed position. The restrictions that cause twisting may be biomechanical, or may be the result of a desire to maintain contact with a surface.

Components to Observe

- ✓ Do adjacent body segments remain fixed while twisting?
- ✓ Are balance and body control maintained during twisting?

Pivoting

Pivoting is a turning action around a specific location in space, typically a specific spot on the floor. Although the body part in contact with the surface may turn completely around as the movement occurs, that “pivot point” must remain in one specific location.

- **RIGHT ANGLE PUSHUPS.** Have students do as many pushups as possible, keeping time with the cadence of a recording.
- **BODY MASS INDEX.** Body Mass Index (BMI) is the ratio of one's body weight (kg) and the square of one's height (m).

FITNESSGRAM® HEALTHY FITNESS ZONES

The Cooper Institute for Aerobic Fitness interprets the FITNESSGRAM® test results using Healthy Fitness Zones (HFZ). Students' scores are mapped on a chart and should fall within areas based on criterion-referenced standards. Healthy Fitness Zones charts and interpretive software are available from Human Kinetics Press (www.humankinetics.com).

QUALIFYING STANDARDS FOR PRESIDENT'S CHALLENGE FITNESS AWARD

A program called the President's Challenge has established age-level qualifying standards for a health fitness award. The following qualifying standards have been set for ages 6–8. This information is also available through the Web site www.presidentschallenge.org and in *Measurement and Evaluation in Physical Education and Exercise Science* (2003) by Alan C. Lacy and Douglas N. Hastad.

Test	Age	Boys	Girls
Endurance Run/Walk (0.4 km or 0.25 mile)	8	4:45	5:35
Partial Curl-Ups	6–7	12	12
	8–9	15	15
Back-Saver Sit and Reach	6–8	23 cm (19 inches)	25 cm (10 inches)
Right Angle Pushups	6	3	3
	7	4	4
	8	5	5
Body Mass Index BMI = $\frac{\text{Body Weight (kg)}}{\text{Height}^2 \text{ (m)}}$	6–8	13.3–20.5	13.1–20.7

BODY AND OBJECT CONTROL SKILLS TEST

Name _____ School _____

This basic skills proficiency record can help teachers and students know skill performance and which skills need emphasis. The profiles can help show progress. Use the tests as enrichment activities.

1. On this page, there are three places to record test scores for each skill. After a test, record the student's score in its place.
2. On the next page, there is a chart for each skill. Make a heavy dot on the line at the number scored on a test. Connect the dots from test to test.

Body and Object Control Skills Record

Grade Skill	Test	Date Test 1	Date Test 2	Date Test 3
Running	30 m Dash	_____	_____	_____
	Space Orbits (Jogging)	_____	_____	_____
	Obstacle Dodge Run	_____	_____	_____
	Shuttle Run	_____	_____	_____
Jumping	Standing Broad Jump	_____	_____	_____
	Vertical Jump	_____	_____	_____
Throwing and Catching	Softball Throw	_____	_____	_____
	Two-Handed Throw/Catch	_____	_____	_____
	Overarm Throw/Catch	_____	_____	_____
Kicking and Trapping	Kick for Distance	_____	_____	_____
	Instep Kick Volley	_____	_____	_____
Striking	Sidearm Strike	_____	_____	_____
	Batting Tee	_____	_____	_____
	Softball Hit	_____	_____	_____
Dribbling	Obstacle Dribble	_____	_____	_____

Horizons

Physical Education

Grades 3 - 5



The National Standards for Physical Education, developed by the National Association for Sport and Physical Education (NASPE) (2004, p. 11), support the aim-centered nature of physical education.

A physically educated person:

- Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3: Participates regularly in physical activity.
- Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
- Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Note: These standards are described in more detail in chapter 5 (pp. 525–532).

CHRISTIAN VISION

Christian education is concerned with the unique development of each student to serve God and others as a member of a Christian community. Each person is a divinely-created creature “who is soul *and* body, inner man *and* outer man, a conscious personal being *and* a biological one” (Wolterstorff, 1966, p. 8). The body is a priceless possession. Students should learn that their bodies are important; they should learn how to use them as instruments affected by and in turn affecting the other elements of their total being.

The Bible furnishes guidelines about the importance and use of the body.

“So God created man in his own image. . . . God saw all that he had made, and it was very good” (Genesis 1:27a, 31a).

“For you created my inmost being; you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well” (Psalm 139:13–14).

“Therefore, I urge you, brothers, in view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God—this is your spiritual worship. Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will” (Romans 12:1–2).

“Don’t you know that you yourselves are God’s temple and that God’s Spirit lives in you? If anyone destroys God’s temple, God will destroy him; for God’s temple is sacred, and you are that temple” (1 Corinthians 3:16–17).

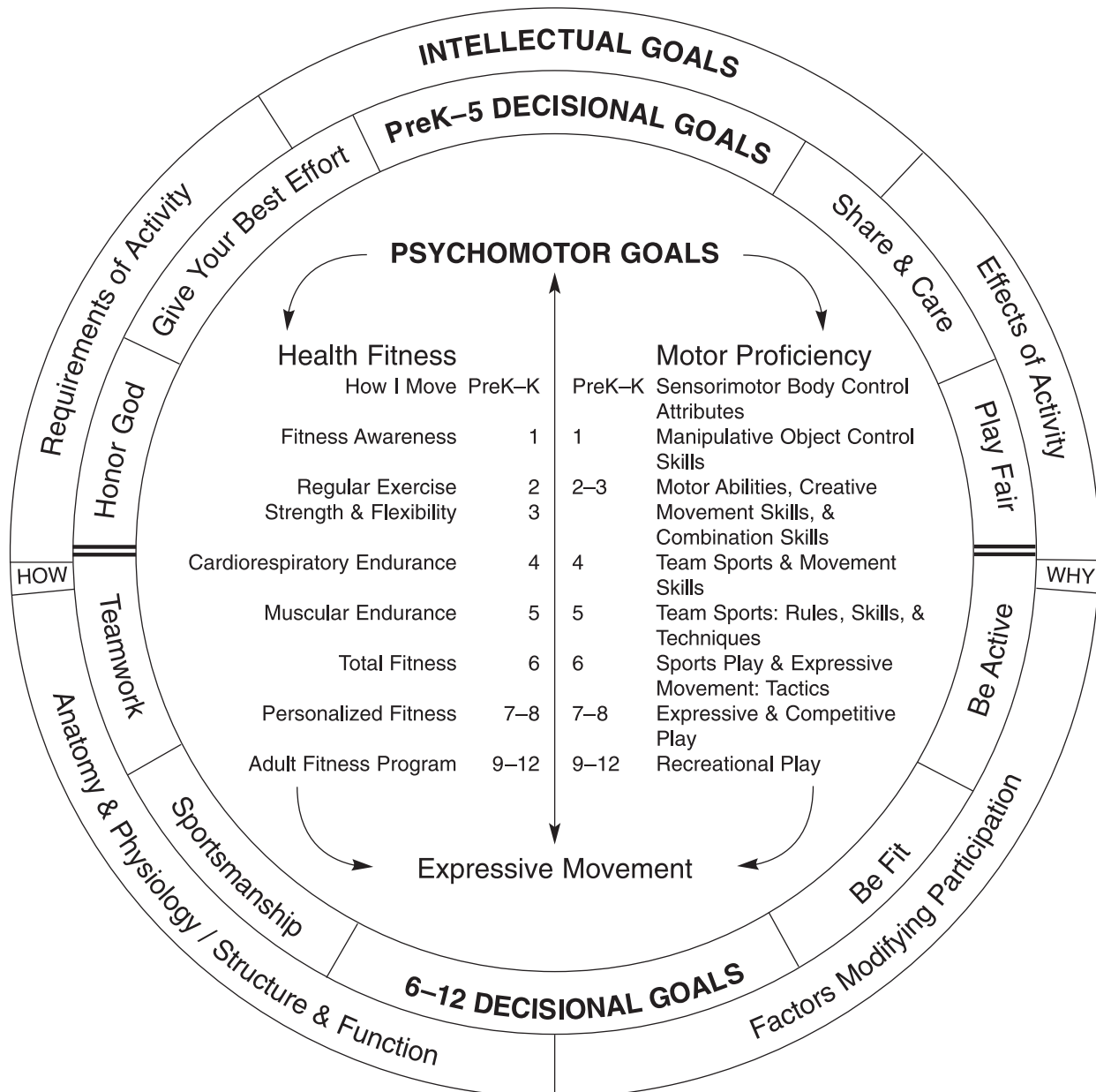


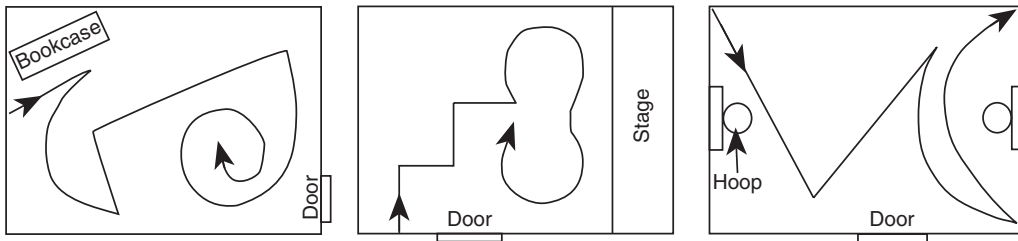
Figure 9: PreK–12 Curriculum Model

GOALS AND OUTCOMES

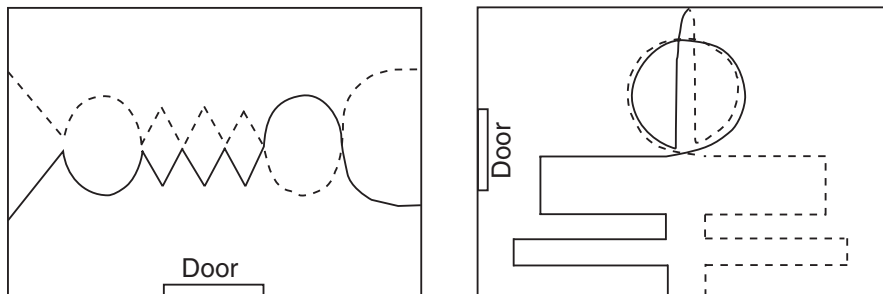
Goals	Outcomes	Curriculum Activities
Motor Proficiency	Developing Quality in Manipulative Object Control Skills	73
	Perspective	73
	Mature Skill Patterns	74
	Catching, Throwing, Kicking, Punting, Striking or Batting, Hand Dribbling, Foot Dribbling, Trapping	
	Practice and Assessment	75
Motor Proficiency	Developing Specific Motor Abilities	76
	Power	76
	Quickness (Speed and Agility)	78
	Coordination	84
	Dynamic Balance	87
	Simple Balance Activities on the Balance Beam	87
	Individual Balance Stunts	88
	Partner Balance Stunts	90
	Hand and Foot Balance with a Wand	91
	Balance Platform (Board)	91
	Balance Tests	91
Motor Proficiency	Enhancing Creative Movement Skills	92
	Perspectives and Methods	92
	Body Concepts	94
	Joints	94
	Body Areas and Parts	95
	Muscles	96
	Weight and Force	97
	Interplay of Body Parts	99
	Spatial Concepts	101
	Personal and General Space	101
	Size and Dimension	102
	Direction and Level	102
	Shape	103
	Rhythm Concepts	107
	Beat	107
	Tempo	107
	Measure and Accent	108
	Even and Uneven Rhythms	108
	Beat, Tempo, and Accent	109
	Integration Concepts	110
	Art	110
	Music	110
	Bible	110
	Language Arts	111
	Mathematics	111
	Science	113
	Social Studies	113
	Folk Movements	115
	Additional References	119
Motor Proficiency	Producing Combination Body and Object Control Skills	120
	Games and Sport Activities	120
	Running, Hopping, Jumping, and Dodging Games	120
	Throwing, Catching, and Running Games	127
	Kicking, Trapping, and Running Games	137
	Striking, Catching, and Running Games	140
	Additional Resources	144

Combination of Straight and Curved Lines

- **FLOOR MAPS.** Draw a map of the gym or your classroom with landmarks such as a bookcase, door, table, and so on. Then draw a continuous line (that begins in one place and ends somewhere else without a break) that includes at least three straight segments and at least two curved segments. Invite students to walk the path you have drawn. Then, have students make straight body shapes while moving along the straight segments and curved body shapes on the curved segments. Next, choose a locomotor movement for each segment of the path. Here are some examples:



- **SYMMETRICAL AND ASYMMETRICAL PATHS.** Have students draw and then move along a symmetrical floor path using symmetrical body shapes. Have students draw and then move along an asymmetrical floor pattern using asymmetrical body shapes. Let students combine their ideas with a partner to develop a pattern.
- **PARTNER PATHS.** Assign each student a partner, and have them stand across from each other on opposite sides of the gym. Tell students to approach or move away from each other, crossing or circling each other while making symmetrical shapes on the floor. (See examples below.)



First Partner—bold line
Second Partner—dotted line

Have students refine their patterns by recalling them and drawing them together. Then help students assign a movement and number of beats to each segment of their pattern. Allow students to practice together and present their patterns to others. You may also want to challenge students to create asymmetric patterns where each partner does something different from the other.

- “La Raspa” (The Rasp)—Mexican folk movement

Introduction: 4 beats

Formation: Single circle, with or without hands joined

PART I LEAP, LEAP, LEAP, HOLD (Bleking step)

Beat 1 Leap on R foot, extending L foot forward, heel touching floor.

2 Change feet, extending R foot.

3 Repeat beat 1.

4 Hold (2 quick claps may be added).

5–8 Repeat beats 1–4 with opposite footwork beginning leap L foot.

9–32 Repeat Part 1, beats 1–8, three times.

Note: When learning the movement, do not specify right and left. As confidence develops, specify feet.

PART II: RUN

Beat 1–16 Run counterclockwise for 16 steps.

17–32 Run clockwise for 16 steps.

Note: To give students additional experiences, vary the run or use other locomotor movements; no R foot or L foot specified.

- “Cherkessiya”—Israeli folk movement

Introduction: 16 beats

Formation: Single circle; students facing center without hands joined.

CHORUS: LOW, 2, 3, 4, 5, 6, 7, 8; TALL, 2, 3, 4, 5, 6, 7, 8

Beat 1–8 Walk 8 steps with body low (counterclockwise).

9–16 Walk 8 steps with body tall (counterclockwise).

PART I: JUMP

Beat 1–16 Jump 16 times in place.

CHORUS: Repeat chorus, beats 1–16.

PART II: SKIP

Beat 1–16 Skip 8 times forward counterclockwise.

CHORUS: Repeat chorus, beats 1–16.

PART III: KICKS IN

Beat 1–16 Kick 16 times toward center, alternating feet.

CHORUS: Repeat chorus, beats 1–16.

PART IV: SLIDE

Beat 1 Step R foot sideward right (counterclockwise).

2 Step L foot next to R foot.

3–16 Repeat beats 1–2 seven times.

CHORUS Repeat chorus, beats 1–16.

Teaching-Learning Suggestions

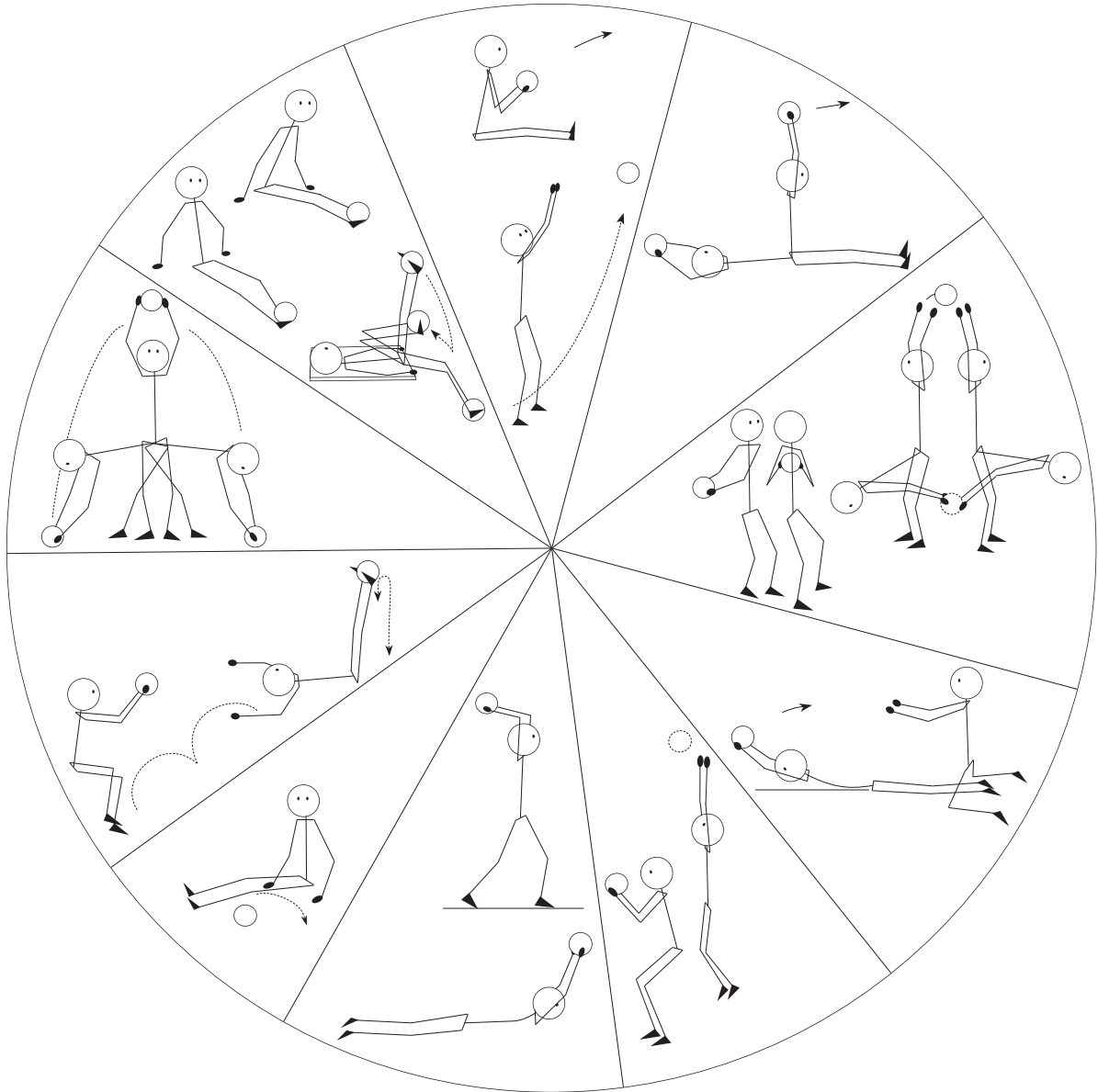
- You may want to begin with foam footballs.
- Use youth-sized footballs that fit students' hands.
- Emphasize that the follow-through when throwing a football is different from the follow-through when throwing a baseball.
- Remind students to step with the opposite foot before throwing the football.
- It is common for students to revert back to an ipsilateral throwing pattern when passing the football. Emphasize that a contralateral pattern produces better distance and accuracy.

Practice Activities

- **NUMBER FOOTBALL.** Use cones to mark off a starting line and a touchdown line, about 12 m (40 feet) away. Divide the class into three teams of eight, and have students number off 1–8. Give each team a football, and have them line up behind the starting line. Call out two numbers (1–8) to determine which students will play. The first number will be the quarterback; the second number will be the receiver. If you call out “2, 5,” for example, then student 5 must run to the touchdown line and catch the pass thrown by student 2, who should stand near the starting line. The receiver must catch the ball in the touchdown zone in order to score. The first team to complete a pass scores 3 points, the second team scores 2 points, and the third team scores 1 point. Continue playing until everyone has had a turn in each position.
- **PASS AND PUNT FOOTBALL.** Set up two volleyball courts. Divide the class into two teams, and have them each stand in a court. Give each team four foam footballs. Have students number off in twos to determine which positions they will play—quarterbacks (passers) or punters. From 12 m (40 feet) away, the quarterbacks try to pass the ball into the net for a touchdown. The punters stand on the other side of the volleyball net, collect the footballs, and punt them back to the other players. Students score 6 points for a touchdown and 3 points for a field goal (ball punted over the net). The first team to reach 50 points wins the game. You may want to have each team choose a scorekeeper. Have punters and passers switch positions between games.
- **SCOOTER FOOTBALL.** Divide the class into two teams, and give each student a scooter. Have teams sit on opposite sides of the gym, and remind students to stay seated on their scooters at all times. Mark off a touchdown area with cones on either side of the gym. Begin the game by tossing a foam football between the teams. Teammates must pass the ball to each other until they reach the touchdown zone on the opposite side of the gym. Teams must make at least three complete passes before they score a touchdown. A team can lose possession of the ball if they do not complete a pass, a player holds the ball for more than 3 seconds, or a player falls off his or her scooter while in possession of the ball. If this happens, give the ball to the opposite team at the spot of the violation. Players may not purposefully block the throwers, and there are no out-of-bounds. Have teams return to their sides each time a touchdown is scored.

Swedish Strength Exercises

The following strength-building exercises are individual and partner activities. At first, use a basketball to provide “overload.” Later, use a medicine ball with upper elementary and middle school students. The order of exercises does not matter.



square, they put their hands on their head to show they are ready. When about two thirds of the students have found their new number, blow a whistle. Players who have not found their new number must find any free number and stand behind it. Because there are only 30 numbers, tell students that if the result of their addition or subtraction is over 30 they must return to number 1 and continue. For example, if a student starts on #27 and you say “add 7,” that student should be looking for #4. If the result of the addition or subtraction is a negative number, students should go backward from 1 to 30. For example, if a student starts on #4 and you say “subtract 10,” that student should be looking for #24. If the result is zero, students may remain standing on their number.

Variations: Have students touch each number in sequence with a body part while looking for their new number. Or, have students run all of the numbers, beginning and ending with whatever number they started on.

- **ADD-EM-UP.** Draw up a scoreboard for each team on large pieces of tagboard (see the diagram for details). Set up a volleyball net, tape a scoreboard on the wall behind each side, and place a marker next to each scoreboard. Gather 10 foam balls or playground balls, and number them 1–10. Divide the class into two teams, and have them stand on opposite sides of the volleyball net. Give each side five of the balls in no particular order.

Students begin the game by throwing their balls over the net. Students who catch a thrown ball must run to their side’s scoreboard and add the ball’s number to the last number on the board. Students continue to add the numbers until the time is up. Any player may pick up and throw a ball from the floor, but players may not cross sides. Play for 2 minutes, and then check the scores. The team that added correctly and has the highest sum wins the game.

Variation: Make a rule that a team must reach 20 points exactly. If a player comes to the board and his or her number is going to put the team’s sum over 20, he or she must start a new column of numbers. The first team to get exactly 20 points wins, or the first team to get three scores of 20 wins.

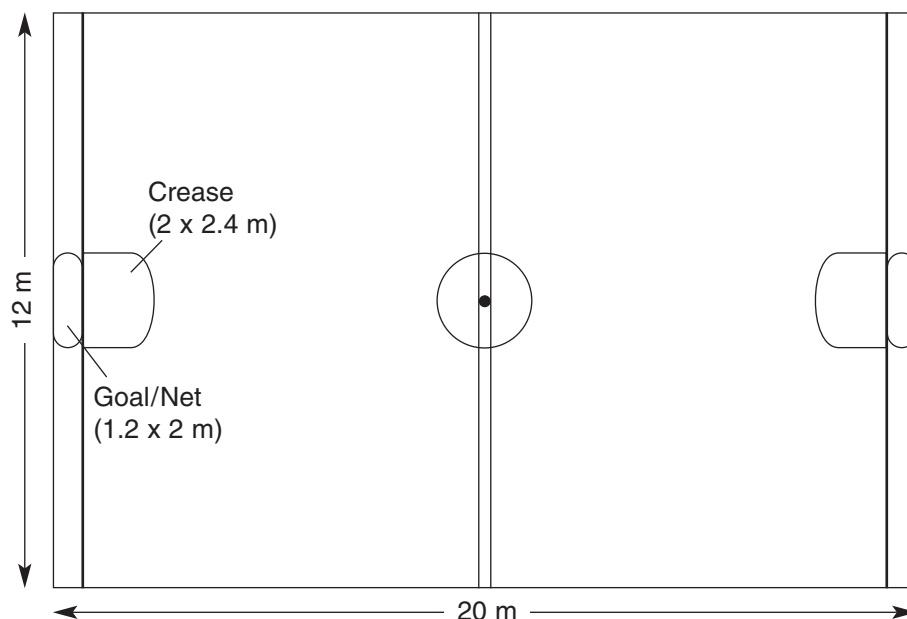
ROUND									
1	2	3	4	5	6	7	8	9	10
3	2	6	1	4	9	8	5	10	6
+	+	+	+	+	+	+	+	+	+

Starting point value for each round.

Have students fill in their number and do the adding. The next player puts down the + and the line and adds the next ball number to the score.

Playing Area

For physical education purposes a gymnasium, activity room, tennis court, or any other smooth surface with a wall is suitable, as long as it is 12 m x 20 m or larger. The game can also be played on grass. The following is a general diagram.



Teaching-Learning Principles

- For safety purposes, do not allow body contact or stick-on-body contact.
- Do not allow students to raise their sticks above their waist.
- Make sure goalies wear protective facemasks.
- Mark a crease (safety zone in front of the goal) to protect the goalie.

Skill Learning

1. Stickhandling

Ask students to hold their hockey stick on the same side that they might hold a baseball bat or a shovel. It does not matter on which side of the body the stick is held. The hand at the top end is positioned palm down 20–30 cm down the handle. This hand never moves on the handle. The lower hand is positioned palm up. This hand usually moves lower yet for shooting and face-off purposes that require power action. Stick blades must be carried below the waist, and the backswing for shooting is limited to knee or waist height.

2. Running or Skating

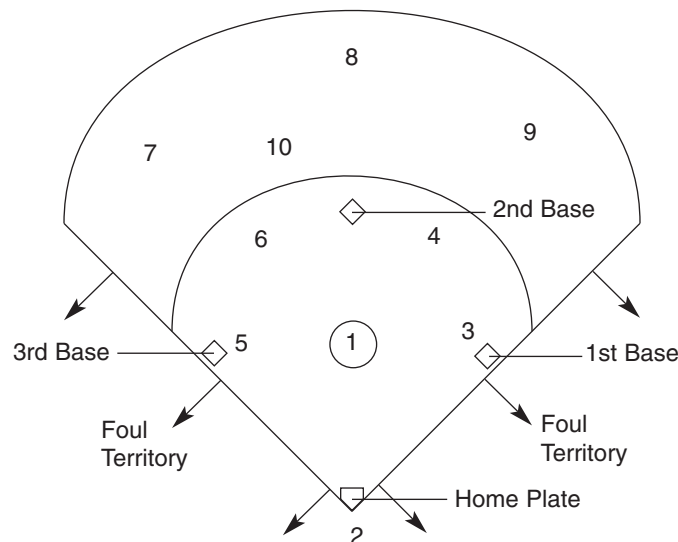
Running or skating ability is fundamental for successful hockey. Movement in floor hockey requires a lot of quick stops, sprint starts, direction changes, backpedaling, shuffles, and crossovers. Floor hockey is an excellent activity during the fixation and diversification periods of basic motor skill development.

21. **Bunt**—a ball that is purposely hit softly so that it goes only a short distance into the infield. (Not permitted in slow-pitch softball.)
22. **Force out**—a play in which a defensive player touches the base that a base runner must run to because all previous bases are occupied.
23. **Tag out**—the act of getting a player out by touching him or her with the ball in hand or in the glove while she is off a base.
24. **Double play**—a play during which two outs are made by the defensive team on one batted ball.
25. **Error**—a misplay by a defensive player that allows the batter to get on base.
26. **Tag up**—the retouching of the base left after a ball is caught so a runner may advance to the next base.

Equipment

1. **Softballs.** Softballs are a slightly larger than baseballs, and thus easier to hit and catch. You may also want to play with whiffle balls.
2. **Gloves.** Have enough gloves (right-handed and left-handed) so that one team at a time can use them.
3. **Bats.** Use light aluminum bats with good grips.
4. **Bases.** You will need three bases and a home plate. Use canvas bags or rubber spots. You may also want to use a pitcher's plate.
5. **Protective gear for the catcher.** The catcher should wear a facemask, chest padding, and shin guards.

Field



Beats 13–14

Repeat beats 9–10.

Beats 15–16

Repeat beats 1–2 (side, close).

Note: Music stops momentarily, so wait to begin moving each time.

- “Virginia Reel”—American folk movement

The “Virginia Reel” originated in England and was imported by colonists. It is an example of a contra movement. It is done to music in 6/8 meter, counting each triplet as one. Each measure has two counts.

Formation:

Two lines of four to eight couples (not necessarily boy-girl); partners are facing each other.

PART I:

FORWARD & BOW

Beats 1–8

Lines approach each other, curtsy and bow to partners and walk backward to place.

PART II:

FORWARD & RIGHT HAND 'ROUND

Beats 9–16

Lines walk forward, partners turn clockwise once around, right hands joined, and move backward to place.

PART III:

FORWARD & LEFT HAND 'ROUND

Beats 17–24

Lines walk forward, partners turn counterclockwise once around, left hands joined, and move backward to place.

PART IV:

FORWARD & TWO HANDS 'ROUND

Beats 25–32

Lines walk forward, partners turn clockwise once around, two hands joined, and move backward to place.

PART V:

FORWARD & DO-SA-DO

Beats 33–40

Lines walk forward, partners do-sa-do (loop past each other back to back, beginning with right shoulders passing), and move backward to place.

PART VI:

HEAD COUPLE SASHAY DOWN AND BACK

Beats 41–48

Head couple joins two hands and slides between the lines to the foot and back to place.

PART VII:

HEAD COUPLE REEL

Head couple hooks right elbows in middle of set and turns once and a half, separates, and head “man” turns next “lady” in line, with left elbows hooked once around as head “lady” turns next “man” in line with left elbows hooked once around, head couple meets in middle of set, hooks right elbows, turns once around. Head couple moves down set turning alternately next student in line with left elbow and then each other with right elbow, until they reach the foot of the set.

FITNESSGRAM®

The following tests and qualifying standards for a health fitness award are part of the FITNESSGRAM® and ACTIVITYGRAM® programs recommended by the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). The FITNESSGRAM® software allows teachers to input student test results and print progress reports. The software and test manual are available from the Cooper Institute for Aerobics Research and can be purchased from Human Kinetics Press (www.humankinetics.com). Information is also available at www.fitnessgram.net.

Tests

- **ENDURANCE RUN/WALK.** Have students warm up before running 1.6 km or 1 mile. After students have finished, have them count their heart rate for 15 seconds. (Note: If you enter the run time and heart rate into the FITNESSGRAM® software, it will estimate the maximum volume of oxygen uptake.)
- **CURL-UPS.** Divide the class into groups of three students. One student from each group lies on his or her back on a mat. Their legs are slightly apart and knees bent slightly. Their arms lay straight along their sides with their palms resting on the mat and fingers outstretched. One partner sits or kneels at the student's head. The other partner places the appropriate measuring strip under the student's knees so that his or her fingertips are resting on the edge of the strip. (Use a commercially bought strip or a piece of tape on the mat.) On the signal to go, the reclining student curls up slowly and slides his or her fingers across the measuring strip until they reach the other side. Then the student returns to the starting position. The movement should be slow and in control. Encourage students to do as many curl-ups as possible (up to 75) with a pace of approximately 20 curl-ups per minute.
- **RIGHT ANGLE PUSHUPS.** Have students do as many pushups as possible, keeping time with the cadence of a recording. Remind students that their arms should be at 90-degree angles when in the down position and completely straight in the up position. Make sure students' knees do not touch the floor and that their backs remain straight. The total number of pushups done without pausing is the score.
- **BACK-SAVER SIT AND REACH.** Have students take off their shoes and sit in front of a sit-and-reach box. (See diagrams on page 540.) Students extend one leg so that the bottom of the foot is flat against the box. They bend the other leg and bring their knee up with their foot flat on the floor next to the extended leg. Students extend their arms over the sit-and-reach box with one hand on top of the other and palms down. Students reach forward along the measuring scale four times and hold the fourth reach for 1 second. Repeat the exercise with the other leg in the bent position. Record the number of centimeters or inches reached on both sides.

Body and Object Control Skills Profiles

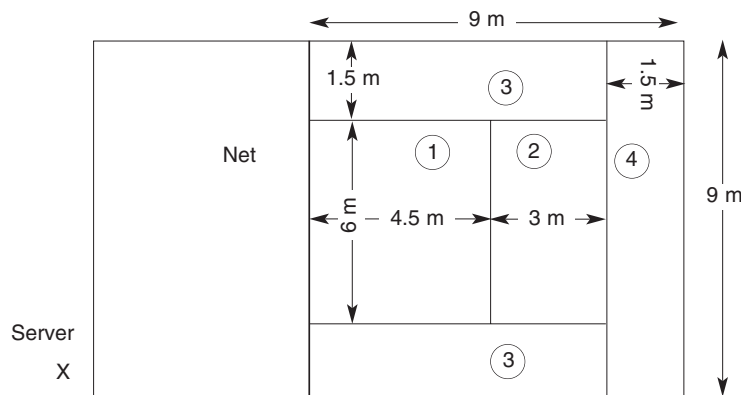
<p>Seconds</p> <p>6.7</p> <p>6.8</p> <p>6.9</p> <p>7.0</p> <p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p> <p>7.5</p> <p>7.6</p> <p>7.7</p> <p>7.8</p> <p>7.9</p> <p>8.0</p>	<p>Orbits*</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Seconds</p> <p>9.4</p> <p>9.6</p> <p>9.8</p> <p>10.0</p> <p>10.2</p> <p>10.4</p> <p>10.6</p> <p>10.8</p> <p>11.0</p> <p>11.2</p> <p>11.4</p> <p>11.6</p> <p>11.8</p> <p>12.0</p>	<p>Seconds</p> <p>10.9</p> <p>11.2</p> <p>11.5</p> <p>11.8</p> <p>12.1</p> <p>12.4</p> <p>12.7</p> <p>13.0</p> <p>13.3</p> <p>13.6</p> <p>13.9</p> <p>14.2</p> <p>14.5</p>	<p>Meters</p> <p>1.5</p> <p>1.4</p> <p>1.3</p> <p>1.2</p> <p>1.1</p> <p>1.0</p> <p>0.9</p> <p>0.8</p> <p>0.7</p> <p>0.6</p>																																																																																																																																																																							
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<p>1 2 3</p> <p>30 m Dash</p>	<p>1 2 3</p> <p>Space Orbits (Jogging)</p>	<p>1 2 3</p> <p>Obstacle Dodge Run</p>	<p>1 2 3</p> <p>Shuttle Run</p>	<p>1 2 3</p> <p>Standing Broad Jump</p>																																																																																																																																																																							
<p>Centimeters</p> <p>32</p> <p>30</p> <p>28</p> <p>26</p> <p>24</p> <p>22</p> <p>20</p> <p>18</p> <p>16</p> <p>14</p> <p>12</p> <p>10</p>	<p>Meters</p> <p>50</p> <p>45</p> <p>40</p> <p>35</p> <p>30</p> <p>25</p> <p>20</p> <p>15</p> <p>10</p> <p>5</p>	<p>Catches</p> <p>10</p> <p>9</p> <p>8</p> <p>7</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>Catches</p> <p>10</p> <p>9</p> <p>8</p> <p>7</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>Meters</p> <p>40</p> <p>35</p> <p>30</p> <p>25</p> <p>20</p> <p>15</p> <p>10</p> <p>5</p>																																																																																																																																																																							
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<p>1 2 3</p> <p>Vertical Jump</p>	<p>1 2 3</p> <p>Softball Throw</p>	<p>1 2 3</p> <p>Two-Handed Throw/Catch</p>	<p>1 2 3</p> <p>Overarm Throw/Catch</p>	<p>1 2 3</p> <p>Punt for Distance</p>																																																																																																																																																																							
<p>Hits</p> <p>10</p> <p>9</p> <p>8</p> <p>7</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>Hits</p> <p>10</p> <p>9</p> <p>8</p> <p>7</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>Meters</p> <p>50</p> <p>45</p> <p>40</p> <p>35</p> <p>30</p> <p>25</p> <p>20</p> <p>15</p> <p>10</p> <p>5</p>	<p>Hits</p> <p>10</p> <p>9</p> <p>8</p> <p>7</p> <p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>Seconds</p> <p>12.0</p> <p>13.0</p> <p>14.0</p> <p>15.0</p> <p>16.0</p> <p>17.0</p> <p>18.0</p> <p>19.0</p> <p>20.0</p> <p>21.0</p>																																																																																																																																																																							
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<p>1 2 3</p> <p>Instep Kick Volley</p>	<p>1 2 3</p> <p>Sidearm Strike</p>	<p>1 2 3</p> <p>Batting Tee</p>	<p>1 2 3</p> <p>Softball Hit</p>	<p>1 2 3</p> <p>Obstacle Dribble</p>																																																																																																																																																																							

* Teacher should determine.

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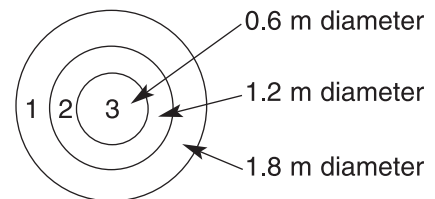
Volleyball

- ☑ **WALL VOLLEY** (setting). Tape a 2 m target area on a wall, and mark a line 2 m from the wall. Have students stand at the line and volley (set) a ball into the target area. The score is the number of legal hits within the target in 30 seconds.
- ☑ **SERVING** (serving). Set up a volleyball court as shown in the diagram. Each area is worth a point value (circled). Have students serve a volleyball over the net and into any of the areas. The score is the accumulated points after 10 serves.



Softball

- ☑ **THROW FOR DISTANCE** (throwing). Have students stand in a restraining zone and throw a softball as far as possible. Take the best of three tries; the score is the farthest distance thrown.
- ☑ **THROW FOR ACCURACY** (throwing). Set up a target (as shown) 1 m off the ground. Mark a restraining zone about 18 m away. Have students stand in the restraining zone and throw a softball at the target. The score is the accumulated points after 10 throws.
- ☑ **HOOP THROW** (throwing). Tape a 1 m plastic hoop to a wall, and mark a line on the floor about 9 m (grade 4) or 12 m (grade 5) away from it. Have students stand behind the line and throw a softball at the wall target. Give two points for each throw that hits inside the hoop and one point for hitting the hoop. The score is the accumulated points for 10 throws.
- ☑ **THROW/CATCH** (throwing, catching). Mark a restraining line 3 m from a wall. Have students stand behind the line, throw a softball against the wall, catch the ball on the rebound, and throw it again. Score students by the number of catches they make in 30 seconds.



Activities

Since the grades 3–5 curriculum emphasizes team sports, link intramurals with what is being taught in the physical education classes.

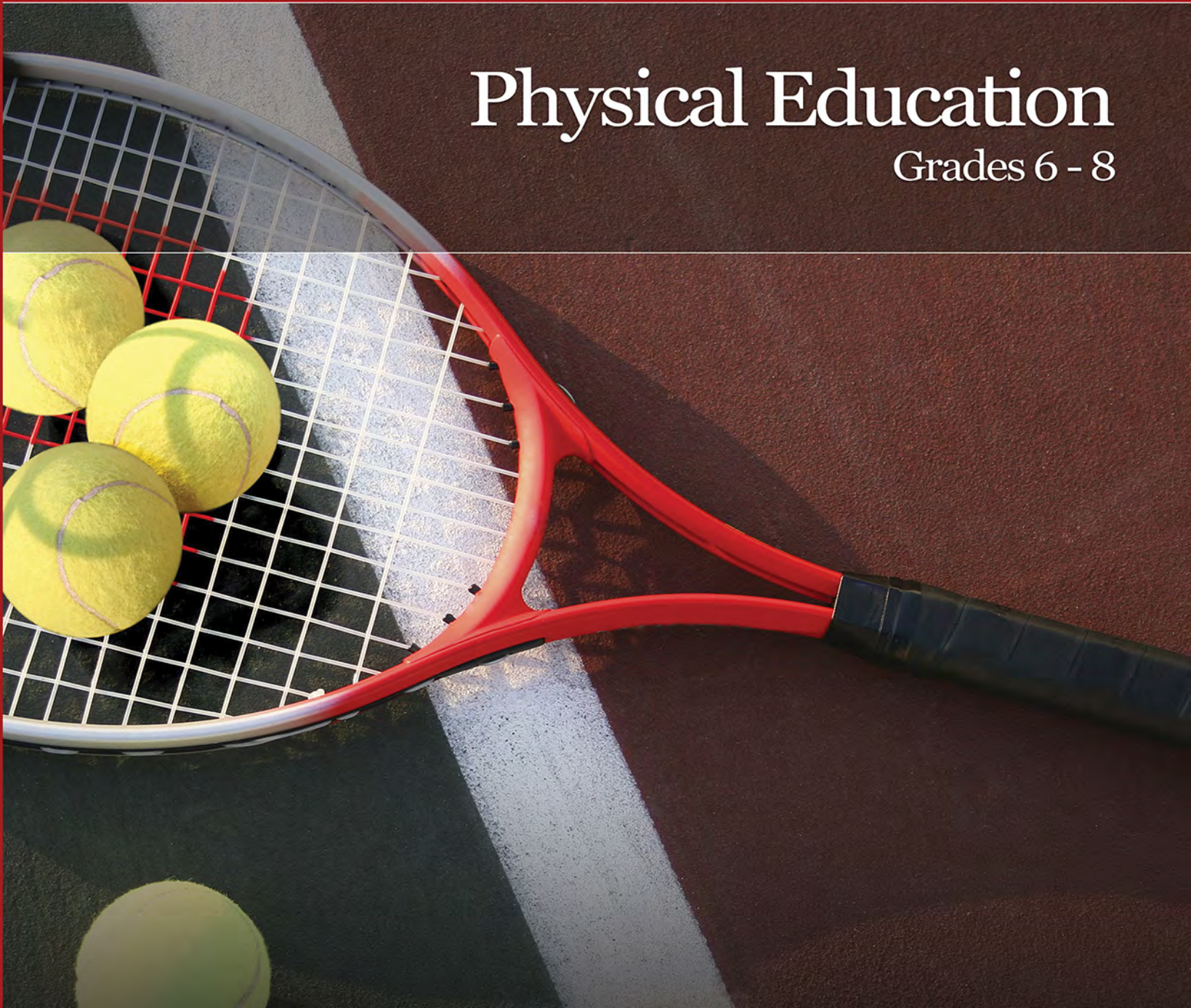
<i>Season</i>	<i>Grade Three</i>	<i>Grade Four</i>	<i>Grade Five</i>
Fall	Small-Sized Soccer Games Aerial Football Kickball	Soccer (without offsides) Touch Football	Soccer Flag Football
Winter	Crab Soccer Floor Hockey Aerial Basketball Newcomb	Crab Soccer Floor Hockey Basketball One-Bounce Volleyball	Crab Soccer Floor Hockey Basketball Volleyball
Spring	Modified Cricket Circuit Softball Track and Field	Hurry Softball Track and Field	Hurry Softball Track and Field

The description and rules of each intramural activity are in the curriculum material for the various grade levels. Modify rules to meet student needs and interests.

Horizons

Physical Education

Grades 6 - 8



some restriction on what the helping “buddy” may do to assist. Examples: “Jean, I would like you to help Rob in any way you can, but you may not touch the ball.” “Katelyn, you may hold hands and run with Sue, but be careful not to pull her around the room.”

- Make special rules. Adapt a game by making a special rule for the child with special needs. Be sure that the class understands the special rule and the reason for it. Example: During a tag game with dribbling balls, allow the student to run around holding the ball against the stomach with one hand rather than dribbling.
- Provide an alternate, student-led activity. For example, ask other students to volunteer to do an alternate activity for a certain amount of time or for one class period. Be sure to make the student who is helping feel appreciated. Give many students the opportunity to help as the year goes on. Take care not to force students to “volunteer.” Those who help should feel comfortable doing so.

In physical education, we distinguish four main categories of special needs that may affect learning potential. These special needs are usually of a perceptual motor, biological, learning, or emotional nature.

Perceptual Motor Disabilities

- Body image—inability to move selected body parts
- Balance—inability to control balance
- Spatial awareness—inability to move through space
- Hand-eye and foot-eye coordination—inability to have gross-motor feeling

Students with these disabilities can benefit from the sensorimotor education found in the primary curriculum. Teachers should choose activities based on the student’s developmental level. Individualized instruction may be necessary.

Biological Disabilities

- Visual and auditory loss or impairment
- Cardiovascular disorders
- Asthmatic conditions
- Muscular impairments (for example, cerebral palsy)
- Epilepsy
- Body build limitations (for example, posture problems, obesity, dwarfism)
- Orthopedic disabilities (for example, disabilities requiring use of braces, crutches, or wheelchairs)

Students with biological disabilities need a personalized program. While every attempt should be made to mainstream these students into regular learning activities, some activity adaptation will probably be necessary. Teachers should encourage students to do what they can and prescribe some modified activities when necessary. Teachers should consult parents, health care professionals, and professional books to set up adapted activities. Wheelchair basketball is a great example of an “I can” approach to physical education. Other students should be challenged to share and care for the biologically disabled.

Concept 3. Middle childhood students in intermediate elementary grades (3, 4) exhibit the following characteristics (Schuur 1967; Kirchner 1992).

CHARACTERISTICS	IMPLICATIONS
Height and weight gains moderate and steady	Encouraging daily, vigorous gross-motor activities
Steady growth in muscles, bones, heart, and lungs	Doing fitness-building activities
Gross-motor patterns more refined and graceful; finer coordination possible	Using skill for specific purposes; doing movement integration activities
Eye-hand coordination continuing to improve	Giving opportunity to develop mature patterns in manipulative skills
Tendency toward poor posture	Promoting understanding of body mechanics; developing muscular strength and endurance; encouraging self-discipline
Increased attention span	Encouraging fixation of skills; doing more complex activities and games with more complex rules
Great interest in proficiency; competitive spirit	Working on self-respect; teaching Christian perspective on competition; recognizing symptoms of over-aspiration and physical fatigue
Continued high spirit of adventure	Providing challenging gymnastics, creative movement, and game activities
Desire recognition	Providing personalized education; building curriculum on previous successes
Intellectually curious; improved cognitive development	Learning mechanical principles of motion and physiological fitness-building principles; giving opportunity for children to invent their own games and movements
More socially mature; interested in welfare of group	Focusing on these aspects of decisional learning: cooperation, social respect, social responsibility, and social justice
Greater sex differences in skills; some antagonism toward opposite sex	Grouping by ability; providing some coeducation and some segregated activities
Lack of discrimination on the basis of race, color, religion, size, and skill	Teaching social respect and responsibility; emphasizing fairness for all; using care in methods of choosing teams and leaders
Accepts just punishment for self and group	Stressing consistency in management and discipline; focusing on group responsibility; avoiding punishment of a whole group for the wrongdoing of several

Figure 19: Middle Childhood Characteristics

Weeks 9–10

Period 1

- Build total fitness:
Strength & flexibility exercises (p. 102-104)
- Gymnastics unit (p. 205)

Period 2

- Build total fitness:
Strength & flexibility exercises (p. 102-104)
- Gymnastics unit (p. 205)

Period 3

- Build total fitness:
Strength & flexibility exercises (p. 102-104)
- Gymnastics unit (p. 205)

Weeks 11–14

Period 1

- Build total fitness:
Aerobic exercise (p. 88-93)
- Volleyball unit (p. 275)
- Reflect on sportsmanship.

Period 2

- Build total fitness:
Aerobic exercise (p. 88-93)
- Volleyball unit (p. 275)
- Reflect on sportsmanship.

Period 3

- Build total fitness:
Aerobic exercise (p. 88-93)
- Volleyball unit (p. 275)
- Reflect on sportsmanship.

Weeks 15–16

Period 1

- Build total fitness:
Athletic warm-up stretches (p. 104-105)
- Creative movement unit (p. 165)
- Reflect on creativity/aesthetics.

Period 2

- Build total fitness:
Athletic warm-up stretches (p. 104-105)
- Creative movement unit (p. 165)
- Reflect on creativity/aesthetics.

Period 3

- Build total fitness:
Athletic warm-up stretches (p. 104-105)
- Creative movement unit (p. 165)
- Reflect on creativity/aesthetics.

Weeks 17–18

Period 1

- Build total fitness:
Fitness inventory (p. 153-160)
- Sport exploration unit—Badminton (p. 385)
- Reflect on recreational playship.

Period 2

- Build total fitness:
Fitness inventory (p. 153-160)
- Sport exploration unit—Badminton (p. 385)
- Reflect on recreational playship.

Period 3

- Build total fitness:
Fitness inventory (p. 153-160)
- Sport exploration unit—Badminton (p. 385)
- Reflect on recreational playship.

Grade 6—Semester 2

Weeks 1–4

Period 1

- Build total fitness:
Athletic warm-up stretches (p. 104-105)
Step aerobics (p. 88-93)
- Basketball unit (p. 295)
- Reflect on attitudes towards officials and opponents.

Period 2

- Build total fitness:
Athletic warm-up stretches (p. 104-105)
Step aerobics (p. 88-93)
- Basketball unit (p. 295)
- Reflect on attitudes towards officials and opponents.

Period 3

- Build total fitness:
Athletic warm-up stretches (p. 104-105)
Step aerobics (p. 88-93)
- Basketball unit (p. 295)
- Reflect on attitudes towards officials and opponents.

Weeks 5–7

Period 1

- Build total fitness:
Weight training (p. 114-121)
- Reflect on playship.

Period 2

- Build total fitness:
Weight training (p. 114-121)
- Reflect on playship.

Period 3

- Build total fitness:
Weight training (p. 114-121)
- Reflect on playship.

Weeks 8–9

Period 1

- Build total fitness:
Strength & flexibility exercises (p. 102-104)
- Liturgical movement unit (p. 181)

Period 2

- Build total fitness:
Strength & flexibility exercises (p. 102-104)
- Liturgical movement unit (p. 181)

Period 3

- Build total fitness:
Strength & flexibility exercises (p. 102-104)
- Liturgical movement unit (p. 181)

Weeks 10–12

Period 1

- Build total fitness:
Athletic warm-up stretches (p. 104-105)
- Track and field unit (p. 343)
- Reflect on competition.

Period 2

- Build total fitness:
Athletic warm-up stretches (p. 104-105)
- Track and field unit (p. 343)
- Reflect on competition.

Period 3

- Build total fitness:
Athletic warm-up stretches (p. 104-105)
- Track and field unit (p. 343)
- Reflect on competition.

Week 13

Period 1

- Sport Exploration Unit (e.g. Frisbee, In-line Skating, Cycling, Speedball p. 369)

Period 2

- Sport Exploration Unit (e.g. Frisbee, In-line Skating, Cycling, Speedball p. 369)

Period 3

- Sport Exploration Unit (e.g. Frisbee, In-line Skating, Cycling, Speedball p. 369)

Weeks 14–16

Period 1

- Build total fitness:
Fitness trail (p. 93)
- Softball unit (p. 325)
- Reflect on commitment to fitness and active lifestyle.

Period 2

- Build total fitness:
Fitness trail (p. 93)
- Softball unit (p. 325)
- Reflect on commitment to fitness and active lifestyle.

Period 3

- Build total fitness:
Fitness trail (p. 93)
- Softball unit (p. 325)
- Reflect on commitment to fitness and active lifestyle.

CURRICULUM DESIGN

The seventh and eighth grade curriculum is broken down into fitness units and sports education/creative expression units. The fitness units contain key learning concept discussions, laboratory reinforcements, and personalized fitness building activities. The sport education units center on technique/tactical training and competitive play. A model block plan for each fitness and sport is found in each unit. Intellectual and decisional learnings are integrated into each fitness and sports unit. During sports education units, students are either given time to engage in a fitness contract program, given credit for the sports activities as being vigorous fitness options, or assigned personal fitness programs as outside-of-class assignments.

Fitness Units/Learnings

Students are introduced to the key learning concepts in each fitness component. Cardiorespiratory fitness, flexibility, muscular endurance, nutrition, body composition, and health habits and abuses (alcohol, drugs, tobacco, etc.) are referenced in the various fitness units. Fitness understanding is enhanced through a variety of laboratory activities centered on fitness variables such as cardiorespiratory fitness, muscular fitness, flexibility, nutrition, body composition, and positive health habits.

Students are expected to continue building fitness. They are encouraged to evaluate their present fitness level and to seek improvement. Various personalized fitness options are available. Students are expected to make a contract for their fitness challenges and then challenge themselves to build an optimum fitness level. In-class and out-of-class time can be devoted to fitness pursuits.

In summary, each fitness unit focuses on key cognitive learnings, laboratory reinforcements, and exercise training activities.

- ▶ **CLASSROOM SESSIONS.** Sessions focused on key learning concepts.
- ▶ **LABORATORY ACTIVITIES.** Activities geared to reinforce intellectual concepts.
- ▶ **EXERCISE TRAINING ACTIVITIES.** Activities giving students opportunity to personally develop fitness. These activities are organized so students are given exercise choices.

In-class training

- ✓ Stretching/warm-up
- ✓ Cardiorespiratory training—aerobics, jogging, power walking, aerobic exercise, step aerobics, rope skipping, cycling
- ✓ Muscular endurance training—calisthenics, ropes, circuits, fitness trails, weight training

Out-of-class activities

- ✓ Contract log
- ✓ Cooper's aerobics program
- ✓ Extended program activities: intramurals, athletics

- ✓ Practice counting the pulse of another person using both the radial and carotid locations (do not use your thumb).

Questions:

1. Which pulse did you find easier to locate, carotid or radial?
2. Which pulse did you find easier to locate on your partner?
3. Which of the two methods of counting pulse do you think you would prefer to use when counting heart rate? Why?

4. Take a step test.

Another good way to evaluate cardiovascular fitness is the step test. The step test requires a step, bench, or chair 12 inches high and a clock or watch with a second hand. The step test involves stepping up and down on a step for three minutes. (Exercise several days a week for several weeks before taking the step test.)

- ✓ Step up with the right foot, then up with the left foot.
- ✓ Step down with the right foot and down with the left foot.
- ✓ Repeat this four-count (up, up, down, down), stepping 24 times each minute.
- ✓ Immediately after stepping for three minutes, sit down and have a partner find your neck pulse.
- ✓ Begin counting the pulse five seconds after you stop, and count for one minute.
- ✓ Record your pulse rate.
- ✓ Rate yourself using the following chart.

<i>Rating</i>	13–14 years		Beats Per Minute		17–20 years	
	<i>men</i>	<i>women</i>	<i>men</i>	<i>women</i>	<i>men</i>	<i>women</i>
Excellent	90 or less	100 or less	85 or less	95 or less	80 or less	90 or less
Good	91–98	101–110	86–95	96–105	81–90	91–100
Fair	99–120	111–130	96–115	106–125	91–110	101–120
Poor	above 120	above 130	above 115	above 125	above 110	above 120
	(or those who cannot step three minutes)					

You may only have time to take this self-evaluation once in class; however, it is wise to retest yourself from time to time.

5. Discover the effect of various exercises.

Discover the effect of various exercises on cardiorespiratory fitness. The purposes of this laboratory session are to discover: (1) which physical exercises cause greatest overload on the cardiorespiratory system, (2) how the heart reacts to vigorous exercise, and (3) how well the heart recovers from vigorous exercise.

Procedure:

- ✓ Jog for three minutes at a good pace. After jogging, have partner determine a post-exercise pulse rates in the following cycles: 1:00–1:30 minutes; 2:00–2:30 minutes; 3:00–3:30 minutes; and 4:00–4:30 minutes. Make a bar graph to demonstrate pulse rate adjustments following exercise. Discuss results.

5. Set up a contract program.

Do a series of stretching exercises, either before or after your aerobics activities, as part of your health fitness maintenance program. We suggest the following program. Most of these exercises are described in the next section.

- a. Two head, neck, shoulder or chest exercises
- b. One lower back exercise
- c. Two hip and thigh exercises
- d. One lower leg exercise
- e. Five jumping jacks
- f. Jog $\frac{1}{4}$ mile

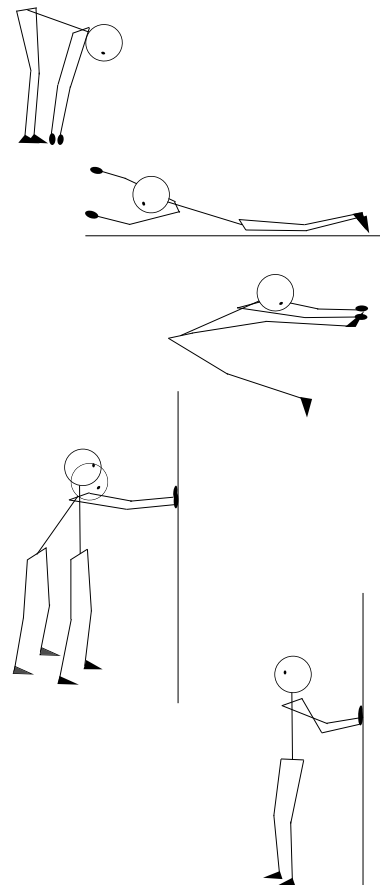
6. Take a flexibility test (Horizons Inventory).

Evaluate results on hip-trunk flexion and trunk extension tests using the Horizons battery (see Section 7 for description). Undertake a six-week developmental program using the following Flexibility Training Exercises. Remeasure and evaluate.

FLEXIBILITY TRAINING EXERCISES

1. Fundamental Body Stretches

- ▶ **STANDING FLOOR TOUCH** (upper back, buttocks, upper and lower legs). Place the feet astride and bend at the waist, keeping the knees straight and the arms and head hanging loosely.
- ▶ **CHEST STRETCH** (shoulders, upper back, chest). Lying face down with feet straight and arms spread, raise chest from the floor.
- ▶ **SITTING TOE TOUCH** (upper back, buttocks, upper and lower legs). Sitting on the floor with feet spread, reach first for one foot and then the other. Attempt to touch head and chest to the thigh of the foot you are reaching.
- ▶ **LOWER LEG STRETCH** (lower leg, Achilles' tendon). Stand 1 m from a wall with feet apart. Place outstretched hands on wall, keeping feet flat on the floor. Gradually move your feet away from wall still keeping them flat on the floor.
- ▶ **TWIST TO THE WALL** (upper body). Stand 18–24 inches away from a wall, facing away from it. Rotate or twist the upper body to the wall to place your hands comfortably on the wall. Then rotate and do the stretch in the other direction.



- ▶ **LOCUST.** Lie face down with chin on floor, arms at sides, and hands clenched. Pushing against floor with fists, lift left leg as high as possible. Keep leg straight, and hold for a count of ten. Slowly lower leg. Repeat with right leg. Inhaling, push against floor and lift both legs. This is much more difficult. Hold for a count of five, then slowly lower to ground.
- ▶ **SIDE LEG LIFT.** Lie on right side, head supported in right hand and left hand on floor at waist for support. Lift left leg slowly, foot pointed and leg straight. Hold as long as possible. Lower leg slowly and steadily. Repeat to other side.
- ▶ **LEG CLASP.** In a standing position, bend slowly forward and clasp hands behind knees. The backs of the hands should be against the backs of the knees. Keeping legs straight, pull head toward knees. Hold the extreme position as long as possible, then slowly unbend.

Balance exercises

- ▶ **GENERAL POSTURE.** Standing with heels together, rest hands on head with palms together and fingers pointing up. In a very slow and controlled movement, lower the body until sitting on heels. The benefit comes from the control and concentration of balance. Rise slowly to standing position and without pause rise high up on toes. Hold as long as possible. Lower heels to floor.
- ▶ **BALANCE POSTURE.** Stand with left arm raised overhead. Shift weight to left leg. Lift right foot behind and grasp with right hand. Tilt arm and head backward, and look at the ceiling. Hold posture as long as possible. Slowly return to starting position. Repeat to other side.

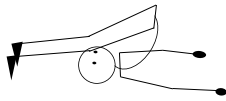
Relaxation exercises

Both of the relaxation exercises below are excellent ways to end a session of flexibility exercises. They consciously relieve the muscle tension that may have built up in the session.

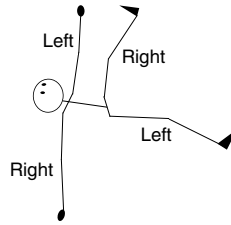
- ▶ **FOLDING LEAF.** Sit on heels, and then slowly bend forward at waist. Slide arms with palms up, backward along sides of legs. Sink down until chest rests against thighs. Rest forehead on floor. Breathe slowly and relax.
- ▶ **TOTAL BODY RELAXATION.** Lie face up with eyes closed. Consciously tense toes. Relax. Tense ankles and toes. Hold as long as possible. Relax. Continue adding joints: knees, hips and buttocks, ribcage, fingers, wrists, elbows, shoulders, neck, and face. Progress through all parts of the body, feeling more and more tension in the body. When every part is tensed, maintain the tension as long as possible.

4. Basic Athletic Warm-up Stretches

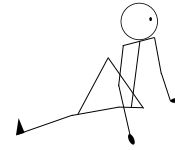
The following 14 stretches are often used by athletes. The stretches are sequenced so that exercises 1–8 are performed on the ground or floor, exercises 9–12 while upright, and exercises 13 and 14 against a wall. Students perform each stretch for 20 seconds and then position themselves for the next exercise during the ten second rest cycle. Each exercise takes 30 seconds. (Adapted from *Richardson–Stretch For Success* by Randy Best.)



1. Rollover. Stretches lower back and neck.



2. Leg-over. (2) Stretches buttocks and hips.



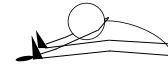
3. Twister. (2) Stretches buttocks and hips.



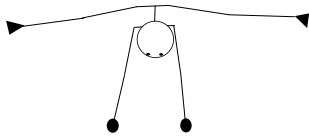
4. Leg-in. (2) Stretches hamstrings.



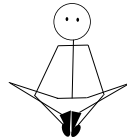
5. Spread 'em. (2) Stretches adductors.



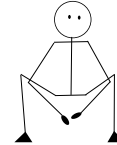
6. Legs together. Stretches hamstrings.



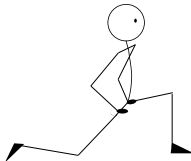
7. Spread 'em middle. Stretches adductors.



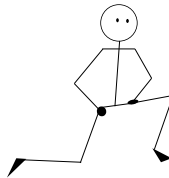
8. Groin. Stretches adductors.



9. Squat. Stretches adductors.



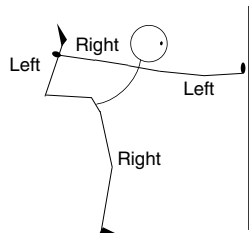
10. Lunge. (2) Stretches hip flexors and adductors.



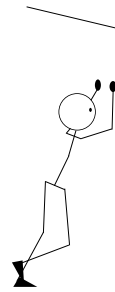
11. Side lunge. (2) Stretches adductors.



12. Hamstrings



13. Quads. (2) Stretches quads and hip flexors.



14. Achilles. (2) Stretches Achilles tendon and posterior lower legs.

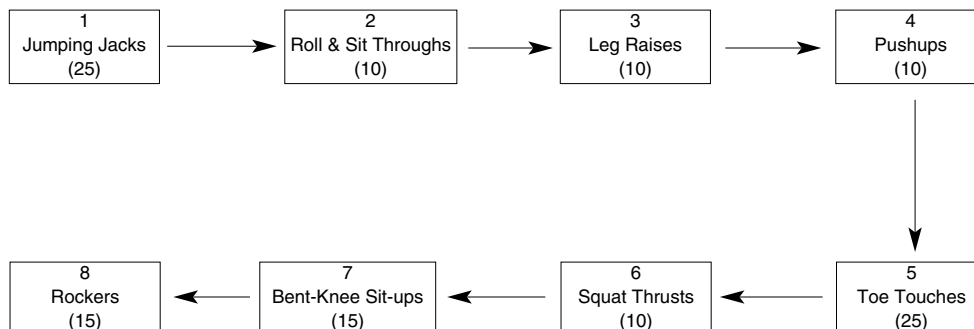
muscular fitness exercises. By jogging or walking between the stations, cardiorespiratory endurance can be developed.

<i>Station</i>	<i>Fitness Component</i>	<i>Standards</i>
1. Achilles Tendon Stretch	Flexibility	(Beginning Advanced Level) 2 stretches—15 secs.
2. Bench Leg Raise	Muscular fitness	36" raise—7 reps.
3. Overhead Ladder Walk	Muscular fitness	1½ times
4. Standing Long Jump	Muscular fitness	3 jumps
5. Hip Circle (swings on 2 rings)	Flexibility	6 vigorous circles
6. Parallel Bar Walk	Muscular fitness	1½ reps
7. Bent-Knee Sit-Up	Muscular fitness	30
8. Vertical Jump	Muscular fitness	18" 6 jumps
9. Sit and Reach	Flexibility	+3" 15 secs. 2 reps.
10. Step Up	Muscular fitness	24" long. 14 reps.
11. Pushup	Muscular fitness	20 reps.
12. Body Curl (knees to chest)	Muscular fitness	32 board. 10 reps.
13. Lateral Arm Raise (lift weighted pipes)	Muscular fitness	20 reps.
14. Log Hops or Jumps	Muscular fitness	7 logs/return
15. Trunk Twist	Flexibility	20 secs. 2 reps.
16. Chin-up	Muscular fitness	6
17. Triple Static Stretch (ham-string)	Flexibility	20 secs. 2 reps.
18. Balance Beam	Cool-down	backwards to end.

The Hoppers Circuit was designed by Eugene Hoppers, Western Christian High School, Hull, Iowa. This circuit contains practical exercises that require very little space and equipment. Students spend two minutes at each station. After each exercise is completed, students can rest at the station for the time remaining. Progression can be built in by increasing muscular fitness repetitions and/or decreasing the time spent at each station.

<i>Exercises</i>	<i>Fitness Component</i>	<i>Standards</i>
1. Opposite Toe Touches	Flexibility	15 repetitions
2. Jump Rope	Cardiorespiratory	100 jumps
3. Sit-ups	Muscular	15-40 repetitions
4. Straddle Stretch	Flexibility	3 rt., 3 lt., 3 ct. (20 sec. holds)
5. Squat Thrusts	Muscular	15-40 repetitions
6. Chin-ups	Muscular	Maximum
7. Sprints	Cardiorespiratory	40 yd. sprint x 4
8. Walk	Cool-downs	2 minutes
9. Pushups	Muscular	15-40 repetitions
10. Jog	Cardiorespiratory	4 minute

The following muscular fitness circuit was developed for use with the "Super-8" exercises found under the calisthenics section. Students are often willing to do muscular fitness training if they can use a progressive circuit. The "Super-8 Circuit" can be easily adapted to a gym situation by placing gymnastic mats at appropriate spots.



vitamin supplements that are synthetic forms of particular vitamins. A person who eats a balanced diet that contains all the food groups will get adequate amounts of vitamins from foods. Certain groups of people such as the elderly, athletes, or the ill might benefit from supplements, but foods are the best source of nutrients. Some people believe taking a large amount will multiply the benefits; actually, high doses of vitamins can be toxic.

Many minerals assist in the regulation of chemical reactions in the body. Three important minerals are iron, calcium, and sodium. Iron is important in preventing *anemia*, a condition in which the body is unable to produce sufficient red blood cells. This results in a decreased ability of the body to carry oxygen. The best way to get an adequate amount of iron is to eat a variety of meat, fish, and poultry. Calcium is needed for building bones and teeth and for maintaining bone strength. All cells in the body need calcium. Good sources of calcium are milk products, dark green leafy vegetables and dried beans. Sodium regulates and maintains the balance of fluids in the body. A major source of sodium is table salt; sodium is also naturally found in many foods and is added to processed foods. North Americans typically consume 2–3 times more sodium than they need.

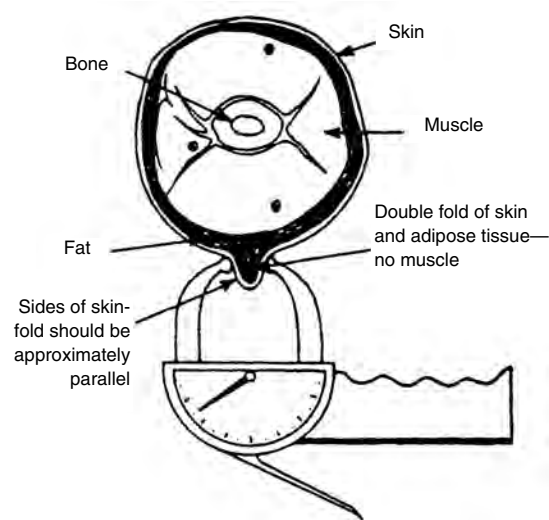
Approximately 60 percent of the body is made up of water—there is a constant need to replace the body water lost in urine and sweat.

Nutrient	Facts	Sources
<i>Proteins</i>	<ul style="list-style-type: none"> • Essential for the growth, development, and repair of all body tissues • Form parts of muscle, bone, blood, cell membranes • Form hormones and enzymes • Made of amino acids 	Meat, chicken, tuna, dried beans, eggs, nuts
<i>Carbohydrates</i>	<ul style="list-style-type: none"> • Provide energy • Simple carbohydrates, like fruit, enter the bloodstream rapidly for quick energy • Complex carbohydrates, such as rice, provide long-lasting energy 	Bread, wheat, rice, pasta, macaroni, noodles, cereal, oatmeal
<i>Fats</i>	<ul style="list-style-type: none"> • A source of energy • Essential for making certain vitamins available • Stored as fat tissue which surrounds and protects organs • Saturated fats, such as those in meat or dairy products, raise cholesterol levels • Unsaturated fats are found in plant products 	Ice cream, milk, cheese, butter, margarine, yogurt, meat, egg yolks, corn oil
<i>Vitamins</i>	• Facilitate chemical reactions	
	Vitamin A—night vision, bone formation	Carrots, sweet potatoes
	Thiamine—appetite	Nuts, cereals, peas, beans
	Riboflavin—metabolism, energy production, eyes and skin	Whole milk, cottage cheese, eggs
	Niacin—normal digestion, appetite, nervous system	Cereals, fish, peanuts
	Folic Acid—blood formation, enzyme function	Whole grain bread, broccoli
<i>Minerals</i>	Ascorbic Acid—helps body resist infection, strengthens blood vessels	Oranges, limes, tomatoes
	• Assist in the regulation of chemical reactions	
	Calcium—strong bones and teeth, heartbeat	Milk, cheese, cottage cheese
	Chlorine—aids in digestion, keeps body limber	Table salt
	Iodine—energy, mental alertness, growth, manufacture thyroid	Table salt, seafood
	Iron—forms red blood cells, growth, prevents fatigue	Oatmeal, red meat, liver
	Magnesium—fights depression, insomnia, nervousness	Dark green vegetables, apples
<i>Water</i>	Phosphorus—healthy gums and teeth, growth and repair of cells	Whole grains, fish, poultry
	<ul style="list-style-type: none"> • Makes up blood • Helps the process of digestion • Helps remove the body wastes • Helps regulate body temperature 	Drinking water, bottled water, juices, soups, vegetables such as celery

The six classes of nutrients and chief food sources are outlined in the following chart.

Rules for taking skinfolds

- ✓ Take skinfold measurements on the side of the body.
- ✓ Grasp skinfold firmly by the thumb and the index finger of the left hand and pull away from the body. (While this is usually easy with thin people, it is much harder with the obese. The thicker the fat layer under the skin, the wider the necessary fold.)
- ✓ Hold skinfold caliper in right hand, perpendicular to the skinfold and with the skinfold dial facing up and easily readable. Place caliper heads $\frac{1}{4}$ to $\frac{1}{2}$ inch away from the fingers holding the skinfold.
- ✓ Read dial approximately 4 seconds after the pressure from right hand has been released on the lever arm of the calipers. Continue to hold the skinfold with the left hand throughout the measurement.
- ✓ Take a minimum of two measurements at each site. If consecutive measurements vary by more than 2 mm, take more until they are consistent.



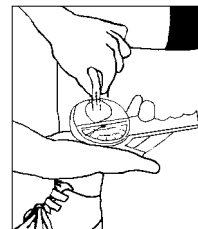
The double fold of skin and subcutaneous adipose tissue grasped by the thumb and index finger of the left hand should be large enough to form approximately parallel sides. Care should be taken to elevate only skin and adipose tissue. Lee RD, Nieman DC. *Nutritional Assessment*. Madison, WI: Brown & Benchmark Publishers, 1993. Used with permission.

Triceps skinfold

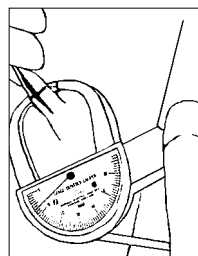
This is a vertical fold on the posterior upper arm midway between the acromion process of the scapula (bump on the back of the shoulder) and the inferior part of the olecranon process (the elbow). The skinfold is measured with the arm hanging relaxed at the side. The measurer should stand behind the subject and pick the skinfold with the thumb and index finger pointed down.

**Medial calf skinfold**

The person being measured sits with right knee flexed to about 90 degrees and the sole of the foot on the floor. A vertical fold is taken on the medial (inside) aspect of the lower leg at the level of the maximal calf circumference.

**Subscapular skinfold**

The site is just below the lowest angle of the scapula on the back of a person. A fold is taken on a diagonal line directed at a 45-degree angle down and towards the right side. To locate the site, the measurer should feel for the bottom of the scapula. In some cases it helps to place the subject's arm behind his or her back.



HEALTH FITNESS RECORD AND PROFILES

Name _____

School _____

This is your own health fitness record. It can help you to know what you can perform and to work for growth in that performance. Keeping this record each year can help you see your progress. On this side there are two places to record your scores each year. After you take each test, record your score in its proper place.

Health Fitness Record

<i>Grade6 Date</i>		7		8			
Component	Test	Test 1	Test 2	Test 1	Test 2	Test 1	Test 2
Personal Growth Data	Age (yrs. & mos.)						
	Height						
	Weight						
Strength and Muscular Endurance	Grip (dominant)						
	Grip (non-dominant)						
	Chin-ups OR						
	Bent-arm Hang						
	Pull-ups OR						
	Straight-arm Hang						
	Bent-knee Sit-ups						
	Standing Broad Jump						
Respiratory Endurance	Jog (8–12 minutes)						
	Step-pulse						
Flexibility	Hip-trunk Flexion						
	Trunk Extension						

GRADES 7–8 LEARNING ACTIVITIES

Rhythm

- **RHYTHM CARDS.** Make cards of different colors and sizes to symbolize whole, half, quarter, and eighth notes:

Whole (yellow)



Quarter (blue)



Half (green)



Eighth (red)



Make narrow black cards to represent measure bars.



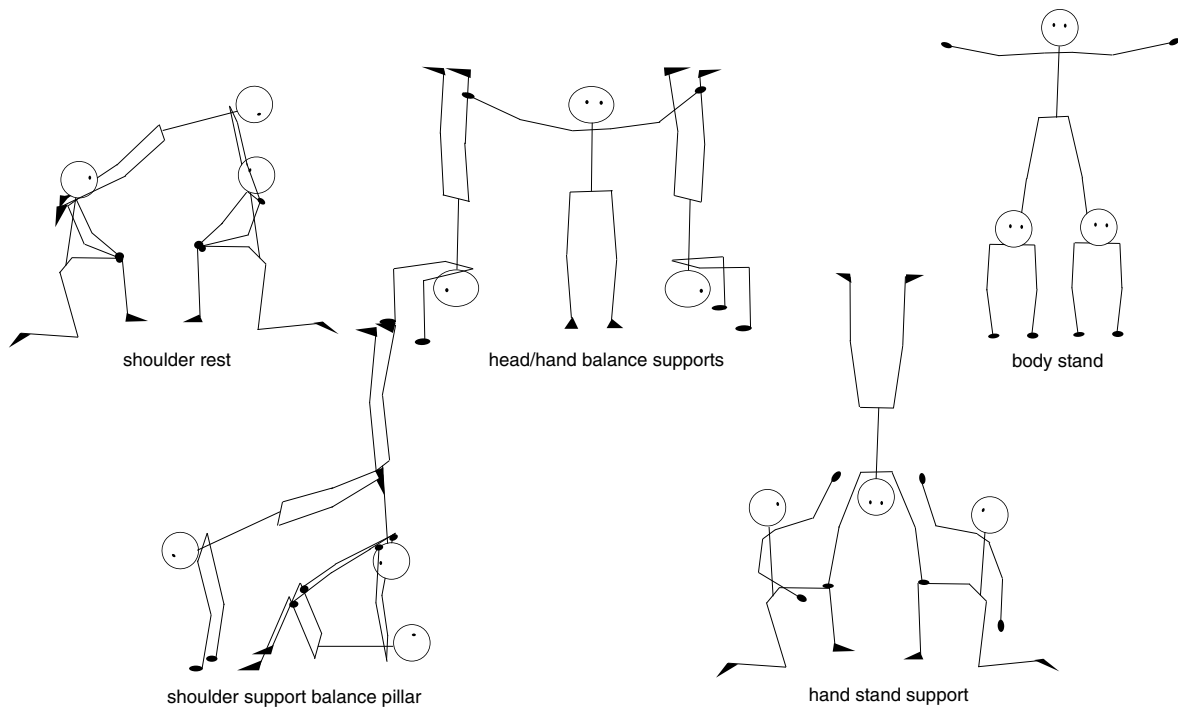
Create simple 4/4 measures such as:



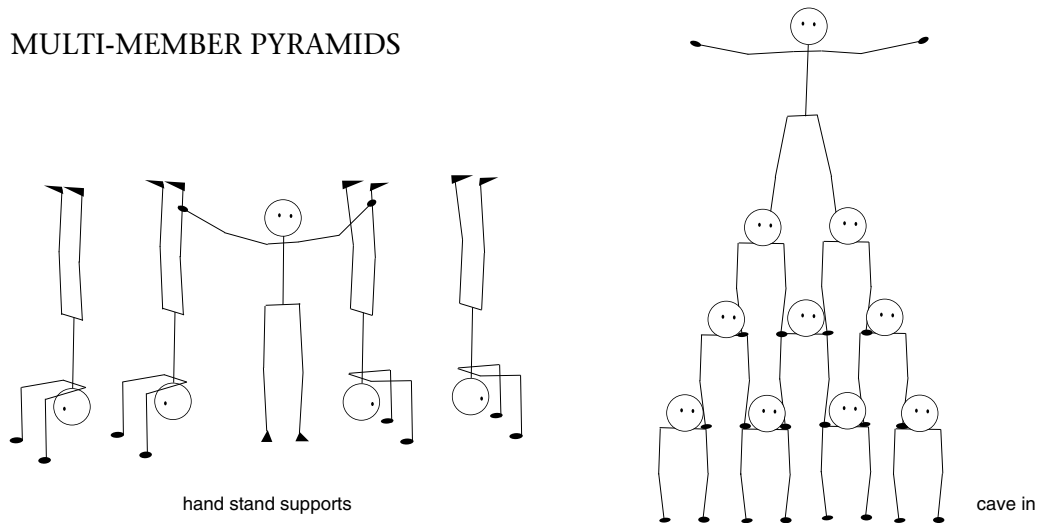
Clap each measure; then step in place each measure. Experiment with other meters (3/4, 2/4, 6/8). Make a measure that combines three different colored cards. Spin on the half note, step on the quarter notes, and clap on the eighth note. Try other movements. Make a three-measure rhythm in 4/4 time, combining all four colors. Make a three-measure phrase for the class, and have each student create an individual movement pattern for it. Clap the measure; then all move at the same time, performing individual movements. (See grades 3–5 for more rhythm card activities.)

- **MORSE CODE.** Discuss the Morse Code in class. Use the Morse Code to create a movement pattern: dots are unaccented movements, dashes are accented. In pairs, make a statement with accented and unaccented movements that can be “read” by a partner. Switch places. Then ask questions and give answers in the movement code. Use rhythm cards to symbolize words or ideas. Write and move messages created with rhythm cards.
- **WRITTEN CODES.** Discuss written symbols and codes in class. Individually create and write a movement code in which each movement means something. In pairs, show a movement code statement to a partner. Have the partner read the code and interpret the movement message. Follow-up: Research other types of codes: semaphore flags, codes used by spies in World War II, and others.
- **TELEPHONE NUMBER.** Individually compose a movement phrase using the digits of your telephone number as the basis for a metric pattern. For example, in the sequence 723–6143, the first measure has 7 beats, the second measure has 2, and the third measure has 3. Write it out with rhythm cards. Create a movement that lasts the prescribed number of beats for each of the seven digits in the telephone number. Also try this activity in pairs or groups.
- **HEADLINES.** Select a headline from a newspaper. Analyze the syllables and accents of the words by using rhythm cards. Each word becomes a measure. Assign actions to each colored card, and perform the “headline movement.” Discuss the current events referred to in the headlines. Note: Many other sources of words from language arts, science, or social studies themes can be used.

► THREE-MEMBER PYRAMIDS



► MULTI-MEMBER PYRAMIDS



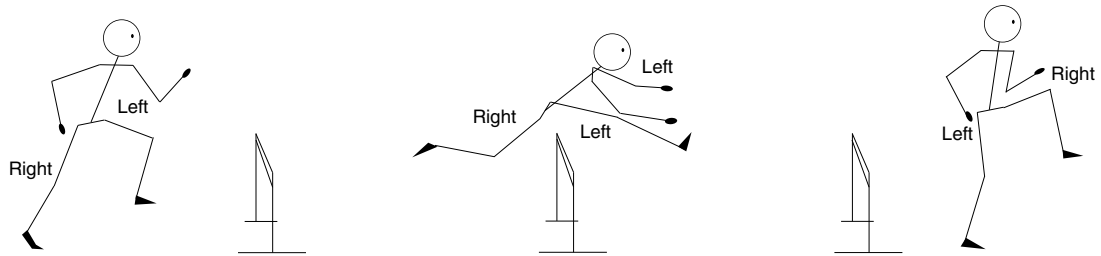
- ADDITIONAL PYRAMIDS. Refer to any gymnastic book or have students create their own.

3. **Body Weight Transfer**

Locomotor movements on balance beam

- BALANCE BEAM ROUTINE. The five even locomotor movements (walking, running, leaping, hopping, and jumping) form the basis for most movements done on the beam. Ask students to put together routines that combine locomotor movements and balance stunts. (Beam must be surrounded with mats, and spotters must be present.)

- ✓ As foot nears the hurdle rail kick leg toward the hurdle with heel.
- ✓ As heel clears the hurdle, snap leg to touch down on the other side of the hurdle.



Trail leg:

- ✓ Push trail leg (takeoff leg) until it reaches full extension.
- ✓ After full extension, fold leg and move it to side of the body.
- ✓ Move thigh parallel to hurdle until it crosses hurdle rail.
- ✓ After foot clears the rail, drive knee under armpit in an “A” position.
- ✓ Do not move foot to the track until the hip, knee, lower leg, and foot are all in straight alignment.

Arm action:

- ✓ The arm action during hurdle clearance should resemble an exaggerated version of the normal sprinting action.
- ✓ When legs and arms are in sync, shoulders stay square with lane and hurdle.
- ✓ Bring lead arm (arm opposite the lead leg) forward, flex it in front of chest, and continue it back in a natural, sprinting motion.
- ✓ Move trail arm in a short circle near the hip and continue a natural, sprinting motion upon landing of lead leg.

Body lean:

- ✓ Body lean at takeoff helps to maintain the body on a normal sprinting path.
- ✓ Body lean first occurs at takeoff and continues during hurdle clearance.
- ✓ Stand tall again as body clears hurdle.

Sprinting between the hurdles

- ✓ For the beginning hurdler, this is of the least concern.
- ✓ For the 60 and 80 meter hurdles, take three steps between the hurdles. For the 250 and 300 meter hurdles, concentrate on rhythm and speed of the approach to the hurdles rather than number of strides.

Learning cues

- Knee up and bring the chest to the hurdle (takeoff) . . . fast hands over the hurdle . . . keep the toe up and bring the knee to the arm pit (trail leg) . . . the rhythm between the hurdles is fast and aggressive.

Learning activities

- HURDLE PROGRESSION. *Step one:* Run over marks (chalk, tape, or sticks) with a normal running gait. Emphasize the extension of the takeoff leg with the lead leg

Horizons

Physical Education

Grades 9 - 12



MOTOR PROFICIENCY ELEMENT	MOTOR PROFICIENCY OPERATIONAL DEFINITION
Sensorimotor Attributes 1. Movement Skills 2. Body Awareness 3. Balance 4. Rhythmic Feeling/Creative Perceptions 5. Gross-motor Feeling	Nonlocomotor and locomotor skills that allow a person to acquire motor proficiency Knowledge of body parts, muscle feeling, and sense of directions including laterality Static (nonmotion) and dynamic (motion) equilibrium Awareness of time, beat, flow and force Large-muscle coordination—same side, opposite side, and bilateral movement coordination
Fundamental Skills and Movement Patterns 1. Locomotor Skills (walking, leaping, sliding, galloping, hopping, skipping, falling, dodging, rolling) 2. Nonlocomotor Skills (bending, stretching, turning, twisting, pushing, pulling, lifting, swinging) 3. Manipulative Skills (catching, throwing, striking, kicking, punting, dribbling, trapping)	Basic body movements for the purpose of moving from one place to another Basic movement patterns that maintain a position in space and a relationship to gravity Movements associated with the handling of objects for the purpose of receiving, controlling, stopping, or giving momentum to these objects
Motor Abilities 1. Power 2. Agility 3. Speed 4. Balance 5. Coordination	Explosive strength Quickness of reaction in controlled movement Quickness of start and movement over short distance Equilibrium in motion Combination of sharp sensory input and precise motor output
Creative Movement Perceptions 1. Kinesthetic Feeling/Body Concepts 2. Spatial Concepts 3. Rhythmic Concepts 4. Integration Concepts	Perception of body parts and their movement ranges, muscle action, and the interplay of moving body parts Perception of the position of one's body and other objects in three-dimensional space Perception of how beat, tempo, meter, and pattern relate to body movement Perception of how basic concepts of body, space, and rhythm relate to each other, how moving people relate to each other and the space around them, and how expressive movement relates to all of life
Specialized Skills 1. Swimming 2. Team Sport Patterns 3. Team Sport Skills 4. Individual Sport Patterns (footwork, propulsive patterning, readiness and reaction, fundamental skills, etc.) 5. Individual Sport Skills 6. Gymnastics 7. Rhythmic Skills	Movement patterning in water Basic movement patterns necessary to performance output in most team sports Skills specific to each of the team sports Basic movement patterns common to performance output in individual sport activities Skills specific to each of the individual and dual sports Tumbling and apparatus activities Creative movement activities

Figure 4: Motor Proficiency Goals

- Motor proficiency activities can build and maintain health fitness. Although motor proficiency skills do not automatically lead to health fitness, they do provide a movement base from which students can develop personalized health fitness programs. The three principles of training that help to integrate motor proficiency and health fitness are regularity, intensity (is the pulse rate affected?) and specificity (for example, bowling does very little for respiratory endurance).
- Optimal health fitness is necessary to achieve motor proficiency. Health fitness facets such as strength, muscular endurance, respiratory endurance, organic soundness, body build, and body alignment are fundamental to most motor performances (for example, the forearm tennis stroke takes wrist and arm strength).

SEMESTER BLOCK PLANS

The recommended grades 9–10 physical education program, based on the premise that physical education is a core subject every semester and that classes meet five times per week, is found in these block plans. Since the amount of physical education required in grades 9 and 10 varies widely, individual schools will have to modify the health fitness and sport and creative movement education units selected for the curriculum. The factors influencing modification and reduction of curriculum choices could include:

- What is the more fitness-oriented choice?
- What is fitness and sport options are more popular in your area?
- What can your facility handle?
- What has the greater lifetime/carryover value?
- Are there gender differences that influence choices?

Grade 9

Semester 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
Weeks 1–4	Orientation HF Training Warm-ups CR: Jogging/walking MF: Calisthenics	Soccer or Team Handball	*HF: Mini-lectures HF: Training (same as Monday)	Soccer	HF: Laboratory experiments HF: Training (same as Monday)
Weeks 5–8	HF Training Warm-ups CR: Jogging circuit MF: Outdoor circuit	Touch football, rugby, lacrosse, or hockey	HF: Mini-lectures HF: Training (same as Monday)	See Tuesday	HF: Laboratory experiments HF: Training (same as Monday) HF: Fitness inventory (last week)
Weeks 9–12	HF Training Warm-ups CR: Rope jumping MF: Astronaut drills	Racquet sport unit e.g. badminton	HF: Mini-lectures HF: Training (same as Monday)	Badminton/ Racquet sports	HF: Laboratory experiments HF: Training (same as Monday)
Weeks 13–16	HF Training Warm-ups CR: Aerobic Exercise MF: Kettleballs or Dumbbells	Gymnastics	HF: Mini-lectures HF: Training (same as Monday)	Gymnastics or Folk Movement	HF: Laboratory experiments HF: Training (same as Monday) HF: Fitness inventory (last week)
Weeks 17–18	HF Training Warm-ups CR: Student option MF: Student option	Sportpics	Sportpics	Sportpics	HF: Laboratory experiments HF: Training (same as Monday)
Semester 2					
	Monday	Tuesday	Wednesday	Thursday	Friday
Weeks 19–22	HF Training Warm-ups MF: Weight training CR: Locomotor or jumping circuit	Basketball unit	HF: Mini-lectures HF: Training (same as Monday)	Basketball	HF: Laboratory experiments HF: Training (same as Monday)
Weeks 23–26	HF Training Warm-ups MF: Partner Exercise CR: Aerobic Exercise	Volleyball unit	HF: Mini-lectures HF: Training (same as Monday)	Volleyball	HF: Laboratory experiments HF: Training (same as Monday) HF: Fitness inventory (last week)
Weeks 27–29	Creative Movement	Creative Movement	Creative Movement	Sportpics	Creative Movement

*See Unit 2 for Mini-lecture materials. This subject material can be taught in full period sessions or in Health or Active Health course. MF=Muscular fitness; CR=Cardiorespiratory.

- k. Promotes more effective elimination of the waste products that accumulate in the muscle (CO₂ and lactic acid).
- l. Provides a change of pace and aids relaxation.
- m. Helps to prevent constipation. (A free-moving trunk aids circulation in the viscera or internal organs; action aids peristalsis.)
- n. Helps to balance the weight formula: caloric intake equals energy output.
- o. Improves quality of life.

SKILL ACQUISITION

Concept 1. Most neuromuscular skills are learned early in life. The first 12 years of life are called the skill-building years.

Concept 2. Motor skill development is a continuous, orderly process. Each motor skill has a learning sequence that can be broken down into learning stages. (See grade 1 curriculum for fundamental skills staging.)

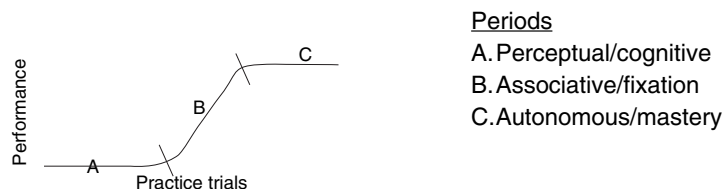
Concept 3. Although the learning sequence for each motor skill is similar, each person's rate of progress in skill mastery is different.

Concept 4. Skill acquisition can be broken down roughly into three learning periods. Figure 18 defines these periods and suggests teaching methods.

PERIOD	DEFINITION	METHOD
Plan formation/cognitive	Learner must become aware of what to do: perceptual learning.	Demonstration, whole framework, etc.
Associative/fixation	Learner begins to experience and exhibit performance success: association learning.	Conditioning, meaningful drill and functional training
Autonomous/diversification	Learner demonstrates skill mastery with little cognitive effort: learning completed. Over-learning necessary for performance.	Physical rehearsal; mental practice

Figure 18: Learning Periods

Concept 5. Skill acquisition usually follows an S-shaped learning pattern in which the three periods of learning are identifiable. Teachers should select teaching methods that correspond to the appropriate learning period.



Concept 6. In the early stages of skill acquisition, most learning is perceptual learning. Learners must become aware of what the teacher wants them to do. The following learning/teaching principles are important.

INTRAMURALS: ADMINISTRATION AND ORGANIZATION

Leadership

A good intramural program must have good leadership. Whoever directs the program should be released from some class time. Duties include activity selection, team composition, scheduling, officiating (or appointing officials), and managing equipment. Student leadership and involvement is necessary for the success of an intramural program. A student intramural council is beneficial for management and goal setting.

Activities

The selection of activities depends upon several basic factors, including the needs and interests of students, equipment, facilities and time available, and activities learned in physical education class. Fitness, team sports, individual and dual sports, and low organized games and contests should be considered. Intramural offerings should follow the activities included in the physical education program.

Team Competition

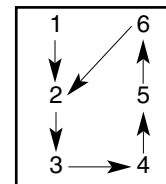
Teams can be organized by grade, classroom unit within grade, or random selection. The competition must be fairly equal to maintain interest. Captains and teams can change after each sport. This allows every person to be a captain or leader and to have a winning/losing experience.

Some activities are best played coeducationally; others work out better if the teams are split according to gender.

Scheduling

A round robin schedule works well. Each team plays the others at least once. Here is a sample schedule for six teams:

<i>Round 1</i>	<i>Round 2</i>	<i>Round 3</i>	<i>Round 4</i>	<i>Round 5</i>
1 vs. 6	1 vs. 5	1 vs. 4	1 vs. 3	1 vs. 2
2 vs. 5	6 vs. 4	5 vs. 3	4 vs. 2	3 vs. 6
3 vs. 4	2 vs. 3	6 vs. 2	5 vs. 6	4 vs. 5



Scheduling Scheme

Other forms of scheduling include single- or double-elimination tournaments and ladder or pyramid tournaments. Schedule special events, and work out your own ideas for competition.

A handy guide for intramural organization is given in the chart on the chart below.

Number of Teams Entered	Single Elimination Number of Games	Double Elimination		Round Robin Number of Games
		Number of Games Minimum	Number of Games Maximum	
4	3	6	7	6
5	4	8	9	10
6	5	10	11	15
7	6	12	13	21
8	7	14	15	28
9	8	16	17	36
10	9	18	19	45

Key Elements in Athletic Play

There are three important elements in educational athletics conducted from a Christian perspective: 1) Expressive play; 2) Competition; and 3) Responsible action. (See Figures 20 and 21)

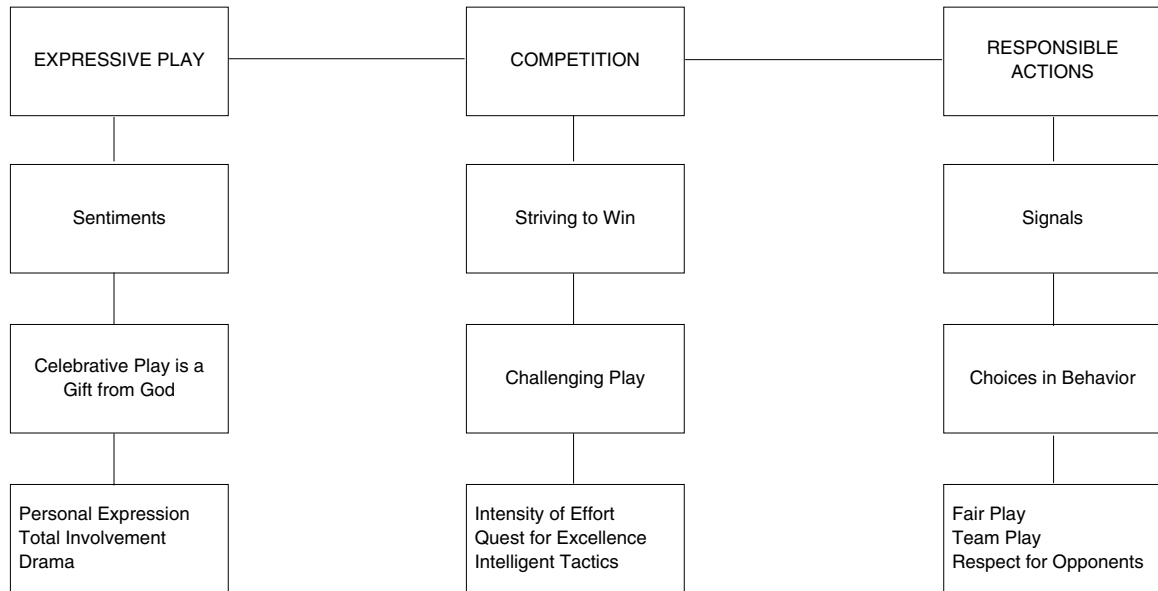


Figure 20: Athletics

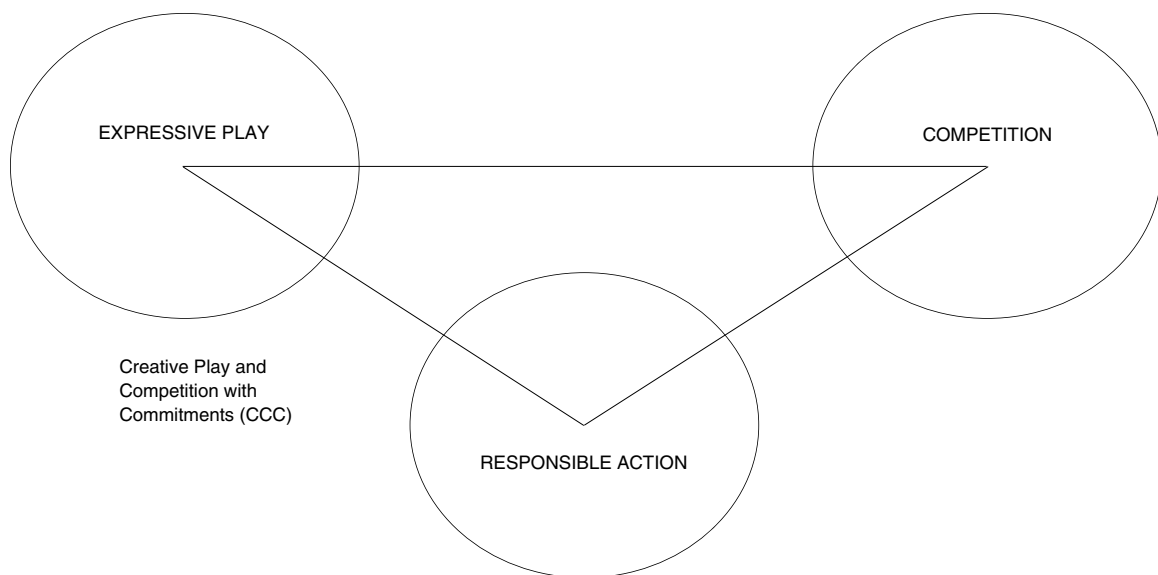


Figure 21: Athletics Overview

- a. Two head, neck, shoulder or chest exercises
- b. One lower back exercise
- c. Two hip and thigh exercises
- d. One lower leg exercise
- e. Five jumping jacks
- f. Jog $\frac{1}{4}$ mile

6. Take a flexibility test (*Horizons Inventory* or *Physical Best*).

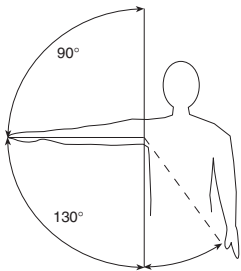
Evaluate results on sit and reach and trunk extension tests. (See Unit 4, pp. 193–200 for description.) Undertake a six-week developmental program using flexibility training exercises. Remeasure and evaluate.

7. Evaluate joint range of motion.

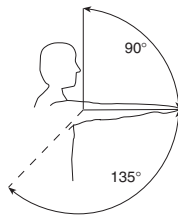
Illustrated below in the normal range of motion for some major joints. Compare the range of motion in your joints to that shown in the illustration. If you have a goniometer, the range of motion can be noted in degrees. For each joint, note whether your range of motion is near or beyond average or needs improvement. Consult Unit 3 for training exercises. (Reference: Fakey, Insel, and Rote, *Fit and Well*, Mayfield Publishers.)

Range of Motion

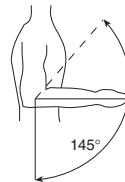
1. Raise and lower your arm at the shoulder, to the side.



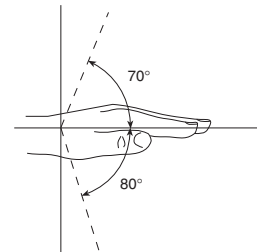
2. Raise and lower your arm at the shoulder, forward and to the rear.



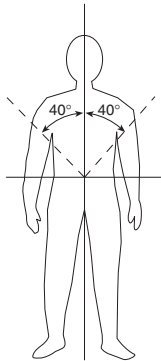
3. Bend and straighten your elbow.



4. Raise and lower your hand at the wrist.



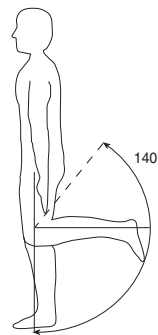
5. Bend directly sideways at your waist. (To prevent injury, keep your knees slightly bent and support your trunk by placing your hand or forearm on your thigh.)



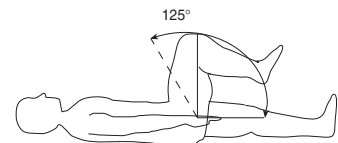
6. Raise leg to the side at the hip.



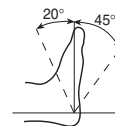
7. Bend and straighten your knee.



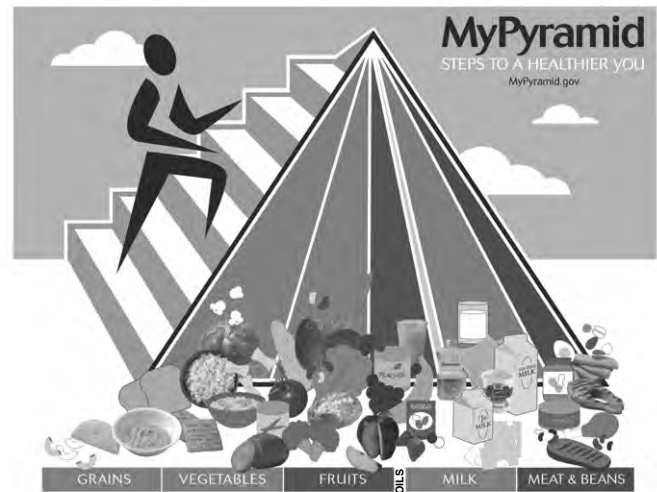
8. Raise and lower your leg forward at the hip.



9. Raise and lower your foot at the ankle.



- *The Food Pyramid is a food-group guide that recommends daily guidelines to ensure a balanced diet.* It provides information about how to make the best food choices and the number of servings from each major food group recommended daily. Each food group provides some of the nutrients a person needs each day. The number of servings depends on how many calories the person needs. Most children and adolescents are advised to consume 2,200 calories each day. The foods that should be eaten in the largest amounts are at the bottom of the pyramid, and foods that should be eaten sparingly are at the top of the pyramid.



The Food Pyramid

Breads, cereals, rice, and pasta group. This group is composed of grain products. They contribute complex carbohydrates, vitamins, minerals, and fiber to the diet. These foods are all low in fat. One serving might include:

- 1 slice bread
- 1 ounce ready-to-eat cereal
- $\frac{1}{2}$ cup rice or pasta

Vegetable group. This group provides vitamins such as A and C and minerals such as iron. This group is naturally low in fat, contains carbohydrates, and also provides fiber. One serving might include:

- 1 cup raw leafy vegetables
- $\frac{1}{2}$ cup cooked or raw vegetables
- $\frac{3}{4}$ cup vegetable juice

Fruit group. This group provides important amounts of vitamins A and C and the mineral potassium. Fruits are low in fat and sodium. One serving might include:

- 1 medium apple
- 1 banana or orange
- $\frac{1}{2}$ cup chopped, cooked, or canned fruit
- $\frac{3}{4}$ cup of 100% fruit juice

Meat, poultry, fish, dry beans, eggs, and nuts group. This group provides protein, B vitamins, iron, and zinc. Choosing lean meats and preparing foods by broiling, roasting or boiling keeps fat content to a minimum. One serving might include:

- 2–3 ounces of cooked lean meat, poultry or fish
- $\frac{1}{2}$ cup cooked dry beans
- 1 egg
- 2 tablespoons peanut butter

How Do You Handle Conflict?

It can be stated with confidence that people will face conflict throughout their lives. Dealing with conflict effectively is an important factor in human dynamics. This will help you identify the methods you use.

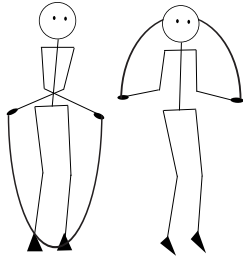
Directions. The following statements describe possible responses to various conflict situations. Read each statement carefully, and circle the number on the scale below each statement that most closely describes your behavior.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
1. When strong conflict occurs, I prefer to leave the situation.	1	2	3	4	5
2. I feel very comfortable about taking a conflict between a friend and me to a third person.	1	2	3	4	5
3. I try to find a compromise when a conflict occurs.	1	2	3	4	5
4. I find conflict exciting and challenging.	1	2	3	4	5
5. I tend to concentrate on the problem and the issues in a conflict rather than the other person.	1	2	3	4	5
6. When conflict occurs, I act as though there is no real problem and try to "get along."	1	2	3	4	5
7. I prefer to have a third person help solve a conflict between a friend and me.	1	2	3	4	5
8. I'm willing to give a little if the other person in a dispute is also willing to give on some things.	1	2	3	4	5
9. It's important that I win, even if the problem or issue in a disagreement is not really important to me.	1	2	3	4	5
10. I search for a solution to a conflict that both the other person and I can find acceptable.	1	2	3	4	5
11. I would quit a job if many conflicts occurred daily.	1	2	3	4	5
12. It's easier to have an outsider settle a dispute than to argue it out alone with another person.	1	2	3	4	5
13. I like to find what each person want most strongly, then work for a point in the middle.	1	2	3	4	5
14. I hate to lose or <i>not</i> get my own way.	1	2	3	4	5
15. I like to look at lots of possibilities and options before trying to find a solution to a conflict.	1	2	3	4	5
16. When conflict occurs, I prefer to get out of the situation rather than work to resolve the conflict.	1	2	3	4	5
17. I like to take disagreements to someone who has authority and have that person make a ruling.	1	2	3	4	5
18. I believe resolving conflict requires that each person give up something.	1	2	3	4	5
19. When someone tries to get me to back down or give in during a conflict, that makes me hold my position more strongly.	1	2	3	4	5
20. When I especially need to have my plan accepted or when an issue is very important to me, I tell the person with whom I am in conflict.	1	2	3	4	5
21. I prefer to walk away from conflict if there is strong personal disagreement.	1	2	3	4	5
22. I prefer to have a counselor decide for two people in conflict, not just ask the two people to listen to each other.	1	2	3	4	5
23. I believe working out a middle-of-the-road agreement is best, even if both people are still somewhat unhappy about not getting their way completely.	1	2	3	4	5
24. When I work to resolve a conflict, I work to win.	1	2	3	4	5
25. I consider the other person's preference as well as my own and work to find a solution both of us can live with.	1	2	3	4	5
26. I prefer to let conflicts "work themselves out."	1	2	3	4	5

11. Criss Cross

- (cross arms)
- Cross arms and jump.
 - Open rope, basic bounce.

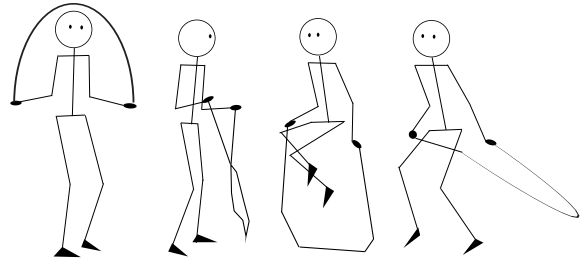
Tips: Cross right arm over left, cross left arm over right.



12. Full-turn (one complete circle with rope in front)

- Turn body left, with right turn of rope.
- Side swing right, body turns right.
- Full turn body makes full turn to right.
- Jump rope forward.

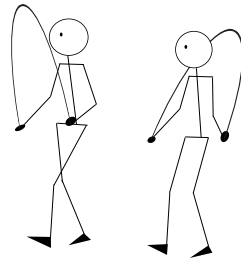
Tips: Follow rope, rope and body may turn left.



13. Heel to Heel

- Jump and touch left heel.
- Jump and touch right heel.

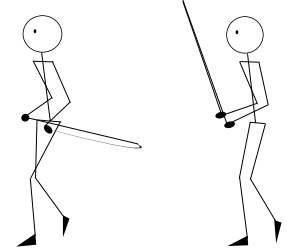
Tip: Heel touches are forward.



14. Toe to Toe (alternate toe touch)

- Hop on left foot, touch right toe.
- Hop on right foot, touch left toe.

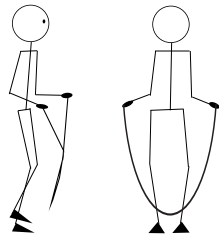
Tip: Keep body over weighted foot.



15. Forward 180 (half turn rotating rope from forward position to backward jumping position)

- Side swing left, half turn of body right.
- Jump over backward turning rope.

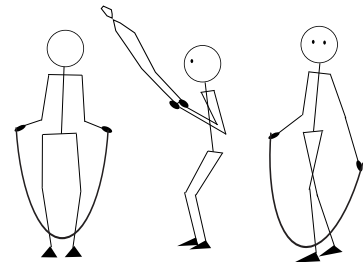
Tips: Follow rope; rope and body may turn to left.



16. Backward 180 (turn keeping rope in front of face)

- Jump backward, turning rope.
- Half turn of body left, facing rope.
- Jump rope forward.

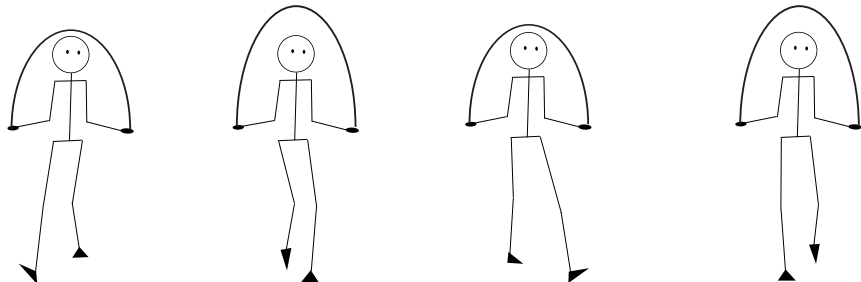
Tip: Follow rope; rope and body may turn to left.



17. Heel-toe (alternate heel-toe touch)

- Hop on left foot, touch right heel forward.
- Hop on left foot again, touch right toe backward.
- Repeat on opposite side.

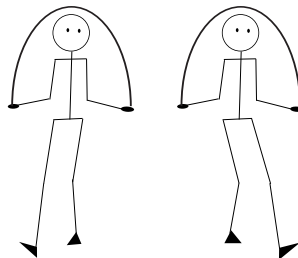
Tip: Heel-toe as in a polka.



18. Kick Swing (alternate kick or swing feet, forward, sideward, backward)

- Hop on left foot, swing right leg forward.
- Hop on right foot, swing left leg forward.

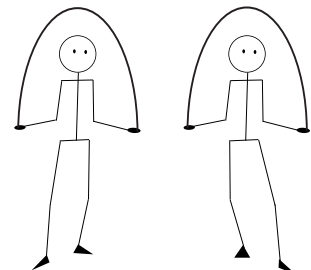
Tip: Repeat directions side-ward and backward.



19. Peek-a-Boo (alternate toe touch sideways)

- Hop on left foot, touch right toe right.
- Hop on right foot, touch left toe left.

Tip: Keep feet close to floor.

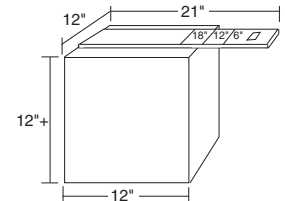


Recording: Record the lowest point (to the nearest centimeter or inch) reached with fingertips in the downward stretch. The score is minus the centimeters (inches) if the reach is short of the bench level or plus the centimeters (inches) below bench level. Allow two practice trials before two test attempts.

► **SIT AND REACH.** (Alternate test for HIP-TRUNK FLEXION.)

Purpose: The purpose of the sit and reach is to evaluate the flexibility (extensibility) of the low back and posterior thighs.

Description: Assume the starting position by having students remove their shoes and sit down at the test apparatus (see diagram) with their knees extended and the feet shoulder-width apart. The feet should be flat against the end board. The arms are extended forward with the hands placed on top of each other to perform the test. The student reaches directly forward, palms down, along the measuring scale four times and holds the position of maximum reach on the fourth trial. The position of maximum reach must be held for one second. The score is the most distant point reached on the fourth trial measured to the nearest inch. The tester should place one hand on the student's knees to ensure that the knees remain extended. (Note: The 12" mark is located at the nearest box edge.)



Scoring: The most distant point reached on the fourth trial is measured to the nearest inch or centimeter.

Equipment: See diagram.

► **TRUNK EXTENSION**

Equipment: Mat, meter (yard) stick.

Description: Lie chest down flat on the mat, mouth closed, legs together, and hands interlaced behind head. A partner straddles, hooking feet over the lower portion of your legs and placing hands on back of your thighs. Raise upper body slowly and smoothly as high as possible, and hold.

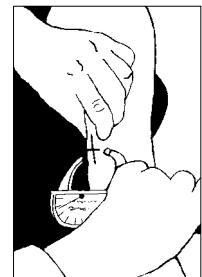
Recording: Record to the nearest centimeter (inch) the distance from the mat to chin at maximum extension. Record the better of two attempts.

5. *Body composition*

► **TRICEPS SKINFOLD.**

Purpose: Assess body composition.

Description: In a number of regions of the body, the subcutaneous adipose tissue may be lifted with the fingers to form a skinfold. The triceps skinfold is measured over the triceps muscle of the right arm halfway between the elbow and the acromion process of the scapula. The skinfold should be measured with the skinfold parallel to the longitudinal axis of the upper arm. The tester firmly grasps the skinfold between the thumb and forefinger. The caliper is placed one centimeter below the fingers. The needle of the caliper is read to the nearest half-millimeter after the needle has stopped.



► STUDENT CHOREOGRAPHY

To create a liturgical movement, students must begin with an idea and improvise using the words, emotions, or music to initiate movements. Students working in a group must make choices together among the improvised movements to create the movement. This process of finding a theme, improvising, making choices, creating the routine, and performing it is an excellent example of creative problem solving.

Following are some basic traveling steps that students can use in their own choreography.

Tripudium

The tripudium is a traditional sacred creative movement step that advances (“I progress”) and retreats (“but I falter”). It is often used for processions.

Beat 1	Step R forward.
Beat 2	Step L forward
Beat 3	Step R forward.
Beat 4	Step L back.

Triplet (in 3 beats)

Beat 1	Down	Step R forward in pli� (bent knee).
Beat 2	Up	Step L forward in relev� (on tiptoe).
Beat 3	Up	Step R forward in relev�.
Repeat, beginning L.		

Leap (a transfer from one foot to the other, coming off the ground)
in 4 beats:

Beat 1	Step R forward.
Beat 2	Brush L forward, pushing off R foot.
Beat 3	Land on L foot forward.
Beat 4	Step R forward.
Repeat, beginning L (leap will alternate sides).in 3 beats:	
Beat 1	Step R forward.
Beat 2	Brush L forward, pushing off R foot.
Beat 3	Land on L foot forward.
Repeat. (Leap will occur on same side each time. To switch to the other side, reverse, beginning L)	

Chass  (in 4 beats)

Beat 1	Step	Step R forward.
Beat &	Close	Step L to meet R.
Beat 2	Step	Step R forward.
Beat 3	Step	Step L forward.
Beat &	Close	Step R to meet L.
Beat 4	Step	Step L forward.

Terms

Biomechanics

Skills

Sample Knowledge Questions

1. How much of a turn is made on the roundoff?
 - a. 360°
 - b. 90°
 - c. 75°
 - (d.)180°
2. In any tumbling skill, forward momentum is developed
 - a. when hands are placed on the mat.
 - b. at the beginning of the skill.
 - (c.)when the center of gravity moves past the base of support.
 - d. when the skill has been completed.
3. A front support position on the pommel horse requires the shoulders to be
 - a. directly over the hands.
 - (b.)in front of the hands.
 - c. behind the hands.
 - d. wherever they feel comfortable.
4. The feint position is used to initiate
 - a. a flank dismount with a 90° turn.
 - b. a flank dismount.
 - c. a rear dismount.
 - (d.)all of the above.
5. What determines the space between the board and the horse?
 - a. The type of vault being performed.
 - (b.)The performer's ability and type of vault.
 - c. The distance is always the same.
 - d. The distance should be less than five feet.
6. When performing any type of vault, where does the initial force come from?
 - a. Hands on the horse.
 - b. Layout position.
 - c. Push off the horse.
 - (d.)Spring from the board.
7. An L hang position on the still rings is performed with the
 - a. arms and hips bent.
 - b. arm straight and knees bent.
 - (c.)arm straight and hips bent.
 - d. arms straight, hips and knees bent.

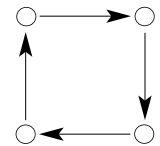
	Level 1 Basic	Level 2 Intermediate	Level 3 Advanced		Level 1 Basic	Level 2 Intermediate	Level 3 Advanced
c. Line-outs				e. Rucking			
—binding, wedging		x		—drive over ball		x	
—peeling			x	—heeling		x	
—cleaning up loose fall from lineout		x		—posting			x
—short lineouts			x	—formation (hitting rucks)			x
—long throw in			x	f. Backs			
—tactical kicking:				—full back in			x
scrum half			x	—scissors/dummy		x	
—defensive alignment after losing ball			x	—miss and loop			x
d. Mauling				—wing in			x
—first man takes ball		x		—delays			x
—binding in support		x		—crash			x
—posting the ball (between legs)		x		4. Team games			
—drive			x	a. running seven a side touch rugby	x		
—binding of loose players			x	b. modified rugby, nine man	x	x	
—taking ball of opponent			x	c. 15 aside game taking		x	x
—peeling from maul			x	5. Rules	x		
				6. Officiating		x	
				7. Coaching			x

Skill Learnings and Activities

1. Passing

Square passing

- Group of four can pass the ball around their team in the quickest time.
- Stand four meters apart.
- Reverse direction of passing.



Pass and follow

- B passes to C, then moves to C's position.
- C passes to D, then moves to D's position.
- D passes to A, then moves to A's position.
- A passes to B, etc.

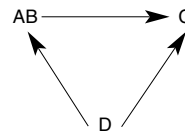
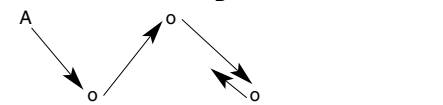


Figure 8 passing. Start at player A. Pass from A to B, B to C, C to D, D to A, then A to D.

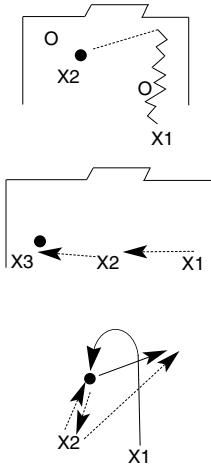
Zig-zag passing. Start at A, and pass ball to end of line and back.



Circle drill for passing. Can be used with a large class. Use three to five balls starting at different points. Go in one direction (left first, then right). Distance between students should be no more than four to five meters.

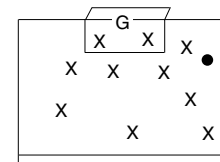
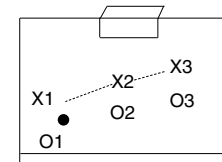
Teaching/learning cues. Hold ball perpendicular to ground, lean ball toward receiver, receiver presents a target with hand positioned in front of body, watch for throwing hand coming underneath the ball. Students should bring throwing hand over top of ball thus to cause a spiral on the ball (underhand lateral throw pattern).

- ▶ **PULLBACKS.** Player 1 has beaten the defensive player with a dribble and fake. Player 1 continues to dribble towards the goal line with the defensive player in pursuit. Player 1 makes a long instep pass to player 2. Player 2 attempts to score with a volley, instep kick, or header.
- ▶ **REVERSALS.** Halfback player 1 makes a square pass to player 2, who makes another pass to player 3. The ball is moved from one side of the field to the other.
- ▶ **PIVOT, GIVE, BACK, CHIP.** Player 1 runs forward, turns, and comes back toward player 2 to receive the ball. Player 2 makes a pass to player 1, who sets up in a pivot. Player 1 passes the ball back to player 2 and runs forward. Player 2 chip passes the ball back to player 1.
- ▶ **PIVOT, TURN, SQUARE, WALL.** Player 1 runs forward, turns, and comes back toward player 2 to receive the ball. Player 2 makes a pass to player 1 and yells "turn." Player 1 turns forward and begins to dribble. Player 2 comes forward. Player 1 executes a wall pass with player 2.



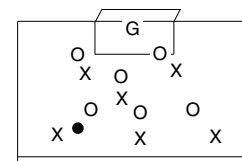
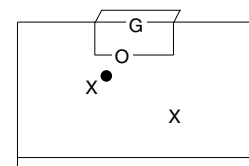
4. Defensive coverage

- ▶ **ONE-ON-ONE COVERAGE.** Each defensive player shadows an offensive player to keep offensive players from receiving a pass.
- ▶ **DIAGONAL ZONE COVERAGE** (off-side and on-side defense). Players 1 and 2 play one-on-one defense because the ball is on their side of the field. Player 3 sags back into diagonal zone coverage when the ball is on the other side of the field. As the ball is reversed to the other side of the field, player 3 plays one-on-one, and player 1 goes into zone coverage.
- ▶ **TOTAL DEFENSE.** All 10 field players move up on offense as a united team, and all players come back to play defense.



5. Tactical training drills

- ▶ **TWO-ON-TWO.** Two players try to score against a goalkeeper and a defensive player. After a player scores or the ball is kicked out of bounds or is intercepted, offensive players become the goalkeeper and defense player, and the other two become offensive players.
- ▶ **THREE-ON-THREE.** Same as above except three offensive players attack two defensive players and a goalkeeper.
- ▶ **SIX-ON-SIX ATTACK AND DEFEND.** Six offensive players (X) use passing and shooting skills to try to score. Defensive players (O) try to keep them from scoring. When the defense pushes the ball over the center line, the offensive team starts another upfield attack.



4. *Offensive team alignments*

Several alignments are possible, but the following are two of the more common.

3–3—Includes a left back, center back, right back, left wing, right wing, and a circle runner.

2–4—Includes a left back, right back, left wing, right wing, and two circle runners.

Back court players—The back court players initiate most of the attack combinations.

They must be good play makers and ball handlers, and strong, accurate shooters.

Playing on the opposite side of the court of the player's throwing arm offers the advantage of power toward the middle of the court.

Wings—Wings play a more specialized position. Speed is necessary for the fast break.

Circle runners—The circle runners must be able to handle contact. Strength and balance are essential abilities.

Learning activity

► HALF COURT SCRIMMAGES.

5. *Defensive team alignments*

The most common alignment is the 6–0 zone. In a 6–0 zone, six players defend along the arc of the 6-meter line. If a team plays a 5–1 zone, five players defend along the 6-meter line, and one plays in front of the others as a chaser. The zone is numbered from the 6-meter line out.

- ✓ The middle defenders (called threes) need to be tall and strong for shot blocking and defending the circle runner.
- ✓ The second defenders in from each side (called twos) need strength to defend the circle runner but must also be quick and agile to guard the back court players.
- ✓ The wing defenders (called ones) need to be quicker players to guard the wings and get out on the fast break.

Intellectual Learnings

1. *History*

Team handball is simply called “handball” in most parts of the world. That has created some confusion in the United States, where a game called handball is similar to racquetball.

Western European handball is played outdoors and has 11 players on each team. In the Scandinavian countries, an indoor game of handball has 7 players on each team.

Handball's popularity can be attributed to the fact that the game uses parts of soccer, basketball, water polo, and ice hockey. The game's speed, high scoring, and conditioning benefits appeal to many different groups of people. Team handball has been an Olympic sport since 1974.

2. *General concepts*

Handball is played between two teams. Each uses six court players and a goalie. The court is a little larger than a basketball court, approximately 20 meters by 40 meters. The object of the game is to throw a ball into a 2 x 3-meter goal. A regulation game consists of two 30-minute halves. A goal counts as one point.

Unit 21: Volleyball

Volleyball's popularity has increased dramatically over the past several years. The growth of beach volleyball has renewed interest in volleyball as a recreational activity for people of all ages. Where once a large gap existed between the recreational activity and the game played competitively, renewed interest in the game has increased participation and improved skill levels.

Volleyball requires agility, eye-hand coordination, and the mastery of a few basic skills. It also requires a high degree of teamwork and cooperation. Volleyball provides an excellent opportunity for high school students to develop these skills and attributes while learning a game that may provide leisure or recreational enjoyment throughout their lives.

GOALS

Creative

1. Students will develop and refine the basic skills necessary to execute movement patterns in the high, medium, and low postures used for volleyball skills.
2. Students will develop the physical attributes necessary for successful volleyball participation (muscular strength, eye-hand coordination, flexibility, etc.).
3. Students will refine basic skills and combinations of these skills and use them in game settings.

Intellectual

1. Students will apply the game rules and procedures needed to play a volleyball game.
2. Students will apply basic tactics and strategies used to play volleyball.

Decisional

1. Students will practice mutual encouragement and acceptance of others while playing the game of volleyball.
2. Students will enjoy playing the game of volleyball.
3. Students will be able to work cooperatively with teammates to play volleyball with or without direct supervision.
4. Students will develop a sense of the role of cooperation and competition.

STUDENT OUTCOMES

Creative

1. Students will be able to demonstrate correct form as defined in the unit while executing the following skills in drill and game situations:

awarded if the opposing teams are tied. Only balls that are distinguishably closer to the pallino than any opponent's balls are awarded points. Each closest ball is given 16 points. If a modified game is played, it is easier to count by ones rather than use the 16 point method.

5. *Decisional Learnings*

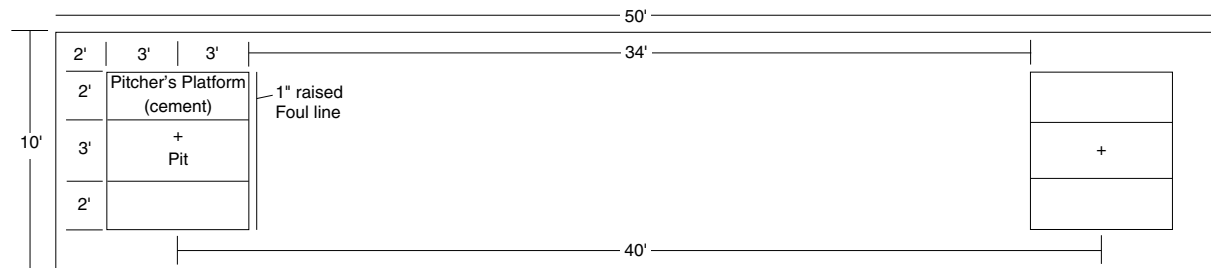
The two big sports conduct issues in bocce are “determining turns” and “judging closeness.” The spirit of fair play needs to guide decision-making. Participants also should respect their opponents and appreciate the joy of play and competition.

Horseshoes

Horseshoe pitching has been a very popular recreational, competitive sport. The National Horseshoes Pitchers Association has world championships for men, women, and junior boys and girls. Horseshoes is an excellent backyard game. The game can be played by people of almost any age. Horseshoes is often a popular recreational activity for the retired. High school students can experience the skills and the enjoyment of competition.

1. *Playing area and equipment*

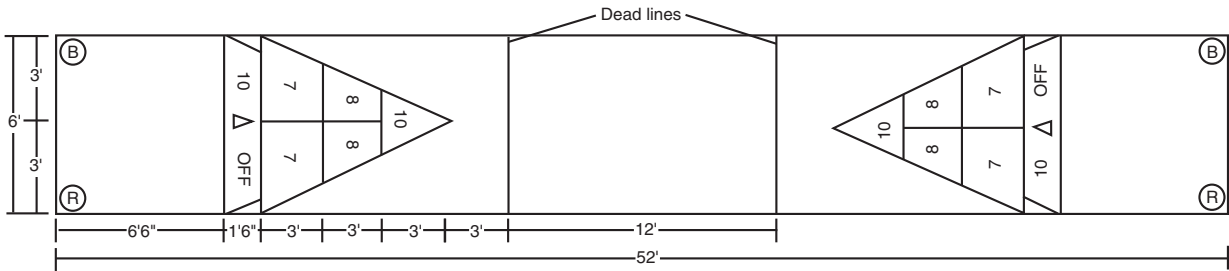
Court: The official horseshoe court is 50 feet by 10 feet with one-inch metal stakes placed 40 feet (30 feet for women and juniors) apart. The stakes are usually placed in a 6 feet by 6 feet pitcher's box.



Horseshoes: The official shoes are metal and weigh 2 pounds 10 ounces. The shoe should not exceed $7\frac{1}{4}$ inches in width and $7\frac{3}{8}$ inches in length. The opening can be no more than $3\frac{1}{2}$ inches from point to point.

2. *Basic rules*

- A game is divided into innings, and each contestant pitches two shoes in each inning. A game can last for 25 innings or until one contestant gets 21 points.
- A coin toss determines the first thrower. After the first throw, the opponent gets one throw; then the first thrower; and then the second thrower. The first thrower in a new inning is determined by the person winning the most number of points in the last inning. If no points are won, the last person winning points throws first.
- A pitcher's opponent must stand behind the person in action and may not interfere with the pitch. The throw is made from within the box.
- Contestants walk to the other side for each new inning. If four players play, contestants have a partner and need not walk from end to end.



2. Equipment

The discs are six inches in diameter. The cue stick must measure under six feet, three inches.

3. Playing rules

- The owners of the red discs shoot first, followed by black. Teams alternate thus until all discs are shot.
- Each player gets to play four discs. Points are scored based on the target numbers.
- A game may end at any point value determined from the outset. Usually a game consists of 50 points.
- Discs are played from the 10-OFF area.
- Discs that jump back on the court after going out of bounds are declared dead.

4. Skills

Shuffleboard skills are relatively simple. The game requires an underarm push of the cue stick against the disc. The game requires the development of touch.

5. Decisional learnings

Players must call their own fouls, which occur when they step on or over the baseline in making a shot. Players must not make remarks to disconcert opponents. No shots should be made until the previous disc has come to rest. A hearty “well done” and “thank you” are part of good sportsmanship.

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