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ABSTRACT

This curriculum guide provides usable, appropriate, and relevant materials for teachers working with mildly/moderately handicapped students. Each instructional unit contains a content outline representing the basic motor skills and cognitive areas considered appropriate for inclusion in an adapted physical education class. The number sequences in each outline correspond directly with actual performance objectives identified in the activity unit. Included in performance objectives are suggested age levels for the skill, which should be determined by the teacher's assessment of individual capabilities. Activity units include: (1) movement education; (2) physical fitness exercises; (3) body management; (4) individual and dual sports; (5) team sports; and (6) leisure activities. The use of this guide for students with sensory or orthopedic impairments may require additional modifications and adaptations in the method of presentation and/or the means by which the students demonstrate the skills depending upon their individual abilities. (JD)

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**STATE OF LOUISIANA  
DEPARTMENT OF LOUISIANA**

**ADAPTED PHYSICAL EDUCATION  
CURRICULUM GUIDE**

**BULLETIN 1717  
1984**

**Issued by  
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## INTRODUCTION

Physical education is an essential part of the basic educational program and contributes to the development of the total individual. Every exceptional student in Louisiana is entitled to participate in a program of physical activity, specially designed if necessary. A well-planned, sequential program of physical education contributes significantly to the learning experience of all students, particularly the student with special needs.

Adapted physical education is defined as specially designed physical education for those exceptional students for whom significant deficits in the psychomotor domain have been identified. Adapted physical education entirely or partially replaces the regular program depending on the needs of the student. It provides appropriate experiences to enhance development and learning of each individual to his/her full potential.

In facilitating the optimal physical and emotional development of handicapped children, educators must understand the effects of a disability on motor performance and recognize the wide range of motor abilities found in atypical populations. Traditionally, physical education has revolved around the development of skills in sports, dance, and aquatics. This publication is based on competencies identified in the regular physical education curriculum, but provides a basic list of adapted performance objectives for the exceptional student. Designed for students with mild or moderate motor deficits, the objectives listed are minimal and should be expanded upon when necessary to meet the individual physical education needs of the students.

The key to adapted physical education programming is individualization. The specific needs of students should determine the criteria for selection of activity units, and it is hoped that this document allows such flexibility.

## KEY TO USE OF THE GUIDE

### INSTRUCTIONS FOR USE

The purpose of this curriculum guide is to provide usable, appropriate, and relevant materials for teachers working with mildly/moderately handicapped students. Intended to be used as an alternative to the regular competency based curriculum, the guide establishes minimum standards for student achievement and contains activities designed to stimulate learning.

The instructional units have been developed in a sequential manner ensuring a positive direction. Although levels of introduction are suggested, the functioning level rather than mental or chronological age should determine the starting points for programming. Because of limited experience and/or motor impairment, exceptional students of the same age may address different skill levels within the same instructional unit. A lead-up game may serve as a terminal level for some students and for others may represent a preparatory activity.

The use of this guide for students with sensory or orthopedic impairments may require additional modifications and adaptations in the method of presentation and/or the means by which the students demonstrate the skills. The degree to which the modifications are applied will depend on the abilities of the individual students.

### SCOPE AND SEQUENCE

The chart on page xii indicates what activities are recommended as part of the core curriculum. Activities suggested for each level are designated. Performance objectives have been established for these activities, and the suggested level of introduction for specific objectives is also indicated. The first three levels deal with fundamental motor development and self-awareness. Levels IV through VII deal with progression; skills become more definitive leading from simple to complex.

## ACTIVITY UNITS

### 1. Activity Content Outline

Each instructional unit contains a content outline representing the basic motor skills and cognitive areas considered appropriate for inclusion in an adapted physical education class. The number sequences in each outline correspond directly with the actual performance objectives identified in the activity unit.

### 2. Performance Objectives

This section lists both the performance objective and the suggested age level for introduction as stated in the introduction. Even though a suggested age level for skill introduction may be appropriate for one student it may be totally inappropriate for his peer. The determining factor should always be teacher assessment.

### 3. Suggested Activities

This section provides the teacher with additional ideas and techniques for teaching the competencies. Learning activities provided by the teacher must be selected and prescribed according to the individual student's motor ability.

### 4. Bibliography

The bibliography provides a listing of materials, books, and films available for each activity.

ADAPTED PHYSICAL EDUCATION

Program Sequence Chart

LEVELS\*

ACTIVITY	I	II	III	IV	V	VI	VII
	INFANCY	PRESCHOOL	PRIMARY	INTERMEDIATE	MIDDLE	SECONDARY	ADULT
Movement	*	*	*	*	*		
Physical Fitness	*	*	*	*	*	*	*
Motor Fitness							
Body Management	*	*	*	*	*	*	*
Team Sports							
Basketball				*	*	*	*
Soccer			*		*	*	
Softball			*	*	*	*	
Volleyball			*		*	*	*
Individual and Dual Sports							
Aquatics		*	*	*	*	*	*
Gymnastics		*	*	*	*		
Track and Field				*	*	*	*
Archery					*	*	*
Badminton					*	*	*
Bowling				*	*	*	*
Leisure activities							
Play	*	*	*				
Recreational Games		*	*	*	*	*	
Outdoor Education					*	*	*

\* LEVELS ARE IDENTIFIED IN RANGES OF TWO TO FOUR YEARS OF AGE.

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# ACTIVITY UNITS

# Movement

## MOVEMENT

### ACTIVITY CONTENT OUTLINE

#### A. BODY AWARENESS

1. Knowledge of Body Parts
2. Knowledge of Body Surfaces
3. Non-locomotor Skills
4. Right-left Discrimination

#### B. LOCOMOTOR SKILLS

1. Creep
2. Walk
3. Run
4. Jump
5. Hop
6. Leap
7. Gallop
8. Skip
9. Slide
10. Locomotor Combinations

#### C. BALANCE

1. Static
2. Dynamic

#### D. BALL HANDLING SKILLS

1. Roll
2. Underhand Throw
3. Overhand Throw
4. Catch
5. Strike
6. Kick
7. Dribble
8. Foot Dribble

#### E. SPACIAL AWARENESS

1. Personal and General Spaces
2. Tempo
3. Directions

#### F. COORDINATION

1. Windmill Exercises
2. Jumping Jack Exercises
3. Squat Thrust Exercises

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS	
BODY AWARENESS	1. To demonstrate knowledge of body parts, the student will:			
	1.1 Locate on self 100% of the following parts.	II		
	1.2 Name parts when instructor touches:  A. Mouth B. Eyes C. Head D. Hands E. Nose F. Feet G. Ears H. Legs I. Arms J. Fingers K. Toes L. Stomach M. Back N. Knees O. Shoulder	II		
	1.3 Locate on self 90% of the following parts.	III		
	1.4 Name parts when instructor touches:  P. Chin Q. Lips R. Tongue S. Elbow T. Ankles U. Heels V. Waist W. Hips X. Seat Y. Chest Z. Wrist  Aa. Thigh Bb. Neck Cc. Thumbs	III		
	2. To demonstrate knowledge of body surfaces, the student will:			

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p style="text-align: center;">LOCOMOTOR SKILLS</p>	<p>2.1 Touch a body surface (front or back) upon request.</p>	II	
	<p>2.2 Place body on mat on requested body surface</p> <p style="margin-left: 20px;">A. front of body B. back of body C. side of body</p>	III	
	<p>3. To demonstrate competency in non-locomotor skills, the student will:</p>		
	<p>3.1 Execute upon request, 100% of the following movements:</p> <p style="margin-left: 20px;">A. bend B. stretch C. twist</p>		
	<p>3.2 Execute upon request, 4 out of 5 of the following movements:</p> <p style="margin-left: 20px;">D. curl E. sway F. turn G. swing H. fall</p>	III	
	<p>4. To demonstrate knowledge of right and left the student will, upon request, identify the right and left sides of the body by raising the appropriate hand or by touching the appropriate body side.</p>	IV	
	<p>5. To demonstrate competency in <u>creeping</u> in a style characterized by:</p> <p style="margin-left: 20px;">A. reciprocal patterning with right hand and left knee/left hand and right knee moving forward together and touching the floor simultaneously. B. fingers pointed forward. C. back level. D. continuous movement.</p>		
	<p>The student will:</p>		
	<p>5.1 Creep forward a distance of 25 feet.</p>	I	



MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	<p>8. To demonstrate competency in the <u>jump</u> in a style characterized by:</p> <p>A. Preparatory movement with knees flexed and arms back.            B. Two-foot take-off.            C. Forceful arm swing upon take off.            D. Two-foot, bent leg landing.</p> <p>The student will:</p> <p>8.1 Jump in place.</p> <p>8.2 Jump a distance of 8 inches.</p> <p>8.3 Jump backwards.</p> <p>8.4 Jump from a height of 12 inches and land in a balanced position.</p> <p>8.5 Jump a distance of 2 feet.</p> <p>8.6 Jump over an obstacle 10 inches high.</p> <p>8.7 Jump forward 3 times in succession.</p> <p>8.8 Jump an individually turned jump rope 10 times in succession.</p>	<p>I</p> <p>II</p> <p>II</p> <p>III</p> <p>III</p> <p>III</p> <p>III</p> <p>IV</p>	
HOP	<p>9. To demonstrate competency in the <u>hop</u> in a style characterized by:</p> <p>A. Take off and land on the same foot while maintaining balance.</p> <p>The student will:</p> <p>9.1 Hop a distance of 6 feet on dominate foot.</p> <p>9.2 Hop a distance of 6 feet on nondominate foot.</p> <p>9.3 Upon command, hop a specified number of times on right and left foot.</p> <p>A. Three hops on right and 3 hops on left.</p>	<p>III</p> <p>IV</p> <p>IV</p>	

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
LEAP	B. Two hops on right and 2 hops on left.	IV	
	C. Two hops on right and 3 hops on left.	V	
	10. To demonstrate competency in the <u>leap</u> in a style characterized by:  A. Take off from one foot projecting the body into the air and landing on the other foot.  B. Period of non-support longer than the run.  The student will:		
	10.1 Leap down from obstacle 12 inches high.	II	
	10.2 Leap over an obstacle 12 inches high.	III	
	10.3 Leap three consecutive times.	IV	
GALLOP	11. To demonstrate competency in the <u>gallop</u> in a style characterized by:  A. Combination of a step and a leap with the same foot leading.  B. Shoulders facing the line of direction.  The student will:		
	11.1 Gallop forward 10 times without interruption with the non-dominant foot leading.	III	
	11.2 Gallop forward 10 times without interruption with non-dominant foot leading.	III	
	11.3 Gallop backward 10 times without interruption with dominant foot leading.	IV	
	12. To demonstrate competency in the <u>slide</u> in a style characterized by:		

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
SKIP	<p>A. A combination of a step and leap with the same foot leading.</p> <p>B. Shoulders parallel to line of direction.</p> <p>The student will:</p> <p>12.1 Slide 5 times without interruption with dominate foot leading.</p> <p>12.2 Slide 5 times without interruption with non-dominate foot leading.</p> <p>12.3 Slide 4 times to the right, stop, slide 4 times to the left.</p> <p>13. To demonstrate competency in the <u>skip</u> in a style characterized by:</p> <p>A. Step and hop on the same foot with alternation of lead foot.</p> <p>B. Perform in an uneven rhythm.</p> <p>The student will:</p> <p>13.1 Skip forward a distance of 15 feet.</p> <p>13.2 Skip backward a distance of 15 feet.</p>	<p></p> <p>IV</p> <p>IV</p> <p>V</p> <p></p> <p></p> <p>III</p> <p>V</p>	
LOCOMOTOR COMBINATIONS	<p>14. To demonstrate competency in the performance of a sequence of locomotor skills, the student will:</p> <p>14.1 Perform in a smooth, coordinated style, 2 jumps and 2 hops.</p> <p>14.2 Perform in a smooth, coordinated style 2 hops with right leg, 2 hops with left leg, 4 jumps.</p> <p>14.3 Perform in a smooth, coordinated style, 2 skips, 4 gallops.</p> <p>15. To demonstrate competency in maintaining static balance with hands on hips.</p>	<p>IV</p> <p>V</p> <p>V</p>	

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p>BALL HANDLING SKILLS</p>	<p>The student will:</p>		
	<p>15.1 Stand on tip toes for 5 seconds.</p>	<p>II</p>	
	<p>15.2 Stand on preferred foot for 3 seconds.</p>	<p>II</p>	
	<p>15.3 Stand on preferred foot for 8 seconds.</p>	<p>III</p>	
	<p>15.4 Stand on preferred foot with eyes closed for 3 seconds.</p>	<p>IV</p>	
	<p>16. To demonstrate competency in maintaining dynamic balance with hands on hips.</p>		
	<p>The student will:</p>		
	<p>16.1 Walk forward on knees for 10 feet.</p>	<p>I</p>	
	<p>16.2 Walk forward on an 8 inch plank without stepping off for 10 feet.</p>	<p>I</p>	
	<p>16.3 Walk on tip toes for 10 feet.</p>	<p>II</p>	
	<p>16.4 Walk on a 1 inch line for 10 feet.</p>	<p>II</p>	
	<p>16.5 Walk forward on 4 inch beam, 10 feet long, without stepping off.</p>	<p>III</p>	
	<p>16.6 Walk forward, heel-to-toe, for 10 feet.</p>	<p>III</p>	
	<p>16.7 Walk backward, heel-to-toe, for 10 feet.</p>	<p>IV</p>	
	<p>17. To demonstrate competency in <u>propelling</u> a ball forward in a style characterized by:</p>		
	<p>A. Body facing target.</p>		
	<p>B. Eyes focused on target.</p>		
	<p>The student will:</p>		
	<p>17.1 Seated, push large ball forward with 2 hands so that it rolls to a seated partner 6 feet away.</p>	<p>I</p>	

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	17.2 Seated, roll small ball with 1 hand to a seated partner 6 feet away.	II	
	17.3 Kneeling, roll a large ball forward to a partner seated 10 feet away.	II	
	18. To demonstrate competency in the <u>underhand throw</u> in a style characterized by: A. Body facing target. B. Pendular arm swing. C. Point of release at target level. D. A step toward target in opposition to arm swing.		
	The student will:		
	18.1 Using 2 hands, roll a large ball for accuracy to a seated partner a distance of 10 feet.	III	
	18.2 Using 1 hand, roll a small ball for accuracy to a seated partner a distance of 10 feet.	III	
	18.3 Using a small ball, perform a 1 hand underhand throw and hit a 3'x3' target 10 feet away, 3 out of 5 times.	III	
	18.4 Using a small ball, perform a 1 hand underhand throw to a partner 10 feet away, 3 out of 5 times.	IV	
	19. To demonstrate competency in the <u>overhand throw</u> in a style characterized by: A. A forward reach for the target on the follow-through. B. An elbow lead during forward motion. C. Preparatory movement with the trunk rotation away from the target. D. Weight transfer to forward foot.		

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
CATCHING	The student will:		
	19.1 Throw a small foam ball or bean bag a distance of 5 feet.	II	
	19.2 Throw a small ball or bean bag a distance of 15 feet.	III	
	19.3 Hit a 2'x2' target placed 2 feet off the ground from a distance of 10 feet, 3 out of 5 times.	III	
	19.4 Hit a 2'x2' target placed 2 feet off the ground from a distance of 15 feet, 3 out of 5 times.	IV	
	19.5 Throw a small ball to 2 partners 15 feet away, 3 out of 5 times.	V	
	19.6 Hit a 2'x2' target 20 feet away.	V	
	19.7 Hit a 4'x4' target 40 feet away.	VI	
	20. To demonstrate competency in <u>catching</u> in a style characterized by:  A. Palms facing the direction from which the ball is approaching.  B. Force is absorbed with palms and arms in a giving motion.		
	The student will:		
	20.1 Sitting, stop with arms an 8½ inch playground ball rolled from 5 feet away.	I	
	20.2 Sitting, catch a bean bag tossed underhand from 5 feet away, trapping it against body, 3 out 5 times.	I	
	20.3 Standing, catch an 8½ inch playground ball bounced from a distance of 6 feet, using arms and body, 3 out of 5 times.	II	

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	20.4 Standing, catch a bean bag tossed underhand from 5 feet away, using hands against body, 3 out of 5 times.	II	
	20.5 Standing, drop an 8½ inch playground ball, let it bounce one time and catch, 3 out of 5 times.	III	
	20.6 Standing, catch a bean bag with 2 hands tossed underhand from 5 feet away, 3 out of 5 times.	III	
	20.7 Standing, toss an 8½ inch playground ball above head level and catch it before a bounce, 3 out of 5 times.	IV	
	20.8 Catch a tennis ball with 2 hands tossed underhand from 8 feet away, 3 out of 5 times.	IV	
	20.9 Catch an 8½ inch playground ball tossed underhand from a distance of 10 feet, 3 out of 5 times.	IV	
	20.10 Catch an 8½ inch playground ball thrown from 20 feet making an arc of at least 5 feet, 3 out of 5 times.	V	
	20.11 Catch a bean bag tossed overhand from a distance of 15 feet, 3 out of 5 times.	V	
	20.12 With a glove, catch a softball tossed overhand from 25 feet, 3 out of 5 times.	VI	
STRIKE	21. To demonstrate competency in <u>striking</u> in a style characterized by: <ul style="list-style-type: none"> <li>A. Swinging pattern in the horizontal plane - parallel to ground.</li> <li>B. Weight shift in the direction of the strike.</li> <li>C. Full swing with follow through.</li> </ul>		

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
KICK	The student will:		
	25.1 Strike a stationary 8½ inch foam ball using a 2-hand underhand motion.	II	
	25.2 Strike a stationary 8½ inch playground ball using a 1-hand underhand motion.	III	
	25.3 Strike a 4 inch foam ball suspended waist high and shoulder high with the palm of the hand.	III	
	25.4 Strike a tennis ball suspended waist high and shoulder high with the palm of the hand.	IV	
	25.5 Strike a tennis ball suspended at waist level with a paddle.	IV	
	25.6 Strike a whiffle ball from a tee with an oversized plastic bat, 3 out of 5 times.	V	
	25.7 Strike a 6 inch whiffle ball tossed underhand from a distance of 20 feet with a plastic bat, 3 out of 5 times.	V	
	22. To demonstrate competency in <u>kicking</u> in a style characterized by:  A. Backswing with movement at the knee.  B. A preliminary step on the support foot.		
	The student will:		
	22.1 Contact a stationary ball with the foot in such a manner to cause the ball to move 6 feet.	I	
	22.2 Kick a stationary ball with the dominant foot a distance of 10 feet from a stationary position.	II	
	22.3 Kick a stationary ball with the dominant foot a distance of 10 feet using a moving approach.	II	

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	22.4 Run and kick a stationary playground ball in such a way that it will travel 20 feet, 3 out of 5 times.	III	
	22.5 Run and kick a playground ball rolled from a distance of 15 feet in such a way that it will travel 30 feet, 3 out of 5 times.	IV	
	22.6 From a standing position, hold a playground ball with both hands in front of the body at arms-length, drop it and kick it a distance of 25 feet, 3 out of 5 times.	V	
	23. To demonstrate competency in <u>dribbling</u> in a style characterized by:		
	A. Finger tips project the ball downward.		
	B. Continuous bouncing - waist high or below.		
	The student will:		
	23.1 Bounce an 8½ inch playground ball 5 successive times with both hands without losing control.	III	
	23.2 Dribble an 8½ inch playground ball 5 successive times with dominant hand without losing control.	IV	
	23.3 Dribble an 8½ inch playground ball 5 successive times with non-dominant hand without losing control.	V	
	23.4 Walk and dribble with dominant hand a distance of 25 feet without losing control.	V	
	23.5 Dribble an 8½ inch playground ball 10 successive times, alternating hands, without losing control.	V	

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
FOOT DRIBBLE	23.6 Dribble an 8½ inch playground ball with dominant hand while moving forward, backward and sideward without stopping or losing control.	VI	
	23.7 Dribble an 8½ inch playground ball with non-dominant hand while moving forward, backward, and sideward without stopping or losing control of the ball.	VI	
	24. To demonstrate competency in <u>dribbling with the feet</u> in a style characterized by:  A. Ball tapped lightly with the inside edge of the foot.  B. Ball tapped alternately with the dominant and non-dominant foot.  The student will:		
	24.1 Dribble the ball with the feet a distance of 30 feet without losing control.	IV	
	24.2 Dribble the ball with feet weaving around 5 cones placed 6 inches apart without losing control.	V	
SPACIAL AWARE- NESS	25. To demonstrate competency in movement within the limits of personal and general space, the student will:		
	25.1 Perform non-locomotor skills within the limits of personal space.	IV	
	25.2 Manipulate an object (hoop, ball, bean bag) within the limits of personal space.	IV	
	25.3 Move within a large area using locomotor movements and combinations of those movements while avoiding collisions.	IV	

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	<p>26. To demonstrate competency in movement at different tempos, the student will:</p> <p>26.1 Respond with 100% accuracy to a verbal request to move FAST.</p> <p>26.2 Respond with 100% accuracy to a verbal request to move SLOW.</p>	<p>III</p> <p>III</p>	
	<p>27. To demonstrate knowledge of directions in space, the student will:</p> <p>27.1 Respond with 100% accuracy when asked to move in the following directions:</p> <p>A. Up B. Down C. Around D. Over E. Under F. Forward G. Backward H. Sideward</p> <p>27.2 Respond with 80% accuracy when asked to move in the following directions:</p> <p>I. Between J. Through K. Behind L. In front of M. Beside N. Near O. Far P. Above Q. Below</p> <p>27.3 Respond with 100% accuracy when asked to move in the following directions:</p> <p>R. To your right S. To your left</p>	<p>II</p> <p>III</p> <p>V</p>	
	<p>28. To demonstrate coordination by using both sides of the body together, the student will:</p>		

MOVEMENT

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	<p>28.1 Perform 5 consecutive windmill exercises in a smooth, continuous manner. Straddle stand position, with arms extended at shoulder level and parallel to floor. Keeping arms straight, bend forward from the waist and twist, reaching with one hand for the toe of the opposite foot.</p> <p>28.2 Perform 5 consecutive jumping jack exercises in a smooth, continuous manner, jumping to a side stride position while lifting arms overhead. Return to starting position with arms at sides and legs together.</p> <p>28.3 Perform 5 consecutive squat thrust exercises in a smooth, continuous manner. Stand with hands at side. In rapid succession, (1) bend knees and place hands on the floor in front of feet, (2) thrust legs back to full extended position, a front leaning rest position, and (3) return to squat position, and (4) return to erect position.</p>	<p>III</p> <p>IV</p> <p>V</p>	

MOVEMENT

TOPIC	SUGGESTED ACTIVITIES
	<p><u>Body Parts</u></p> <p>A. Exercise Song: Touch your shoulders Then your knees Arms straight out Then drop them please Touch your ankles Then your nose Pull your ears and Touch your toes</p> <p>Put your hands behind you back Front again, then fingers snap Reach up high, as high as can be While you're there - Clap <u>one</u>, <u>two</u>, <u>three</u>.</p> <p><u>Creeping</u></p> <p>A. Creep up and down inclines. B. Creep around and under obstacles. C. Creep, following a rope.</p> <p><u>Walking</u></p> <p>A. Walk on a 2' wide path following curves and turns. B. Walk up and down inclines. C. Walk up and down steps with a rail, then without a rail. D. Walk, stepping up and down curbs.</p>

MOVEMENT

TOPIC	SUGGESTED ACTIVITIES
LOCOMOTOR SKILLS	
RUN	1. Challenge children to perform the following tasks: A) Run, changing directions on a signal. B) Run as fast as possible to a specified line and back. C) Run and stop on a signal. D) Run, stop on a signal and run backwards. E) Run, changing speed on a signal. F) Run to the beat of the drum.
JUMP	A) Jump from 2 feet to 2 feet. B) Jump forward, backward, sideways. C) Jump into, out of, and over a hoop. D) Jump over low obstacles. E) Jump from 1 foot to 2 feet. F) Run and jump. G) Jump off a box 18" high. H) Jump off a box and form various body shapes during flight. I) Jump to the beat of a drum. J) Jump a long rope turned by others. K) Jump a short jump rope forward and backward.
HOP	A) Hop on right and left feet. B) Hop forward, backward, and sideways. C) Hop for distance. D) Run and hop. E) Hop a specified number of times on right and left feet.
LEAP	A) Leap forward 2 times. B) Leap forward 3 times. C) Move around the floor, leaping many times. D) Leap over obstacles of varying heights. E) Leap to the beat of the drum. F) Combine a run with a leap.
GALLOP	A) Gallop forward and backward while changing lead feet. B) Gallop to an uneven beat of the drum. C) Gallop with a partner.
SLIDE	A) Slide to the right and to the left. B) Slide a specified number of times to the right and to the left (2 right, 2 left; 3 right, 2 left; 4 right, 5 left, etc.).
SKIP	A) Skip forward and backward. B) Skip to an uneven drum beat. C) Skip with a partner.

MOVEMENT

TOPIC	SUGGESTED ACTIVITIES
LOCOMOTOR SEQUENCE	<ul style="list-style-type: none"> <li>A) Run and jump</li> <li>B) Run forward and jump 3 times.</li> <li>C) Run forward, jump 3 times and hop 5 times on the right foot.</li> <li>D) Skip forward, leap high and collapse to the ground.</li> <li>E) Slide 4 times to the right, jump in place 4 times and jump forward.</li> <li>F) Various other combinations.</li> </ul>
SPACIAL AWARENESS	<ul style="list-style-type: none"> <li>1. Challenge children to perform the following tasks:               <ul style="list-style-type: none"> <li>A) Sit on the floor and move body parts in personal space (the area immediately surrounding each child's body).</li> <li>B) Perform non-locomotor skills (bend, stretch, twist, curl) in personal space.</li> <li>C) Jump or hop over or around a carpet square or leap while remaining in personal space.</li> <li>D) Leave your personal space and travel in general space without touching others. (All space within boundaries of room or playground).</li> <li>E) Move in general space, stopping on a signal.</li> <li>F) Move in general space, returning to starting position on a signal.</li> <li>G) Move in general space over, under and around obstacles.</li> </ul> </li> </ul>
AWARENESS of Qualities TEMPO	<ul style="list-style-type: none"> <li>1. Challenge children to perform the following tasks:               <ul style="list-style-type: none"> <li>A) Travel around the room quickly, stopping on a signal.</li> <li>B) Travel around the room slowly, stopping on a signal.</li> <li>C) Imitate the movements of a tortoise and a hare.</li> <li>D) Travel around the room progressing from a very slow to a very fast movement.</li> </ul> </li> </ul>
THROW	<ul style="list-style-type: none"> <li>1. Challenge children to perform the following tasks:               <ul style="list-style-type: none"> <li>A) Using an underhand pattern, toss a bean bag up and catch with two hands.</li> </ul> </li> </ul>
CATCH	<ul style="list-style-type: none"> <li>1. Challenge children to perform the following tasks:               <ul style="list-style-type: none"> <li>A) Roll a ball to a partner.</li> <li>B) Roll a ball at a target made with milk cartons or wooden blocks.</li> </ul> </li> </ul>

MOVEMENT

TOPIC	SUGGESTED ACTIVITIES
	<ul style="list-style-type: none"> <li>C) Roll a small ball at bowling pins.</li> <li>D) Throw underhand to a partner.</li> <li>E) Throw underhand at various sized targets on the wall.</li> <li>F) Throw a ball through a loop.</li> <li>G) Throw a ball over a net.</li> <li>H) Throw a ball into a basket which is set at various distances away.</li> <li>I) Throw for distance.</li> <li>J) Throw and catch with a partner using right and left hand.</li> <li>K) Throw and catch with a partner varying the height of the throw.</li> <li>L) Throw and catch with a partner while traveling.</li> <li>M) Throw and catch with a partner using footballs, frisbees, volleyballs, foam balls, etc.</li> <li>N) Toss various objects up and catch at different levels.</li> <li>O) While traveling, toss various objects up and catch.</li> </ul>
STRIKE	<ul style="list-style-type: none"> <li>1. Challenge children to perform the following tasks:               <ul style="list-style-type: none"> <li>A) Strike a balloon up with both hands and catch.</li> <li>B) Strike different size ball up with both hands and catch.</li> <li>C) Strike a balloon or ball up with different body parts.</li> <li>D) Strike a ball up with either hand, letting it bounce a few times for each strike.</li> <li>E) Strike a ball up while traveling.</li> <li>F) Strike a ball with either hand to a partner.</li> <li>G) Strike a ball with either hand over a net.</li> <li>H) Strike a balloon or a yarnball with a light paddle.</li> <li>I) Strike a suspended ball with a paddle.</li> <li>J) Toss a tennis ball up and strike it with a paddle.</li> <li>K) Using a paddle, strike a ball continuously against the floor.</li> <li>L) Strike a ball against a wall with a paddle or racket.</li> <li>M) With a partner, strike ball continuously, using a paddle or racket.</li> <li>N) With a plastic bat, strike a stationary ball placed on the floor.</li> <li>O) With a plastic bat strike different sized balls off a tee.</li> <li>P) With a plastic bat strike a suspended ball.</li> <li>Q) With a plastic bat, strike various sized balls pitched by a partner.                   <ul style="list-style-type: none"> <li>1. Low organized ball games</li> <li>2. Lead up games to sports</li> </ul> </li> </ul> </li> </ul>
KICK	<ul style="list-style-type: none"> <li>2. Challenge children to perform the following tasks:               <ul style="list-style-type: none"> <li>A) Kick various size balls from a stationary position.</li> <li>B) Kick a stationary ball as far as possible from a stationary position.</li> <li>C) Kick a stationary ball at a target.</li> <li>D) Run and kick a stationary ball.</li> <li>E) From a stationary position kick a ball rolled by a partner from various distances.</li> </ul> </li> </ul>

MOVEMENT

TOPIC	SUGGESTED ACTIVITIES
HAND DRIBBLE	<p>F) Run and kick a ball rolled by a partner from various distances.</p> <p>G) Run and kick a stationary ball at targets various distances away.</p> <p>H) Drop a playground ball and kick it before it hits the ground.</p> <p>I) Drop a football and kick it before it hits the ground.</p> <p>J) Punt a playground ball for distance and at a target.</p> <p>K) Punt a football for distance and at a target.</p> <p>1. Challenge children to perform the following task:</p> <p>A) In a sitting position dribble with dominant and nondominant hand.</p> <p>B) In a kneeling position dribble with dominant and nondominant hand.</p> <p>C) Dribble in place (personal space) with dominant and nondominant hand.</p> <p>D) Dribble while traveling.</p> <p>E) Dribble while traveling in zigzag and curved pathways.</p> <p>F) Dribble while traveling backward and sideways.</p> <p>G) Dribble while traveling fast and slowly.</p> <p>H) Dribble around obstacles.</p>
FOOT DRIBBLE	<p>1. Challenge children to perform the following tasks:</p> <p>A) Dribble the ball around the playground with the feet.</p> <p>B) Dribble a ball with the feet while traveling in various pathways.</p> <p>C) Dribble a ball with the feet and stop on a signal, trapping the ball under the foot.</p> <p>D) Dribble a ball with the feet around obstacles.</p>

MOVEMENT

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# Physical Fitness

## PHYSICAL FITNESS

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### ACTIVITY CONTENT OUTLINE

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#### I. Muscular Strength and Endurance

1. Abdominal strength and endurance
2. Leg strength and endurance
3. Shoulder girdle strength and endurance

#### II. Flexibility

1. Leg
2. Trunk
3. Shoulder
4. Neck

#### III. Cardiovascular Endurance

#### IV. Agility/Speed

#### V. Power

#### VI. Physical Fitness Activities

1. Exercise drills
2. Jogging
3. Aerobics



PHYSICAL FITNESS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	<ul style="list-style-type: none"> <li>C. Push total body off wall by extending the elbows</li> <li>D. Maintain straight alignment through lifting and lowering</li> <li>E. Repeat in continuous times                             <ul style="list-style-type: none"> <li>3.1 5 consecutive times</li> <li>3.2 10 consecutive times</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>II</li> <li>III</li> </ul>	
	<p>4.0 The student will perform push ups in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. From a prone position, hands under shoulder, toes on floor</li> <li>B. Push total body off floor by extending the elbows</li> <li>C. Lower body slowly to floor by flexing elbows</li> <li>D. Maintain straight alignment through lifting and lowering</li> <li>E. Repeat in continuous repetition                             <ul style="list-style-type: none"> <li>4.1 3 consecutive times</li> <li>4.2 6 consecutive times</li> <li>4.3 10 consecutive times</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>IV</li> <li>V</li> <li>VI</li> </ul>	
Leg	<p>5.0 The student will jump vertically in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Lower center of gravity with an approximate 90 degree squat</li> <li>B. Arm swings downward, backward and up</li> <li>C. Send body up and over taut rope (or elastic) mounted nine inches above surface (mount rope so that a miss will cause the rope to disengage and not cause a trip)</li> <li>D. Land with knees flexed</li> <li>E. Repeat with continuous jumping                             <ul style="list-style-type: none"> <li>5.1 3 consecutive times with a three inch clearance</li> <li>5.2 3 consecutive times with a five inch clearance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>III</li> <li>IV</li> </ul>	



PHYSICAL FITNESS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Shoulder	11.0 Execute a giant circle exercise by standing erect with arms at sides and swinging arms in large circles from front to back, ten consecutive times.	III	
	12.0 Execute a skin-the-cat exercise by hanging from a bar. Stand erect with feet together and clasp hands directly overhead after fully extending arms.	VI	
Neck	13.0 Touch chin to each shoulder without shrugging shoulder forward.	IV	
	14.0 Touch chin to each shoulder while in a supine position, five repetitions each side.	IV	
	15.0 Rotate head backward, so eyes are looking directly up over body while standing in an erect position and avoiding body sway, five consecutive times.	V,VI	
CARDIOVASCULAR ENDURANCE	<p>III. To demonstrate cardiovascular endurance:</p> <p>The student will:</p> <p>16.0 Sustain for 12 minutes physical activity that requires oxygen uptake. Selected specific competencies for activities follow:</p> <p>16.1 Jog/walk 880 yards in nine minutes (girls)</p> <p>16.2 Jog/walk 880 yards in nine minutes (boys)</p> <p>16.3 Jog/walk 880 yards (half mile) in seven minutes (girls)</p> <p>16.4 Jog/walk 880 yards in seven minutes (boys)</p>	<p></p> <p></p> <p></p> <p></p> <p>V</p> <p>V</p> <p>VI</p> <p>VI</p>	

PHYSICAL FITNESS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p>AGILITY AND SPEED</p>	<p>IV. To demonstrate agility and speed the students will perform movements that require:</p> <p>17.0 Rapid and accurate change of direction in a movement that requires running to a wood target block two inches by two inches by four inches placed 30 feet from a starting line, returning the block and placing on starting line, returning to target area for a second block, and finally racing across starting line with second block in hand.</p> <p>17.1 13.0 seconds (boys)</p> <p>17.2 14.0 seconds (girls)</p> <p>17.3 12.0 seconds (boys)</p> <p>17.4 13.0 seconds (girls)</p>	<p>V</p> <p>V</p> <p>VI</p> <p>VI</p>	
<p>POWER</p>	<p>V. To demonstrate power the students will perform movements that require speed and force of muscular movement. Specific competencies follow:</p> <p>18.0 Students will be able to broad jump from a stand a distance of 24 inches.</p> <p>18.1 Students will be able to broad jump from a stand a distance of 36 inches.</p>	<p>III</p>	
<p>FITNESS ACTIVITIES</p>	<p>VI. To demonstrate the ability to perform motor and physical fitness exercise:</p> <p>The student will, at the end of the school experience, demonstrate by performing 10 repetitions of the following exercises designed for warm-up, flexibility, general muscle tone, body coordination and body contour. These exercise activities provide a means of loosening, stretching, shaping and strengthening the major muscle groups and body components.</p>	<p>V</p>	<p>Levels should be determined by the instructor</p>

PHYSICAL FITNESS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Exercises	<p>19.0 Arm Circles--Straddle stand, arms extended sideways at shoulder level and parallel to the ground, palms of the hands down facing the floor. Circle the arms forward in small circles, gradually increasing the size of the circle. After 20 repetitions, reverse and gradually decrease circle size. Keep arms straight.</p> <p>20.0 Jumping Jacks--Standing position, arms at the side. Jump to a side-stride position and lift the arms overhead. Jump back to the starting position.</p> <p>21.0 Body Bend--Straddle stand position, arms parallel to the floor, shoulder level high. Lean laterally to one side sliding the arm on that side down the leg and reaching overhead with the other arm. Bounce, reaching as far as possible. Repeat to the other side.</p> <p>22.0 Opposite Toe Touch--Straddle stand position, with the arms extended at shoulder level and parallel to the floor. Bend the body forward. Twist from the waist and at the same time reach with the one hand for the toe of the opposite foot. Look back over the shoulder in the direction in which twisting began and focus on the high hand. Keep both arms straight. Repeat to other side.</p> <p>23.0 Trunk Rotator--Straddle stand position, hands on the hips. Circle the trunk by flexing at the waist, leaning first forward, then left, backward and then right. Reverse the circle, repeat.</p>		

PHYSICAL FITNESS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	<p>24.0 Side Stretcher--Straddle stand position, with the arms at the sides. Place the left hand on the left hip and let the right hand slide down the right leg as the body leans to the right, return to a stand. Lift the left hand overhead and let the right arm slide down the right leg as the body bends again to the right. Return to stand. Repeat to the other side.</p> <p>25.0 Side Leg Raises--Side lying position, one arm on the floor extended under the head and the other, top arm, bent with the hand placed on the floor in front of the body for support. Keeping both legs straight, lift the top leg as high toward the perpendicular as possible. Lower slowly back to the other leg. Repeat. Change to the other leg and repeat.</p> <p>26.0 Lying Tucks--Back lying position with the arms at the sides, knees bent, feet flat on the floor. Pull both knees up to the chest. Grasp the knees with the arms and pull in tightly. Tuck the head forward and rock back and forth.</p> <p>27.0 Low Back Stretcher--Back lying position. Pull one knee to the chest. Grasp the leg just below the knee and pull the knee toward the chest. At the same time curl the shoulders and head toward the knee. Hold for three to four seconds. Return to starting position and repeat with the other side. Alternate for six repetitions.</p> <p>28.0 Arm and Leg Lifter--Lie face down with arms extended overhead and legs extended. Raise</p>		

PHYSICAL FITNESS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	<p>right arm and left leg simultaneously and keep extended for three seconds. Return. Raise left arm and right leg together. Alternate. Do exercise slowly without jerking.</p>		
	<p>29.0 Stride Stretcher--Lean forward on hands, with right leg flexed under chest, and left leg stretched out behind. With arms straight and forward heel on floor, push hips down toward floor. Hold for four seconds. Repeat with other leg forward.</p>		
	<p>30.0 Sitting Hamstring Stretcher--Sit on floor, knees extended, legs spread at a 45 degree angle. Bend slowly at the waist, reach out and grasp an ankle with both hands. Stretch and try to touch head to knee until stretching discomfort occurs in back of leg. Hold this position for two seconds. Return to start. Repeat with other leg.</p>		
	<p>31.0 Achilles Stretcher--Stand facing a wall an arm's distance away, with knees straight, toes slightly inward, and heels flat on the floor. With hands resting on wall, allow body to lean forward by bending elbows slowly. Keep legs and body straight and heels on floor. Stretching discomfort in the calf and lower tendons attached to the heel will be felt. Hold for 10 seconds and return to starting position. Repeat four times. Do not bend at the hips. This exercise recommended for cool down period.</p>		
	<p>32.0 Squat Thrusts--Stand with hands at side. In rapid succession, (1) bend knees and place hands on the floor in front of feet,</p>		

PHYSICAL FITNESS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Jogging	<p>(2) thrust legs back to full extended position, a front leaning rest position, and (3) return to squat position, and (4) return to erect position. Repeat.</p>		
	<p>33.0 Rope Skipping--Feet close together, with weight centered on balls of feet, legs relaxed but firm, arms relaxed at sides with rope handles grasped in each hand. Jump by pushing off the toes, each foot raising no higher than one to one and one-half inches off the ground. At push off, the rope is swirling over head and comes under feet shortly after push off. Perform at 80 rope turns a minute.</p>		
	<p>34.0 Push Ups--Front leaning rest position, supporting body on hands and toes. Bend at the elbows until chest touches the floor. Keep body flat and rigid. Return to starting position.</p>		
	<p>35.0 To demonstrate the ability to jog the student will jog one fourth of a mile characterized by:</p> <ul style="list-style-type: none"> <li>A. Running tall and in an erect posture.</li> <li>B. Heel strikes the ground first.</li> <li>C. Length of stride several inches longer than walking stride.</li> <li>D. Arms bent with upper body relaxation.</li> </ul>	V	
Aerobic Dance	<p>36.0 To demonstrate skills involved in aerobic dance the student will perform:</p>		
	<p>36.1 Continuous dance, calisthenics, and jogging in place movements to aerobic dance music for a</p>	V	

PHYSICAL FITNESS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	<p>period of nine minutes at a pace of movement that elevates and holds the heart rate at a level of 135-160 beats per minute.</p>		

# Body Management

**BODY MANAGEMENT**

**POSTURE AND BODY ALIGNMENT**

**ACTIVITY CONTENT OUTLINE**

**I. Standing Posture**

- A. Head Alignment
- B. Shoulders Position
- C. Chest Placement
- D. Spine Alignment
- E. Hips Position
- F. Abdomen Control
- G. Legs Position
- H. Feet Placement

**II. Sitting Posture**

- A. Head
- B. Spine
- C. Abdomen
- D. Hips
- E. Thighs
- F. Feet
- G. Shoulders
- H. Chest

**III. Walking Posture**

- A. Feet
- B. Body
- C. Legs
- D. Heels
- E. Weight Shift
- F. Hips
- G. Shoulders
- H. Head

BODY MANAGEMENT

POSTURE & ALIGNMENT

TOPIC	PERFORMANCE OBJECTIVES	CORRECTION/COMMENTS
HEAD ALIGNMENT	<p>1. To demonstrate proper body alignment of the head movement as characterized by:</p> <ul style="list-style-type: none"><li>A. Head erect so that earlobe is directly over center of the shoulder</li><li>B. Head balanced and held upright above the cervical vertebrae</li><li>C. Head held straight so that an imaginary line passing directly through the center would be aligned (posterior &amp; anterior views)</li></ul> <p>The student will:</p> <ul style="list-style-type: none"><li>1.1 Stand behind a posture grid with head centered over cervical vertebrae.</li><li>1.2 Stand so that the earlobe is directly over the center of the shoulder.</li></ul>	
SHOULDER POSITION	<p>2. To demonstrate good body alignment of the shoulders in a style by</p> <ul style="list-style-type: none"><li>A. Shoulders horizontally level (posterior view)</li><li>B. Shoulders centered when midline is marked (lateral view)</li></ul> <p>The student will</p> <ul style="list-style-type: none"><li>2.1 Stand behind a posture grid with shoulders level.</li><li>2.2 Stand with center of the shoulders directly under earlobe when midline is marked.</li></ul>	
CHEST PLACEMENT	<p>3. To demonstrate proper chest alignment in a style characterized by:</p>	

**BODY MANAGEMENT**

**POSTURE & ALIGNMENT**

TOPIC	PERFORMANCE OBJECTIVES	CORRECTION/COMMENTS
SPINE	<p>A. Chest held high with the breast-bone being the most forward part of the body</p> <p>The student will</p> <p>3.1 Stand with chest held erect.</p> <p>4. To demonstrate proper alignment of the spine in a body position characterized by:</p> <p>A. Straight lateral positioning (posterior view)</p> <p>B. Slightly hyperextended or concave at the cervical vertebrae (lateral view)</p> <p>C. Flexed or convex throughout the length of the thoracic vertebrae (lateral view)</p> <p>D. Hyperextended or concave throughout sacral and coccygeal vertebrae (lateral view)</p> <p>E. Flexed or convex throughout sacral and coccygeal vertebrae (lateral view)</p> <p>The student will:</p> <p>4.1 Stand behind a posture grid with spine straight.</p> <p>4.2 Demonstrate the four curves of the spine in standing position.</p>	
HIP POSITION	<p>5. To demonstrate proper body alignment of the hips must be:</p> <p>A. Of equal heights or horizontally level (posterior view)</p> <p>B. Centered directly below the shoulder (lateral view)</p>	

BODY MANAGEMENT

POSTURE & ALIGNMENT

TOPIC	PERFORMANCE OBJECTIVES	CORRECTIONS/COMMENTS
ABDOMEN CONTROL	<p>The student will:</p> <ul style="list-style-type: none"><li>5.1 Stand behind a posture grid with hips horizontally level.</li><li>5.2 Stand with hips centered directly below the shoulders when midline is marked from head and floor.</li></ul> <p>6. To demonstrate good body control and alignment the abdomen must be:</p> <ul style="list-style-type: none"><li>A. Held flat (lateral view)</li></ul>	
LEGS POSITION	<p>The student will:</p> <ul style="list-style-type: none"><li>6.1 Stand behind a posture grid with abdomen held flat.</li></ul> <p>7. To demonstrate good body alignment the legs are held in a style characterized by:</p> <ul style="list-style-type: none"><li>A. Holding legs straight, but not stiff</li><li>B. Positioning the legs, when feet are parallel and together.</li><li>C. Legs held so that midline is centered between knees and ankles (posterior view)</li></ul>	
FEET	<p>The student will:</p> <ul style="list-style-type: none"><li>7.1 Stand with legs straight so that the midline is centered between the knees and ankles</li></ul> <p>8. To demonstrate good body alignment, the feet should be:</p> <ul style="list-style-type: none"><li>A. Parallel and comfortable distance apart (anterior view)</li><li>B. Equally supporting the body weight over the heels and lateral sides on the bottom of each foot</li></ul>	

**BODY MANAGEMENT**

**POSTURE & ALIGNMENT**

TOPIC	PERFORMANCE OBJECTIVES	CORRECTIONS/COMMENTS
SITTING POSTURE	<p>The student will:</p> <ul style="list-style-type: none"><li>8.1 Stand with feet straight and parallel</li><li>8.2 Stand with weight of body distributed evenly over the feet</li></ul> <p>9. To demonstrate proper sitting posture by:</p> <ul style="list-style-type: none"><li>A. Holding head erect</li><li>B. Keeping chin in</li><li>C. Having normal spinal curvatures as in standing</li><li>D. Holding abdomen flat</li><li>E. Keeping hips pushed firmly against back of chair</li><li>F. Resting thighs on the chair to support and balance the body</li><li>G. Keeping feet flat on the floor or legs crossed at ankles</li><li>H. Keeping chest comfortably high</li></ul> <p>The student will be able to:</p> <ul style="list-style-type: none"><li>9.1 Hold the head erect while maintaining seated position</li><li>9.2 Position chin into proper alignment while holding normal spinal curvatures</li><li>9.3 Hold abdomen flat while firmly pushing hips against chair</li><li>9.4 Position thigh on chair to support body</li><li>9.5 Position feet flat on floor or cross legs at ankles</li><li>9.6 Position chest at comfortably high position</li></ul>	

**BODY MANAGEMENT**

**POSTURE & ALIGNMENT**

TOPIC	PERFORMANCE OBJECTIVES	CORRECTIONS/COMMENTS
WALKING POSTURE	<p>10. To demonstrate appropriate walking posture movement as characterized by:</p> <ul style="list-style-type: none"><li>A. Feet pointing straight with back foot taking off on all toes</li><li>B. Body pushing forward with toes</li><li>C. Leg swinging loosely forward with ankle and knee joints bent</li><li>D. Heel landing first</li><li>E. Weight shifting immediately and carried over to front foot</li><li>F. Hips twisting from side to side small rocking movements</li><li>G. Shoulders in opposition with hips, and arms moving from natural swing of body</li><li>H. Head held erect and utilize rotary movement in changing direction of isotuling focal points</li></ul> <p>The student will:</p> <ul style="list-style-type: none"><li>10.1 Position feet parallel with weight distributed on outer edges and heel of feet</li><li>10.2 Execute initial step by taking off on toes of preferred foot</li><li>10.3 Push the body forward utilizing force utilizing force from toes</li><li>10.4 Lift leg at knee with ankle held loosely, both ankle and knee joints bent, land on heel of extended leg</li><li>10.5 Shift weight from rear foot to extended front foot</li><li>10.6 Twist hips with slight lateral rocking movements and minimal lumbar sway</li></ul>	

**BODY MANAGEMENT**

**POSTURE & ALIGNMENT**

TOPIC	PERFORMANCE OBJECTIVES	CORRECTIONS/COMMENTS
	<p>10.7 Move shoulders in natural opposition with hips with arms demonstrating natural swing (not held with muscular force or held tension)</p> <p>10.8 Keep the head in an erect position and execute rotary movements on request</p>	

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# Individual and Dual

## Sports

AQUATICS

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**ACTIVITY CONTENT OUTLINE**

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**I. Basic Techniques****Skills****A. Entries**

1. Beginning entries
2. Jump into chest-deep water
3. Jump into deep water
4. Standing dive

**B. Breath control and bobbing****C. Buoyancy**

1. Jellyfish float
2. Prone float
3. Supine float
4. Turning over

**D. Locomotion**

1. Prone glide and prone glide with a kick using a kickboard
2. Change of direction
3. Treading and change of position
4. Underwater swimming and surface diving

**II. Strokes and Turns****Skills****A. Front crawl (or modified crawl)****B. Elementary backstroke****C. Breaststroke****D. Sidestroke****E. Turn**

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ACTIVITY CONTENT OUTLINE

III. Survival Swimming

Skills

- A. Survival floating
- B. Disrobing and inflation of clothes
- C. Personal floatation devices (PFD's)
  - 1. Land
  - 2. Shallow water
  - 3. Chest-deep water

IV. Water Safety

Skills

- A. Nonswimming rescue techniques
  - 1. Arm and leg extension
  - 2. Reaching extension
  - 3. Wading assists
- B. Cramps
  - 1. Release of cramp

V. First Aid Related to Aquatics

Skills

- A. Respiratory emergencies
  - 1. Mouth-to-mouth resuscitation
  - 2. Mouth-to-nose resuscitation
  - 3. Chest-pressure arm lift method

INDIVIDUAL AND DUAL SPORTS.

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ACTIVITY CONTENT OUTLINE

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VI. Knowledge

- A. Entry skills
  - 1. Mechanical principles (stressing safety)
  - 2. Techniques
- B. Strokes
  - 1. Techniques
  - 2. Mechanical Principles (dry land as well as in pool)
  - 3. Benefits of swimming
  - 4. Purposes of different strokes
- C. Survival swimming
  - 1. Safety
  - 2. Personal floatation device (PFD)
  - 3. Equipment
- D. An overview of water safety
  - 1. Equipment
  - 2. Non-swimming rescuers
  - 3. Hazards in the aquatic environment
    - a. Car rescues
    - b. Ice rescues
    - c. Hypothermia
    - d. Cramps
    - e. Currents
    - f. Weeds
    - g. Hyperventilation
    - h. Panic
    - i. Exhaustion
    - j. Waves
  - 4. Safety rules
    - a. Personal water safety
    - b. Safety at pools
    - c. Safety at ponds and lakes
    - d. Safety at beaches

INDIVIDUAL AND DUAL SPORTS

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ACTIVITY CONTENT OUTLINE

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VII. Attitudes toward swimming

- A. Learning
- B. Safety
- C. Leisure time
- D. Physical fitness
- E. Athletic value

AQUATICS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
ENTRIES BEGINNING	<ol style="list-style-type: none"> <li>1. To demonstrate beginning entry the student will:               <ol style="list-style-type: none"> <li>1.1 Sit on the edge of deck and splash water on various body parts.</li> <li>1.2 Slowly lower your body into the water.</li> <li>1.3 Stand in water and lower to chest-deep water.</li> <li>1.4 Walk in shallow water with assistance.</li> <li>1.5 Walk in shallow water without assistance.</li> <li>1.6 Demonstrate proper use of ladders to enter and leave.</li> </ol> </li> </ol>		Because instruction may begin at any age, levels will not be recommended in this unit.
INTO SHALLOW WATER	<ol style="list-style-type: none"> <li>2. To demonstrate entry into shallow water the student will enter the water:               <ol style="list-style-type: none"> <li>2.1 From a sitting position with assistance.</li> <li>2.2 From a sitting position without assistance.</li> </ol> </li> </ol>		
INTO CHEST- DEEP WATER	<ol style="list-style-type: none"> <li>3. To demonstrate entry into chest-up water the student will jump into the water:               <ol style="list-style-type: none"> <li>3.1 From a kneeling position with assistance.</li> <li>3.2 From a kneeling position without assistance.</li> <li>3.3 From a standing position with assistance.</li> <li>3.4 From a standing position without assistance.</li> <li>3.5 And level off.</li> <li>3.6 And level off and swim.</li> </ol> </li> </ol>		

INDIVIDUAL AND DUAL SPORTS

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
INTO DEEP WATER	<p>4. To demonstrate entry into deep water the student will jump into the water:</p> <p>4.1 From a kneeling position with assistance.</p> <p>4.2 From a kneeling position without assistance.</p> <p>4.3 From an erect position with assistance.</p> <p>4.4 From an erect position without assistance.</p> <p>4.5 Level off.</p> <p>4.6 Level off and swim.</p>		
ENTRY FROM A STANDING DIVE	<p>5. To demonstrate an entry from a dive the student will enter the water by:</p> <p>5.1 Demonstrating a dive from a sitting position.</p> <p>5.2 Demonstrating a dive from a kneeling position.</p> <p>5.3 Demonstrating a tip-in dive from a standing position.</p> <p>5.4 Demonstrating a dive with a small spring.</p> <p>5.5 Demonstrating a dive, level off, and swim.</p> <p>5.6 Demonstrating a racing (float) dive.</p>		
ENTRY COORDINATED WITH A SPRINGBOARD DIVE	<p>6. To demonstrate an entry from a dive the student will enter the water from a springboard dive by:</p> <p>6.1 Demonstrating the approach, the hurdle and the take-off on land.</p> <p>6.2 Demonstrating the approach, the hurdle and the take-off followed by a feet-first entry into the water.</p>		

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
BREATH CONTROL AND BOBBING	6.3 Demonstrate the approach, the hurdle, and the take-off followed by a front dive.		
	7. To demonstrate breath control and bobbing the student will:		
	7.1 Hold breath and place face in water with assistance.		
	7.2 Hold breath and place face in water without assistance.		
	7.3 Hold breath and submerge head with assistance.		
	7.4 Hold breath and submerge with eyes open.		
	7.5 Hold breath and submerge with eyes open.		
	7.6 Place face in water and exhale with assistance.		
	7.7 Place face in water and exhale without assistance.		
	7.8 With face out of water, inhale small amount of air, hold 3-5 seconds, and exhale slowly through the nose and mouth rhythmically in shallow water.		
	7.9 Take a small amount of air through the mouth, submerge, hold air for 3-5 seconds, and exhale slowly through the nose & mouth rhythmically in shallow water.		
7.10 Take a small amount of air through the mouth, submerge, hold air for 3-5 seconds, and exhale slowly through nose & mouth, repeat rhythmically in chest-deep water.			
7.11 Take a small amount of air through the mouth, submerge, hold air for 3-5 seconds, and exhale slowly through nose & mouth, repeat rhythmically in deep water.			

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p>BUOYANCY- JELLYFISH FLOAT</p>	<p>8. To demonstrate the jellyfish float the student will:</p> <p>8.1 Hold his or her breath, place the face in water, touch the knees with hands, lift the feet from the bottom, float and then recover. All of this is done with assistance.</p> <p>8.2 Hold his or her breath, place the face in water, touch knees with the hands, lift the feet from the bottom, float and then recover. All of this is done without assistance.</p>		
<p>PRONE FLOAT</p>	<p>9. To demonstrate the prone float the student will:</p> <p>9.1 From a jellyfish float position, slowly extend the arms forward and the legs back, returning to the original position and recovering. All of this is done with assistance.</p> <p>9.2 From a jellyfish float position, slowly extend the arms forward and the legs back, returning to the original position and recovering. All of this is done without assistance.</p>		
<p>SUPINE FLOAT</p>	<p>10. To demonstrate the supine float the student will:</p> <p>10.1 Lie on his or her back with the body extended, arms overhead, chin up, ears under water and recover, all done without assistance.</p> <p>* instructor should remain behind the student and support the body underneath with one hand on the lower back and one hand under the chin.</p> <p>10.2 Lie on his or her back with the legs extended, arms overhead, chin up, ears under water and recover, all without assistance.</p>		

## AQUATICS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
TURNING OVER	<p>11. To demonstrate turning over the student will:</p> <p>11.1 Float on his or her back, roll to a prone position and recover.</p> <p>11.2 Prone float, roll over to his or her back, and recover.</p>		
LOCOMOTION-PRONE GLIDE AND PRONE GLIDE WITH A KICK	<p>12. To demonstrate locomotion using a prone glide the student will:</p> <p>12.1 Place his or her face in water, push off, extended the body fully, and glide as far as possible without the use of arms or legs, and then recover. The hands are held together, with the arms straight.</p> <p>12.2 Place his or her face in water, push off, extend the body fully, and glide as far as possible without the use of arms or legs, and then recover. This is done with a flutter kick.</p>		
CHANGE OF DIRECTIONS	<p>13. To demonstrate locomotion using a change of direction the student will:</p> <p>13.1 Swim forward, turn to the left, and continue swimming.</p> <p>13.2 Swim forward, turn to the right, and continue swimming.</p>		
TREADING AND CHANGING POSITIONS	<p>14. To demonstrate locomotion by treading and changing positions the student will:</p> <p>14.1 Demonstrate an effective arm movement for treading.</p> <p>14.2 Demonstrate an effective leg movement for treading.</p>		
UNDERWATER SWIMMING AND SURFACE DIVING	<p>15. To demonstrate underwater swimming and surface diving the student will:</p> <p>15.1 Submerge, open eyes, and recover objects off of the bottom while in shallow water.</p>		

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
SUPINE GLIDE WITH KICK	<p>15.2 Submerge, push-off onto the front with the body fully extended, and glide.</p> <p>16. To demonstrate supine glide and supine glide with kick the student will:</p> <p>16.1 Place ears in water, push off, extend body fully, glide, and recover.</p> <p>16.2 Place ears in water, push off, extend body fully, glide, push off, and recover. Done with a flutter kick.</p> <p>*knees should not bend</p>		
COMBINED STROKE ON BACK	<p>17. To demonstrate a combined stroke lying on the back the student will:</p> <p>17.1 Demonstrate a back glide with finning or sculling with assistance.</p> <p>*instructor should be behind swimmer</p> <p>17.2 Demonstrate a back glide with finning or sculling without assistance.</p>		
TREADING AND CHANGING POSITIONS	<p>18. To demonstrate treading and changing positions the student will:</p> <p>18.1 Demonstrate leg and arm movements for treading.</p> <p>18.2 Tread, level off onto back and return to treading position.</p> <p>18.3 Tread, level off onto front, and return to treading position.</p> <p>18.4 Tread, level off onto back and swim.</p> <p>18.5 Tread, level off onto front and swim.</p>		

## AQUATICS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
UNDERWATER SWIMMING AND SURFACE DIVING	19. To demonstrate underwater swimming and surface diving keeping the eyes open and remaining aware of body position, the student will:		
	19.1 Submerge, push off onto the front with the body fully extended and demonstrate an effective kick.		
	19.2 Submerge, push off onto the front with the body fully extended and demonstrate and effective arm action.		
	19.3 Submerge, push off onto the front with the body fully extended and demonstrate an effective combined arm and leg action.		
	19.4 Demonstrate a handstand in shallow water or a porpoise dive followed by underwater swimming.		
	19.5 Demonstrate a feet-first surface dive.		
	19.6 Demonstrate a feet-first surface dive, level off and swim under water.		
	19.7 Demonstrate one method of equalization of pressure while swimming under water.		
	19.8 Demonstrate a tuck surface dive.		
	19.9 Demonstrate a tuck surface dive followed by underwater swimming.		
	19.10 Demonstrate a pike surface dive.		
	19.11 Demonstrate a pike surface dive and underwater swimming.		
	19.12 Demonstrate one method of equalization of pressure while swimming under water.		

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p>STRIKES AND TURNS</p> <p>FRONT CRAWL</p>	<p>20. Demonstrate the front crawl in style characterized by:</p> <p>A. Good body position as related to the student's body type:</p> <ol style="list-style-type: none"> <li>1) A flat body position with arms and legs extended</li> <li>2) The water line approximately at the middle of the forehead</li> </ol> <p>B. An efficient arm action:</p> <ol style="list-style-type: none"> <li>1) Entry in line with the shoulder and the elbow held higher than the hand</li> <li>2) The hand passes under the body and the palm continues to push backward as the elbow draws closer to the trunk</li> </ol> <p>C. An efficient flutter kick:</p> <ol style="list-style-type: none"> <li>1) Action that originates at the hip</li> <li>2) Flexibility of the ankles and feet</li> </ol> <p>D. Efficient rhythmic breathing:</p> <ol style="list-style-type: none"> <li>1) Exhalation through the mouth and nose inhalation through the mouth</li> <li>2) Inhalation occurring as the arm on the breathing side starts the last half of the press backwards</li> <li>3) Rotation of the head to the side</li> </ol> <p>E. An efficient coordinated stroke:</p> <ol style="list-style-type: none"> <li>1) The downward beat of one leg coinciding with the arm on the opposite side</li> </ol>		

AQUATICS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p>ELEMENTARY BACKSTROKE</p>	<p>2) Forward motion that is smooth and constant</p> <p>The student will:</p> <p>20.1 Swim 30 feet or the width of the pool.</p> <p>20.2 Swim 25 yards or one length of the pool.</p> <p>20.3 Swim 35 yards.</p> <p>21. To demonstrate the elementary backstroke in a style characterized by:</p> <p>A. A good body position as related to the student's type:</p> <p>1) Arms extended at the sides and legs fully extended</p> <p>2) A supine horizontal position with the head submerged to about the level of the ears</p> <p>B. An efficient arm action:</p> <p>1) The hands and elbows remaining close to the body as they are drawn to shoulder height</p> <p>2) A full arm tension as the arms and hands pull below the surface</p> <p>C. An efficient inverted breaststroke kick:</p> <p>1) Heels dropping directly below the knees and the feet pointed to the side</p> <p>2) The thrust being made backward and upward as the inside of the lower leg and foot is pressing back against the water</p> <p>D. An efficient breathing process:</p> <p>1) Inhalation occurring during the recovery</p>		

TOPIC	PERFORMANCES OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
BREASTSTROKE	<p>2) Exhalation during the positive action of the arms and legs</p> <p>E. Efficient coordination:</p> <p>1) Simultaneous arm and leg action</p> <p>2) A glide dependent on the individual's body type</p> <p>The student will:</p> <p>21.1 Swim 15 yards.</p> <p>21.2 Swim 25 yards.</p> <p>21.3 Swim 35 yards.</p> <p>22. To demonstrate the breaststroke in a style characterized by:</p> <p>A. A good body position as related to the student's type:</p> <p>1) A streamline, prone horizontal position with the back flat</p> <p>2) The head positioned in the water at about eye-brow level</p> <p>B. An efficient arm action:</p> <p>1) Elbows held high with the palms not going beyond the elbows</p> <p>2) The arms pressed backward toward chest and the arms brought together in a rounded motion and recovered</p> <p>C. An efficient breaststroke kick:</p> <p>1) Heels being drawn to a point almost over the knees so the feet are rotated in order for the toes to point to the side</p> <p>2) The sole, instep, and inside of the calf pressing almost directly backward against the water</p>		

## AQUATICS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
TURNS	<p>D. Efficient breathing:</p> <ol style="list-style-type: none"> <li>1) Inhalation occurring by hyperextending the neck so that the mouth just clears the water surface</li> <li>2) Exhalation occurs during the extension and glide</li> </ol> <p>E. Efficient coordination:</p> <ol style="list-style-type: none"> <li>1) A sequence of "pull, breathe, kick, glide"</li> <li>2) A glide dependent on the individual's body type</li> </ol> <p>The student will:</p> <ol style="list-style-type: none"> <li>22.1 Swim 15 yards.</li> <li>22.2 Swim 25 yards.</li> <li>22.3 Swim 35 yards.</li> </ol> <p>23. To demonstrate the ability to turn in a style characterized by:</p> <p>A. A front touch turn:</p> <ol style="list-style-type: none"> <li>1) Contact with the hand closest to the wall</li> <li>2) Compact tuck of the body to help rotate it in the direction of the free arm</li> <li>3) An underwater extended glide followed by appropriate leg and arm action</li> </ol> <p>B. A back touch turn:</p> <ol style="list-style-type: none"> <li>1) Contact with the hand closest to the wall</li> <li>2) Compact tuck of the body to help rotate it in the direction of hand placed on the wall</li> </ol>		

AQUATICS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p>SURVIVAL SWIMMING AND FLOATING</p>	<p>3) An underwater extended glide followed by appropriate leg and arm action</p> <p>C. A side stroke turn:</p> <p>1) Contact of the wall with the lead arm</p> <p>2) The entire turn being executed as described for the front touch turn</p> <p>3) A glide followed by a rotation to the desired side</p> <p>The student will:</p> <p>23.1 Perform one front touch turn in three attempts.</p> <p>23.2 Perform one front touch back touch in three attempts, respectively.</p> <p>23.3 Perform all three turns in three attempts, respectively.</p> <p>24. To demonstrate survival floating as characterized by:</p> <p>A. Minimal expenditure of energy</p> <p>B. Appropriate leg and arm action as related to body type</p> <p>C. Individualized rhythmic breathing pattern</p> <p>D. A visual check of position when inhaling</p> <p>E. The ability to perform the skill with the loss of one or more body parts</p> <p>The student will:</p> <p>24.1 Float in the survival position for five minutes.</p> <p>24.2 Float in the survival position for five minutes using only one arm for assistance.</p>		



## AQUATICS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
DISROBING AND INFLATION OF CLOTHES	<p>25. To demonstrate disrobing and inflation of clothes the student will:</p> <p>25.1 Swim under water for 30 seconds fully clothed.</p> <p>25.2 Swim on top of the water by using strokes that employ underwater recovery for one minute.</p> <p>25.3 Use the survival floating technique while systematically disrobing in a sequential order garments that include shoes, pants, shirts, and socks.</p> <p>25.4 Survival float or swim while inflating a shirt.</p> <p>25.5 Survival float or swim while inflating a pair of pants.</p>		
PERSONAL FLOATATION DEVICES	<p>26. To demonstrate the use of personal floatation devices for survival the student will:</p> <p>26.1 Put on a PFD on land within three attempts.</p> <p>26.2 Put on PFD in shallow water within three attempts.</p> <p>26.3 Do a shallow water test to determine if the PFD will support the individual.</p> <p>26.4 Jump into shallow water with a PFD on.</p> <p>26.5 Jump into shallow water without a PFD and put it on within two attempts.</p> <p>26.6 Perform a collar tow while wearing a PFD within three attempts.</p> <p>26.7 In chest-deep water swim on the side or back with a PFD on for 15 yards.</p> <p>26.8 In deep water jump in without a PFD, put it on, swim on the side or back for 25 yards, within three attempts.</p>		

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p>WATER SAFETY</p> <p>NON-SWIMMING RESCUE TECHNIQUES</p>	<p>27. To demonstrate non-swimming rescue techniques the student will:</p> <p>27.1 Perform arm and leg extension in a style characterized by:</p> <p>A. Keeping the weight low and slanted backwards when applicable.</p> <p>B. Maintaining a firm position within three attempts.</p> <p>27.2 Extend a pole, a towel, a shirt, or other improvised equipment in a style characterized by:</p> <p>A. Keeping the weight low and slanted backwards when applicable.</p> <p>B. Maintaining a firm grip and position.</p> <p>27.3 Within three attempts wade out to assist an individual with an eight foot rope or eight foot pole, alone, in a style characterized by:</p> <p>A. Remaining in shallow to chest-deep water.</p> <p>B. Keeping weight low and slanted backwards.</p> <p>C. Avoiding personal contact with victim.</p> <p>D. Maintaining eye contact and talking calmly to the victim.</p> <p>27.4 Demonstrate the proper method of using a ring buoy, heaving line, or heaving jug to assist an individual in need of help in a style characterized by:</p>		

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
CRAMPS	<p>A. Keeping the instep of the foot on the end of the rope throughout the process</p> <p>B. A steady hand-over-hand, pulling action</p> <p>C. Throwing the ring buoy, heaving line, or heaving jug to the side and past the victim</p> <p>D. Keeping the weight low and slanted backwards when pulling the victim in</p> <p>28. To demonstrate the ability to release a cramp the student will:</p> <p>28.1 Swim 15 feet, feint a leg cramp, and change strokes from a front crawl to a side stroke.</p> <p>28.2 Swim 15 feet using a front crawl, feint a leg cramp, and change strokes to a side stroke.</p> <p>28.3 Swim 15 feet using a front crawl, feint a leg cramp, and change to a survival float while relaxing, rubbing and kneading the affected leg with the head submerged for 20 seconds.</p> <p>28.4 Swim 15 feet, feint a leg cramp, stop, and stretch the affected leg.</p>		
FIRST AID RELATED TO AQUATICS	<p>29. To demonstrate performance in respiratory emergency techniques the student will perform the following skills as indicated within 3 attempts respectively:</p> <p>29.1 Demonstrate mouth-to-mouth resuscitation characterized by:</p> <p>A. An open airway.</p> <p>B. An adequate seal on the mouth and nose.</p> <p>C. The correct rhythm dependent upon the age and size of the victim.</p>		

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
GENERAL AQUATIC FIRST AID	29.2 Demonstrate mouth-to-nose resuscitation characterized by:  A. An open airway.  B. An adequate seal on the nose.  C. The correct rhythm dependent upon the age and size of the victim.		
	29.3 Demonstrate the chest pressure arm lift characterized by:  A. Correct placement of the hands.  B. Correct application of force in deflating and inflating the lungs.  C. The correct rhythm pattern dependent upon the age and size of the victim.		
	30. To demonstrate general aquatic first aid the student will perform the following skills as indicated within 3 attempts respectively:		
	30.1 Bleeding:  A. Apply direct pressure and elevation  B. Stop bleeding by use of the appropriate pressure points  C. Apply a dressing and secure it		
	30.2 Shock:  A. Position the victim for treatment of shock in relation to the victim's injury  B. Apply appropriate coverage to the victim dependent upon weather conditions		
	30.3 Spinal injuries:		

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p>SAFETY PRECAUTIONS AND RULES</p> <p>PERSONAL WATER SAFETY</p> <p>SAFETY AT POOLS</p> <p>SAFETY AT PONDS AND LAKES</p> <p>ATTITUDE TOWARD SWIMMING LEARNING</p> <p>AESTHETIC VALUE OF SWIMMING</p>	<p>A. Demonstrate the proper use of a backboard as characterized by:</p> <p>1) Minimal movement of the victim.</p> <p>2) Correct backboard placement.</p> <p>3) Securing the victim properly</p> <p>4) Lifting and transporting properly when necessary.</p>		
	<p>31. To demonstrate knowledge of safety practices and rules related to water safety the student will:</p>		
	<p>31.1 List personal water safety rules. (verbally)</p>		
	<p>31.2 Discuss the importance of these rules. (verbally)</p>		
	<p>31.3 List rules. (verbally)</p>		
	<p>31.4 Discuss the importance of these rules.</p>		
	<p>31.5 List rules. (verbally)</p>		
	<p>31.6 Discuss the importance of these rules.</p>		
	<p>32. To demonstrate a positive attitude toward swimming the student will:</p>		
	<p>32.1 Demonstrate a willingness to enter the water.</p>		
	<p>32.2 Assist others in skill learning.</p>		
	<p>32.3 Maintain emotional composure in learning swimming skills.</p>		
	<p>32.4 Develop an individual endurance swimming program.</p>		
	<p>32.5 View a swimming film or event to gain an application of the aesthetic value of higher levels of swimming.</p>		

INDIVIDUAL AND DUAL SPORTS

AQUATICS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
SAFETY	32.6 Restrain from rough play in or around the water.  32.7 Restrain from dangerous underwater swimming practices.		

INDIVIDUAL AND DUAL SPORTS

AQUATICS

TOPICS	ACTIVITIES
ENTRIES	<ol style="list-style-type: none"><li>1. Students sit on pool edge and splash water on body, pretending they are bathing.</li><li>2. Students jump through hoops placed in the water.</li><li>3. Students jump over a pole held by the edge of the pool to illustrate a standing spring dive.</li><li>4. Students dive through hoop placed in water.</li><li>5. Students jump through hoops placed in the water.</li></ol>
BREATH CONTROL AND BOBBING	<ol style="list-style-type: none"><li>1. Students submerge and pretend that they are blowing out candles.</li><li>2. Students count fingers of partner to open eyes while face is in water.</li></ol>
BUOYANCE	<ol style="list-style-type: none"><li>1. Students pretend there is a string attached to their navel and to an air balloon overhead. It "holds them up" in the water and causes them to arch the back slightly.</li><li>2. Students have competition to see who can float the longest.</li><li>3. Students view a teacher demonstration on the effects of different body positions in regard to buoyancy.</li><li>4. Students pretend they are doing a low roll when turning over in the water.</li></ol>
GLIDE	<ol style="list-style-type: none"><li>1. Students use a kick board to perform prone glide with a kick.</li><li>2. Students have a contest to determine who can glide the farthest.</li><li>3. Students change directions by pretending they are putting their arm out for a signal. (Ex: Put out left arm to turn left).</li><li>4. Have students engage in a contest to see who can glide the farthest on his back.</li></ol>
TREADING WATER	<ol style="list-style-type: none"><li>1. Students hold onto the edge of the pool and work just the legs and one arm for treading water.</li><li>2. Students tell stories, jokes and/or sing while treading water.</li><li>3. Students tread with only the leg motion, wrists out of the water.</li></ol>
STROKES AND TURNS	<ol style="list-style-type: none"><li>1. Students view a film on strokes.</li><li>2. Students view live aquatic competition or assist at such an event.</li></ol>
SURVIVAL SWIMMING	<ol style="list-style-type: none"><li>1. Students view film on survival swimming.</li><li>2. Students listen to a presentation by the U. S. Coast Guard on the use of personal floatation devices.</li><li>3. Students view a film on survival swimming.</li></ol>
WATER SAFETY	<ol style="list-style-type: none"><li>1. Students view film on non-swimming rescues.</li></ol>
UNDERWATER	<ol style="list-style-type: none"><li>1. Have a treasure hunt (coins thrown into different depths) to practice surface dives and underwater swimming.</li></ol>

INDIVIDUAL AND DUAL SPORTS

AQUATICS

TOPIC	ACTIVITIES
TREADING WATER	1. Have students tread with only the leg motion, keeping the wrists out of the water.

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BADMINTON

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INDIVIDUAL AND DUAL SPORTS

BADMINTON

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ACTIVITY CONTENT OUTLINE

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I. Skill Development

- A. Grip
- B. Underhand Clear
- C. Overhead Clear
- D. Overhead Drop
- E. Serve
  - 1. High, deep
  - 2. Low, short
- F. Smash
- G. Court Position

II. Knowledge

- A. Rules

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
GRIP	<p>1. To demonstrate the correct grip in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Shaking hands with the racket</li> <li>B. Placing the "V" which is formed by the thumb and index finger on the top side of the handle</li> <li>C. Holding the racket lightly with the thumb and index finger applying most of the pressure</li> <li>D. Holding the racket so that the face is an extension of the palm of the hand</li> <li>E. Placing the index finger around the handle as in a position to "pull a trigger"</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrate the correct grip within 3 attempts.</li> <li>1.2 Use the correct grip during play.</li> </ul>	V	
UNDERHAND CLEAR	<p>2. To demonstrate a correct underhand clear in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Facing the expected point of contact</li> <li>B. Rotating the pelvis, upper arm, and forearm toward the expected point of contact, shifting body weight from the rear to the forward foot</li> <li>C. Sending the shuttle high and deep into the opponent's court</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>2.1 Return a shuttle over the net with an underhand forehand clear</li> </ul> <ul style="list-style-type: none"> <li>A) 3 out of 10 attempts</li> <li>B) 5 out of 10 attempts</li> <li>C) 7 out of 10 attempts</li> </ul>	V VI VII	

## BADMINTON

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	2.2 Return the shuttle over the net with an underhand backhand clear.		
	A) 3 out of 10 attempts	V	
	B) 5 out of 10 attempts	VI	
	C) 7 out of 10 attempts	VII	
	2.3 Return a shuttle with a forehand underhand clear, in 4 out of 10 attempts.		
	A) Front 1/3 of the opponent's court	V	
B) Middle 1/3 of the opponent's court	VI		
C) Back 1/3 of the opponent's court	VII		
	2.4 Return a shuttle with a backhand underhand clear performed as above, in 2 out of 10 attempts.		
	2.5 With an underhand forehand clear, return a shuttle from the back 1/3 of the court clearing a rope stretched 9' high, parallel to and 9' in from the end line of the opponent's court in 4 out of 10 attempts.	VII	
	2.6 With a backhand clear perform as above in 3 out of 10 attempts.	VII	
	3. To demonstrate a correct overhead clear in a style characterized by:		
OVERHAND CLEAR	A. Facing the sideline as the shuttle approaches on the forehand side		
	B. Facing the sideline or backline as the shuttle approaches on the backhand side		
	C. Sequentially building force with pelvic, upper arm, and forearm rotation toward the expected point of contact		
	D. Striking the shuttle as high as one can comfortably reach		
	E. Sending the shuttle high and deep into the opponent's court		

INDIVIDUAL AND DUAL SPORTS

BADMINTON

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
OVERHEAD DROP	The student will:		
	3.1 Return the shuttle over the net with an overhead forehand clear.		
	A) 3 out of 10 attempts	V	
	B) 5 out of 10 attempts	VI	
	C) 7 out of 10 attempts	VII	
	3.2 Return a shuttle over the net with an overhead backhand clear in 3 out of 10 attempts.	VI	
		VII	
	3.3 Return a shuttle with an overhead forehand clear to the back in 5 out of 10 attempts.		
	A) Front 1/3 of the opponent's court	V	
	B) Middle 1/3 of the opponent's court	VI	
	C) Back 1/3 of the opponent's court	VII	
	3.4 Return a shuttle with an overhead backhand clear to the back 1/3 of the opponent's court.		
	A) 3 out of 10 attempts	V	
B) 5 out of 10 attempts	VI		
C) 7 out of 10 attempts	VII		
3.5 With an overhead forehand clear return a shuttle from the back 1/3 of the court, clearing a rope stretched 9' high parallel to and 9' from the end line of the opponent's court, in 5 out of 10 attempts.	VI		
	VII		
3.6 With an overhead backhand clear perform as above in 3 out of 10 attempts.	VII		
4. To demonstrate a correct overhead drop in a style characterized by:			
A. Using the same body mechanics as for an overhead clear with much less upper arm and forearm rotation			

## BADMINTON

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	<p>B. Facing the proper boundary line</p> <p>C. Contacting the shuttle forward of the body</p> <p>D. Following through toward the target area</p> <p>A. Sending the shuttle as close as possible to the net on the opponent's side of the court</p> <p>B. Making the shot as deceptive as possible</p> <p>The student will:</p> <p>4.1 With an overhand forehand drop, return the shuttle into the opponent's forecourt.</p> <p>A. 3 out of 10 attempts.</p> <p>B. 5 out of 10 attempts.</p> <p>The student will:</p> <p>4.2 With an overhand forehand drop, return the shuttle into the opponent's forecourt.</p> <p>A) 3 out of 10 attempts</p> <p>B) 5 out of 10 attempts</p>	<p>VI</p> <p>VII</p> <p>VI</p> <p>VII</p>	

INDIVIDUAL AND DUAL SPORTS

BADMINTON

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p>HIGH DEEP SERVE</p>	<p>5. To demonstrate the correct high deep serve in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Facing the sideline</li> <li>B. Beginning with the racket and shuttle held high</li> <li>A. Dropping the shuttle before beginning the swing</li> <li>B. Using the cumulative force of the forward rotation of the pelvis, upper arm, and forearm</li> <li>C. Forcing the shuttle high and deep into the service court</li> <li>D. Finishing with the racket head above the shoulders and palm facing downward</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>5.1 Serve 3 out of 10 shuttles into each diagonal opposite singles service court.</li> <li>5.2 Serve 3 out of 10 attempts into the diagonal singles service court over a rope stretched 9' high, parallel to and 9' in from the end line.</li> <li>5.3 Serve 5 out 10 attempts into the diagonal singles court over a rope stretched 9' high, parallel to and 9 feet in from the end line.</li> </ul>	<p>V</p> <p>VI</p> <p>VII</p>	
<p>LOW SHORT</p>	<p>6. To demonstrate the correct low short serve in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Taking a full backswing, pausing at full reach</li> <li>B. Making body rotation as for the high deep serve but slower</li> <li>C. Dropping the shuttle before starting the swing</li> </ul>		

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
SMASH	<p>D. Keeping the arm bent and the fore-arm rotated backward during the swing</p> <p>E. Pushing the shuttle low over the net and just over the line into the service court</p> <p>The student will:</p> <p>6.1 Serve 3 out of 10 attempts into the front 1/3 of the diagonal doubles service court.</p> <p>6.2 Serve 5 out of 10 attempts under a rope stretched 18" above the net into the front 1/3 of the diagonal doubles service court.</p> <p>7. To demonstrate a correct smash in a style characterized by:</p> <p>A. Moving to a position slightly behind the expected point of contact facing the proper boundary</p> <p>B. Exaggerated rotating of the pelvis, upper arm, and forearm</p> <p>C. Throwing the arm upward and leading with the elbow</p> <p>D. Contacting the shuttle high and with a downward racket angle and as vigorously as possible</p> <p>The student will:</p> <p>7.1 Return a shuttle with a smash sending it downward into the opponent's court in 3 out of 10 attempts.</p>	<p>V VI</p> <p>VII</p> <p>VII</p>	
COURT POSITION	<p>8. To demonstrate the correct court position during play in a style characterized by:</p> <p>A. Keeping the weight evenly distributed with feet spread about shoulder width apart</p> <p>B. Keeping the eyes focused on the shuttle</p>		

INDIVIDUAL AND DUAL SPORTS

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
RULES	<p>C. Keeping the racket head at eye level</p> <p>D. Being alert so that quick movement in any direction is possible</p> <p>E. Moving quickly to the center of the player's section of the court after each shot</p> <p>F. Using the parallel or up-and-back position in doubles when most advantageous in the situation</p>		
	The student will:		
	8.1 Upon verbal command demonstrate the correct court position.	V	
	8.2 During play return as quickly as possible to the center of the court.	VI	
	8.3 Identify the parallel for doubles according to specific situations.	VI VII	
	8.4 Apply the parallel positions advantageously in a game situation.	VI VII	
	9. To demonstrate an understanding of the rules of badminton the student will:		
	9.1 Recall the following rules:		
	A. The serve must be delivered to the diagonal service court.	VI VII	
	B. The serve must be delivered underhand.		
	C. The shuttle may be hit only once before it crosses the net.		
	D. A shuttle hitting the line is considered in-bounds.		
	9.2 Apply the singles rules in a simple game situation.	VII	



INDIVIDUAL AND DUAL SPORTS

BADMINTON

TOPIC	SUGGESTED ACTIVITIES
SMASH	<ol style="list-style-type: none"> <li>1. Basket stroking: This drill is best used with students 5'6" or under. Stand about 2 feet behind the webbing of the basket of the basketball goal. Swing with the overhand pattern on either or both sides making contact between the racket head and the basket.</li> </ol>
GENERAL STROKING	<ol style="list-style-type: none"> <li>1. Mimic drill: Upon command, the student strokes an imaginary shuttle with the tip and pattern specified.</li> <li>2. Partner rally: With a partner, keep a shuttle in play stroking with any or all specified strokes. Continue for a specified time or until "X" number of misses.</li> <li>3. Double doubles: This game is played by official doubles rules <u>except</u> that there are four players on each side instead of two. When the "side is out," the two back players change positions with the two front players. Front players receive the serve and play the net.</li> <li>4. Half court singles: Play according to official rules <u>except</u> there is no diagonal service court.</li> <li>5. Wall rally: Using any or specified strokes with the appropriate grip, keep the shuttle in play to the wall during a 15-second trial. Count the number of times the shuttle contacts the wall during the trial.</li> <li>6. Target hitting: When stroking a dropped shuttle or one hit to the player, the shuttle lands in a specified section of the opponent's court or targets.</li> </ol>
COURT POSITION	<ol style="list-style-type: none"> <li>1. Demonstrate "ready position" upon command.</li> <li>2. Mimic drill assuming ready position between each stroke.</li> </ol>

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TRACK AND FIELD

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INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

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ACTIVITY CONTENT OUTLINE

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I. SKILL DEVELOPMENT

- A. Starting Positions
- B. Running Techniques
  - 1. Sprinting
  - 2. Continuous running
- C. Standing Long Jump
- D. Baton Exchanges
- E. High Jump
  - 1. Western roll
  - 2. Straddle
- F. Long Jump
- G. Hurdles

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS												
STARTING POSITIONS STANDING START	<p>1. To demonstrate the proper mechanics of the standing start position in a style characterized by:</p> <p>A. Standing square to starting line.</p> <p>B. Placing dominant foot back.</p> <p>C. Flexed knees with weight forward.</p> <p>D. Arm position - dominant back.</p> <p>E. Full stride on first step.</p> <p>The student will:</p> <p>1.1 Execute a correct standing start.</p>	III													
SPRINTING	<p>2. To demonstrate the proper techniques of sprinting in a style characterized by:</p> <p>A. The start (as above).</p> <p>B. The running stride - toes straight ahead, body leaning slightly forward from ankles, arms flexed and swung across the body.</p> <p>C. The coast - in events over 100 yards, runner will try to maintain form with no loss in momentum, mid-way through race.</p> <p>D. The finish - drive through tape in regular running form to a point several yards past the tape.</p> <p>The student will:</p> <p>2.1 Run the 50-M dash in:</p> <table border="0" data-bbox="523 1810 1066 1910"> <tr> <td>Females</td> <td>11.5</td> <td>Males</td> <td>11.5</td> </tr> <tr> <td></td> <td>10.5</td> <td></td> <td>10.0</td> </tr> <tr> <td></td> <td>9.5</td> <td></td> <td>9.0</td> </tr> </table>	Females	11.5	Males	11.5		10.5		10.0		9.5		9.0	IV V VI	
Females	11.5	Males	11.5												
	10.5		10.0												
	9.5		9.0												

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
SPRINTING (con't)	2.2 Run the 100-M dash in: Females 24.0 Males 23.0 21.0       20.0	V  VI	
CONTINUOUS RUNNING	3. To demonstrate the proper techniques of continuous running in a style characterized by:  A. Runner is more erect than in sprinting.  B. Hands and arms carried lower.  C. Strides are shorter.  D. More of heels on the track.  E. Finish by running past tape.  The student will:  3.1 Run the 200-M dash in: Females 50.0 Males 40.0 45.0       35.0  3.2 Execute the correct mechanics of continuous running while performing a 400-M run.  3.3 Run using acceptable continuous running form: Females                      Males 2:00 minutes            1:45 minutes 1:45 minutes            1:30 minutes	VI VII  VI, VII  VI VII	
STANDING BROAD JUMP	4. To demonstrate the mechanics of the standing broad jump in a style characterized by:  A. Starting position - feet approximately shoulder-width apart and just behind the take off line, body angle less than 45 degrees.		

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
STANDING (con't) BROAD JUMP	<p>B. Preparation - arms swing backwards and knees bend.</p> <p>C. Flight - simultaneous extension of knees and forward swing of arms.</p> <p>D. Landing - hip flexion and arms flung forward to help carry the body.</p> <p>The student will:</p> <p>4.1 Execute the standing broad jump 3'0 4'0 (Measure from part of body closest to take off line.)</p>	IV V	
BATON EXCHANGE	<p>5. To demonstrate the mechanics of the exchange in a style characterized by:</p> <p>A. Movement of outgoing runner.</p> <p>B. Exchange at given point.</p> <p>C. Transfer of baton by receiver.</p> <p>The student will:</p> <p>5.1 Execute the visual baton exchange correctly while running 400-M.</p>	V, VI, VII	
HIGH JUMP	<p>6. To demonstrate the following components of the high jump using the western roll in a style characterized by:</p> <p>A. 45° Approach</p> <p>B. Addressing the bar</p> <p>C. Crossbar clearance</p> <p>D. Landing</p>		

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
HIGH JUMP	<p>The student will:</p> <p>6.1 Perform the high jump by clearing the bar using the western roll.            Females 2'6      Males 3'0                      3'0                3'6</p>	VI VII	
LONG JUMP	<p>7. To demonstrate the ability to perform the running long jump exhibiting consistency in the approach and the ability to hit the board without stuttering steps:</p> <p>The student will:</p> <p>7.1 Execute the long jump as follows:            Females 6'0      Males 7'6                      10'6                12'6</p>	VI VII	
HURDLES	<p>8. To demonstrate the ability to run adapted hurdles in an acceptable manner using the following items as criteria in a style characterized by:</p> <p>A. Hurdling position            1) lead leg            2) trailing leg            3) arms</p> <p>B. Steps between hurdles</p> <p>C. Finishing sprint</p> <p><u>Note:</u> Adapted hurdles should be adjusted to the jumping capabilities of each student. Distance between hurdles is teacher discretion.</p> <p>The student will:</p> <p>8.1 Run a 20 meters distance consisting of 3 hurdles, using basic techniques correctly.</p>	VI	

## TRACK AND FIELD

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS								
SOFTBALL THROW	<p>9. To demonstrate the ability to throw a softball in a style characterized by:</p> <p>A. A forward reach for the target on the follow-through.</p> <p>B. An elbow lead during the forward motion.</p> <p>C. Preparatory movement with the trunk rotation away from the target.</p> <p>D. Weight transfer to forward foot.</p> <p>The student will:</p> <p>9.1 Perform softball throw using the overhand throw.</p> <table data-bbox="544 880 957 1002"> <tr> <td>Females</td> <td>Males</td> </tr> <tr> <td>10 meters</td> <td>10 meters</td> </tr> <tr> <td>15 meters</td> <td>15 meters</td> </tr> <tr> <td>20 meters</td> <td>20 meters</td> </tr> </table>	Females	Males	10 meters	10 meters	15 meters	15 meters	20 meters	20 meters	<p>IV V VI</p>	
Females	Males										
10 meters	10 meters										
15 meters	15 meters										
20 meters	20 meters										

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	SUGGESTED ACTIVITIES
Starts	<ol style="list-style-type: none"><li>1. Provide an opportunity for each student to use the standing start to race a distance of 20 to 50-M. Several attempts should be made under the direct supervision of the teacher so that corrections of techniques can be made on the spot.</li><li>2. Each time a student performs a start he should run 20 to 50-M.</li></ol>
Training	<ol style="list-style-type: none"><li>1. Prior to running competitively in distances over 50 yards, each student should undergo training using the activities listed below, progressively increasing the overload.<ol style="list-style-type: none"><li>A) Warm-up and flexibility exercises.</li><li>B) Run a distance of 50-M and walk 50-M. Repeat this six to 12 times during a class period. IV</li><li>C) Run 100-M and walk 100-M 6 to 12 times. V</li><li>D) Run 200-M and walk 200-M 6 to 12 times. VI &amp; VII</li><li>E) Run 400-M and walk 400-M 6 to 12 times. VI &amp; VII</li></ol></li></ol>
Track Events	<ol style="list-style-type: none"><li>1. Competitive running in the physical education class should be done in the following events:<ol style="list-style-type: none"><li>A) 50-M IV</li><li>B) 100-M IV</li><li>C) 200-M VI &amp; VII</li><li>D) 400-M VI &amp; VII</li></ol></li></ol>
Exchanges	<ol style="list-style-type: none"><li>1. Classes should be divided into relay teams for practice and competition of the baton passes. VI &amp; VII</li></ol>
High Jump	<ol style="list-style-type: none"><li>1. After proper instruction and demonstration, provide an opportunity for each student to practice the skills of high jumping, using the western roll. VI &amp; VII</li><li>2. After proper instruction and demonstration, provide an opportunity for each student to practice the long jump. Establish check points and practice the approach, take-off, flight, and landing.</li></ol>

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	SUGGESTED ACTIVITIES
Hurdles	<ol style="list-style-type: none"><li>1. Use the following warm-up exercises for the hurdles:<ol style="list-style-type: none"><li>A) Alternate toe touching</li><li>B) Groin and crotch stretching (standing and sitting)</li><li>C) Hurdles stretch</li><li>D) Trunk rotation</li><li>E) Crotch stretching</li><li>F) Jogging - 200 yards minimum</li></ol></li> <li>2. Each student will perform the following drills:<ol style="list-style-type: none"><li>A) <u>Lead Leg Drill</u> - Standing to one side of the hurdle, run a course which allows only the lead leg to cross hurdle while in flight.</li><li>B) <u>Trail Leg Drill</u> - Standing to one side of the hurdle, run a course which allows only the trail leg to cross the hurdle while in flight.</li><li>C) Students will practice starting and sprinting over the first hurdle only, 10 to 20 times.</li><li>D) Student will practice making the required number of steps between the hurdles.</li><li>E) Students will practice hurdle form and sprint technique by running practice flight of 5 or more hurdles.</li></ol></li></ol>
Supplements	<p>Listed below are some enabling activities to supplement the basic instruction suggested so far.</p> <ol style="list-style-type: none"><li>A) Use student aids in helping others to work on assessed needs.</li><li>B) Use a video tape recorder to allow students to evaluate their own performance.</li><li>C) Use partners for constructive criticism.</li><li>D) Post superior performance records to encourage others to achieve.</li><li>E) Take class members to a track meet and have them observe the events, concentrating on their area of interest.</li><li>F) Use posters and bulletin boards showing proper techniques.</li><li>G) Conduct an intramural track meet with your classes.</li></ol>

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

TOPIC	SUGGESTED ACTIVITIES
Softball Throw	<ol style="list-style-type: none"><li>1. Perform windmills, arm circles, and static stretches to warm-up and condition arm prior to throwing.</li><li>2. With partner, throw short distance to warm-up-stress technique.</li><li>3. Place targets in field when throwing for distance to use as goals and reference points.</li></ol>
Standing Long Jump	<ol style="list-style-type: none"><li>1. Perform toe touches, vertical jumps, sack races, and static stretches to warm-up and condition.</li><li>2. Jump over low obstacles such as mats to stress optimal line of flight and distance.</li></ol>

INDIVIDUAL AND DUAL SPORTS

TRACK AND FIELD

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ARCHERY

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INDIVIDUAL AND DUAL SPORTS

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ACTIVITY CONTENT OUTLINE

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I. Skill Development

- A. The Bow
  - 1. Step-in method bracing
  - 2. Unbracing
- B. The Shooting Act
  - 3. Stance
  - 4. Aim
  - 5. Retrieving Arrows

II. Knowledge

- A. Commands
- B. Basic Rules
- C. Terminology
- D. Safety

INDIVIDUAL AND DUAL SPORTS

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
BRACING THE BOW; "STEP-IN" METHOD	<p>1. To demonstrate the step-in method of bracing the bow characterized by:</p> <ul style="list-style-type: none"> <li>A. Hold upper limb with left hand.</li> <li>B. Place lower tip of bow over the top of arch of right foot.</li> <li>C. Step left leg between string and face of bow.</li> <li>D. Left hand brings bow up with face against back of left thigh.</li> <li>E. Left hand placed on upper limb, pressing bow forward.</li> <li>F. Right index finger and thumb push loop of string into bow nock.</li> </ul> <p>NOTE: Not for use with recurve bows</p> <p>The student will:</p> <ul style="list-style-type: none"> <li>1.1 Brace the bow correctly 3 out of 5 times</li> </ul>	V	
UNBRACING THE BOW; "STEP-IN" METHOD	<p>2. To demonstrate the step-in method of unbracing the bow in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Hold upper limb with left hand.</li> <li>B. Place lower tip of bow over top of arch of right foot.</li> <li>C. Step left leg between string and face of bow.</li> <li>D. Left hand brings bow up with face against back of left thigh.</li> <li>E. Left hand on upper limb, pressing bow forward.</li> <li>F. Right index finger and thumb pull loop of string out of nock onto limb.</li> </ul>		



INDIVIDUAL AND DUAL SPORTS

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
RETRIEVE ARROWS	D. Pin on right aimed at target.		
	E. Smooth release		
	4.1. Execute sight method and hit the target 3 out of 6 times from a distance of 10 yards	V	
	4.2 5 out of 10 times from a distance of 20 yards	VI	
	4.3 16 out of 30 times from a distance of 20 yards on a 40 mm target	VII	
	5. To properly remove arrows from target in a style characterized by:  A. Pick up arrows on ground first, pull out so as not to damage fletch.  B. Remove arrows from target highest to lowest.  C. Place back of hand against target face, arrow between index and middle fingers  D. Grasp arrow a few inches from target with other hand and gently rotate outward.	V	
	The student will		
	5.1 Remove arrows correctly from target 3 out of 5 times	V	
	5.2 5 out of 5 times.		
	COMMANDS	6. To demonstrate a knowledge of commands characterized by:	
A. Stance			
B. Nock			
C. Take aim			
	D. Draw		

INDIVIDUAL AND DUAL SPORTS

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
RULES	<p align="center">Release.</p> <p align="center">Retrieve arrows.</p> <p>The student will:</p> <p>6.1 Shoot arrows as directed by commands at all times</p> <p>7. To demonstrate an understanding of rules, the student will:</p> <p>7.1 Identify the values of colors for target archery.</p> <p>7.2 Score 5 ends of shooting from a distance of 10 yards.</p> <p>7.3 Score 5 ends of shooting from a distance of 30, 20 and 10 yards, respectively.</p> <p>7.4 Observe basic rules for target archery</p> <p>A) Straddle the shooting line.</p> <p>B) Stand 3 yards back of line when not shooting.</p> <p>C) In a round requiring shooting from several distances, begin shooting from the greatest distance.</p> <p>D) An arrow leaving bow is considered shot if archer cannot reach it without the bow.</p> <p>E) All shooting stops on two blasts of captain's whistle.</p>	<p align="center">VII</p> <p align="center">V</p> <p align="center">V</p> <p align="center">VI</p> <p align="center">V</p>	
TERMINOLOGY	<p>8. To demonstrate an understanding of basic terms the student will identify the following:</p> <p>8.1 Stance</p> <p>8.2 Brace the bow</p> <p>8.3 Unbrace the bow</p> <p>8.4 Nocking point</p> <p>8.5 Cock feather</p>	<p align="center">VI</p>	

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	8.6 Target face		
	8.7 End		
	8.8 Nocking the arrow		
	8.9 Bow weight		
	8.10 Draw		
	8.11 Vane		
	8.12 Fletching		
	8.13 Hen feathers		
	8.14 Point		
	8.15 Serving		
	8.16 Fistmele		
	8.17 Field archery		
	8.18 Target archery		
	8.19 Understrung		
	8.20 Tackle		
SAFETY	9. To demonstrate an understanding of basic safety rules, the student will:		
	9.1 Check all tackle for cracks, frayed strings, and imperfect arrows.	VI	
	9.2 Be properly equipped with glove or tab and arm guard.		
	9.3 Never draw a bow without an arrow in it.		
	9.4 Make certain arrows are long enough.		
	9.5 Observe commands.		
	9.6 After shooting, remain behind safety line.		

INDIVIDUAL AND DUAL SPORTS

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	<p>9.7 Always be conscious of possible danger of bows and arrows.</p> <p>10. To demonstrate an understanding of basic skill execution of the following skills:</p> <ul style="list-style-type: none"><li>A. Bracing and unbracing the bow.</li><li>B. Stance</li><li>C. Grip</li><li>D. Nocking</li><li>E. Drawing and anchoring</li><li>F. Aim</li><li>G. Release</li></ul> <p>The student will:</p> <p>10.1 Identify one proper skill technique about each skill.</p> <p>10.2 Assist a classmate in shooting arrows and correcting performance error.</p>	<p>VI</p> <p>VII</p>	

INDIVIDUAL AND DUAL SPORTS

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TOPIC	SUGGESTED ACTIVITIES
Bracing the Bow; Unbracing the Bow; The Shooting Act.	<ol style="list-style-type: none"><li>1. Students will practice correct form without using arrow. Mimic action of each skill performed prior to shooting.</li><li>2. Students will perform correct form, checked for form by instructor and by peers.</li><li>3. Shoot from close distance in the beginning and finally from the distance to be used for score.</li><li>4. Limit 4 students per target.</li><li>5. Allow students to handle bow early in the unit.</li><li>6. Post technique charts.</li><li>7. Provide a target captain for each target.</li><li>8. Have students exercise for increasing muscle strength before and during the unit.</li><li>9. Students will practice safety at the beginning of the unit and at all times for the duration of the unit.</li><li>10. Group left handed shooters at the right end of the firing line.</li><li>11. Require the use of proper terminology in all class discussions or demonstrations.</li><li>12. Provide a clipboard with score sheets and pencils for each target. Record all scores.</li><li>13. Stagger targets, allowing practice at different distances. Never stagger firing line.</li><li>14. Require each student to maintain a log book for recording practice scores.</li><li>15. Post high scores.</li></ol>

INDIVIDUAL AND DUAL SPORTS

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TOPIC	SUGGESTED ACTIVITIES
Skill Develop- ment	16. If video-taping equipment is available, tape students for skill analysis.
General Knowledge	17. Use novelty factors during practice sessions such as: balloons of student pictures, tic-tac-toe-board, and pictures of animals attached to target.
	18. Start at close distance with emphasis on form, not on score.
	19. Place emphasis on quality not quantity of arrows shot.
	20. Post class progress charts.
	21. Identify picture of correct form used in the shooting of an arrow.
Safety	22. Always stress safety and make students aware of it.

INDIVIDUAL AND DUAL SPORTS

ARCHERY

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BOWLING

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INDIVIDUAL AND DUAL SPORTS

BOWLING

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ACTIVITY CONTENT OUTLINE

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A. Skill Development

1. Selecting a ball for grip
2. Selecting a ball for weight
3. Stance
4. Grip for straight ball delivery
5. Four-step approach
6. Approach position for a strike
7. Aiming for a strike
8. Bowling a game

B. Knowledge

9. Terminology
10. Basic rules

INDIVIDUAL AND DUAL SPORTS

BOWLING

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
BALL SELECTION	<p>1. To demonstrate the ability to select a ball that fits the hand, using a conventional grip, with the following points being evident:</p> <p>A. A thumb hole slightly larger than the thumb.</p> <p>B. The band of the middle knuckle joints of the middle and ring fingers approximately <math>\frac{1}{4}</math>" past the inside edge of the finger holes.</p> <p>C. Finger holes slightly larger than fingers.</p> <p>D. The first and little fingers straight, and spread over the outside of the ball.</p> <p>The student will:</p> <p>1.1. Make the proper ball selection according to grip within 5 attempts.</p> <p>1.2. Make the proper ball selection according to grip within 3 attempts.</p> <p>2. To demonstrate the ability to select a ball appropriately weighted for use and in a style characterized by:</p> <p>A. A ball that can be lifted to a ready position and lowered to an extended arm position in a controlled manner.</p> <p>The student will:</p> <p>2.1. Make the proper ball selection according to weight within 3 attempts.</p>	<p>IV</p> <p>V</p> <p>IV</p>	
STANCE	<p>3. To demonstrate a stance in a style characterized by:</p>		



INDIVIDUAL AND DUAL SPORTS

BOWLING

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
APPROACH POSITION	<p>D. On the third step, right arm continues backward to a position parallel to the floor.</p> <p>E. As fourth step begins the slide forward, arm moves forward toward release point.</p>		
	<p>The student will:</p>		
	<p>5.1 Execute the approach correctly in bowling a straight ball within 5 attempts.</p>	V	
	<p>5.2 Execute the approach correctly in bowling a straight ball within 3 attempts.</p>	IV	
	<p>5.3 Bowl a game using a coordinated four-step approach 80% of the time.</p>	VII	
	<p>6. To demonstrate the approach position for a strike, in a style characterized by:</p>		
AIMING	<p>The student will:</p>		
	<p>6.1 Execute a proper stance in the correct approach position for a strike when using a straight ball delivery within 5 attempts.</p>	V	
	<p>6.2 Execute a proper stance in the correct approach position for a strike when using a straight ball delivery, within 3 attempts.</p>	VI	
	<p>7. To demonstrate the proper method of aiming for a strike in a style characterized by:</p> <p>A. Correct approach position for straight ball delivery.</p> <p>B. Coordinated four-step approach.</p> <p>C. Keep eyes on the arrow being used as a sighting mark.</p> <p>D. Release ball with the hand reaching toward target arrow.</p>		



INDIVIDUAL AND DUAL SPORTS

BOWLING

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	D. Lane Arrows E. Foul Line F. 1-3 pocket G. Strike H. Frame		
	10. To demonstrate an understanding of basic rules:		
	The student will:		
	10.1 Follow game procedures concerning two balls rolled in each frame, unless a strike is made with the first ball.	VI	
	10.2 Follow game procedure concerning the length of a game consisting of 10 frames.	VI	
	10.3 Follow game procedure concerning a foul, which occurs when a part of the bowler's body touches or goes beyond the foul line.	VI	

INDIVIDUAL AND DUAL SPORTS

BOWLING

TOPIC	SUGGESTED ACTIVITIES
	<ol style="list-style-type: none"><li>1. Help the student select a ball, enabling him to identify the feel of a properly fitted ball.</li><li>2. Compare how a properly fitted ball feels in relation to one that does not fit, when holding it, and when bowling with it.</li><li>3. Allow the student to choose from a variety of three to five balls, one that fits the hand properly.</li><li>4. Have the students raise and lower balls of different weights with one arm to determine the proper weight he should use.</li><li>5. Use a full-length mirror to help the students learn the correct stance with a bowling ball, and the 4-step approach with a nerf ball.</li><li>6. Because of easier control and hold, use softballs, nerf balls, and plastic bowling balls when first learning, especially with the 4-step approach.</li><li>7. Mark the students' starting position with tape or chalk to help him learn the correct approach position.</li><li>8. Tape or draw a straight line with chalk on the approach area, from the starting position to the foul line. Have the student straddle this line while approaching, using it as a guide to prevent approaching in a zig-zag fashion.</li><li>9. Use a visible line as a guide from the foul line to the desired pin target helping the student visualize the path his ball should take in bowling for a strike or leave combinations.</li><li>10. For a larger and more easily knocked down target, use bleach bottles or other lightweight bottles.</li><li>11. Mark with tape the actual approach area and lane markings when using a plastic ball and pins in the gym.</li><li>12. Decrease the lane distance to 30' to begin, then increase by 15' until the actual lane distance is reached.</li><li>13. Have the students act as "pinboys" when using gym-bowl kits, helping them to become familiar with pin position.</li><li>14. Set up only the 1-2-3 pins having students practice aiming for strikes.</li><li>15. Set up various common leave combinations and have students attempt to</li></ol>

INDIVIDUAL AND DUAL SPORTS

BOWLING

TOPIC	SUGGESTED ACTIVITIES
	<p>knock down as many pins as possible each time.</p> <p>16. Modified bowling game for orthopedically impaired student:</p> <p>A. Equipment 6" playground ball (bowling ball) 2 liter plastic coke containers (pins) 10 pins ramp (grooved board or a small slide)</p> <p>B. Procedure Students are seated in cube chairs or in their wheelchairs in a semi-circle positioned around the end of the ramp. The ramp is moved by the teacher to each child so he/she may push the ball down the ramp towards the pins. The teachers may need to assist the students that are severely impaired in the upper extremities. Each child gets two attempts to knock down the pins.</p> <p>C. Scoring Brightly colored numbers are painted on each coke container. The child (with the teacher's assistance) adds the numbers on the pins to get his score for that round. This helps to reinforce their math skills as well as provide a fun social activity for the O.H. students.</p>

INDIVIDUAL AND DUAL SPORTS

BOWLING

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GYMNASTICS

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## INDIVIDUAL AND DUAL SPORTS

### GYMNASTICS

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#### ACTIVITY CONTENT OUTLINE

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- I. Knowledge
  - A. Safety principles
  - B. Terminology
- II. Skill Development
  - A. Tumbling Rolls
    - 1. Log Roll
    - 2. Egg Roll
    - 3. Shoulder Roll
    - 4. Forward Roll
    - 5. Back Roll
    - 6. Diving Forward Roll
  - B. Turns, Jumps and Other Movements
    - 7. Stag Leap
    - 8. Jump Half Turn
    - 9. Jump Full Turn
    - 10. Heel Click
    - 11. Heel Touch
    - 12. Mule Kick
    - 13. Cut Leap
    - 14. Stag Jump
    - 15. Arch Jump
    - 16. Chassi Forward
    - 17. High Bridge
    - 18. Cartwheel
    - 19. Round Off
    - 20. Front Hand Springs

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS

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ACTIVITY CONTENT OUTLINE

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C. Balancing Skills

21. Lame Dog Walk
22. Wet Cat Walk
23. Stork Stand
24. Line Walk-forward
25. Line Walk-backward
26. Heel-toe Walk
27. Toe-heel Walk
28. Forward Beam Walk
29. Backward Beam Walk
30. Squat Turn
31. Tip-toe Turn
32. Leg Raise
33. Cross Over Step
34. Jump Step
35. Frog Stand
36. Head Stand
37. Hand Stand
38. Hand Walk

D. Dual Stunts

39. Wheelbarrow
40. Chinese Get Up
41. Partner Pull Up

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
KNOWLEDGE OF SAFETY	<p>1. To demonstrate the knowledge of safety the student will identify the following safety principles:</p> <p>1.1 Mastery of basic skills before attempting more complex skill is mandatory.</p> <p>1.2 Use a proper spotter when attempting skills that involve possible falls.</p> <p>1.3 Perform all skills on a mat.</p> <p>1.4 Assemble mats to form a continuous even surface.</p> <p>1.5 Remove all jewelry, watches or belts.</p> <p>1.6 Warm up before attempting new skills.</p>	IV	
TERMINOLOGY	<p>2. To demonstrate an understanding of terms related to tumbling the student will identify the following terms:</p> <p>2.1 Spotter</p> <p>2.2 Warm-up</p> <p>2.3 Half turn</p> <p>2.4 Full turn</p> <p>2.5 Pike</p> <p>2.6 Arch</p> <p>2.7 Roll</p> <p>2.8 Squat</p> <p>2.9 Straddle</p> <p>2.10 Balance</p> <p>2.11 Vertical</p>	V	
<u>SKILL DEVELOPMENT</u> Log Roll	<p>3. To demonstrate a log roll in a style characterized by:</p> <p>A. Lie on back at one end of mat with legs straight and together.</p> <p>B. Keep arms straight, with hands clasped overhead.</p> <p>C. Roll sideways in a straight line to the other end on the mat.</p> <p>The student will:</p> <p>3.1 Within three attempts complete a log roll of three revolutions in a straight line.</p>	II III	

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
SKILL DEVELOPMENT			
Egg Roll	<p>4. To demonstrate an egg roll in a style characterized by:</p> <p>A. Lie on mat and pull knees up to chest.</p> <p>B. Lower head to knees and clasp hands around knees.</p> <p>C. Roll sideways in a straight line.</p>		
	<p>The student will:</p> <p>4.1 Within three attempts successfully execute an egg roll.</p>	II	
Shoulder Roll	<p>5. To demonstrate the shoulder roll in a style characterized by:</p> <p>A. Place hands and knees on mat.</p> <p>B. Bend left arm under the body, turn head to the right and lower left shoulder.</p>		
	<p>The student will:</p> <p>5.1 Perform a sideways roll correctly within three attempts.</p>	III IV	
Forward Roll	<p>6. To demonstrate the forward roll in a style characterized by:</p> <p>A. Squat with arm outside legs and place on mat six to eight inches in front of feet.</p> <p>B. Hands should be shoulder width apart, fingers spread, and thumbs in.</p> <p>C. Lift hips, put chin on chest and weight on arms.</p> <p>D. Push with feet, tuck, land on back of neck and shoulders.</p> <p>E. Grasp shins, roll like a ball and hold position and come to a squat position.</p> <p>F. Continue to standing position.</p>		
	<p>The student will:</p> <p>6.1 Execute a correct forward roll within three attempts.</p>	II III	

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<u>KILL DEVELOPMENT</u>			
Backward Roll	<p>7. To demonstrate the backward roll in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Squat, back to mat, chin on chest, hands on shoulders with palms up and fingers pointed backwards, and thumbs at base of neck.</li> <li>B. Roll backward in a ball, place hands on mat, and keep chin down.</li> <li>C. As hips move over head, push with hands to clear head from mat.</li> <li>D. Lift head and complete movement to feet.</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>7.1 Execute a backward roll within three attempts, with directions by instructor.</li> </ul>	IV VI	
Diving Forward Roll	<p>8. To demonstrate a diving forward roll in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Execute a proper backward roll.</li> <li>B. As feet come over head push upward with arms and extend legs to within 30 degrees of vertical.</li> <li>C. Pike and come to a standing position.</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>8.1 Execute a backward roll extension within three attempts, with directions from instructor.</li> </ul>	VII	
Stride Leap	<p>9. To demonstrate the stride leap in a manner characterized by:</p> <ul style="list-style-type: none"> <li>A. Standing position - arms extended to side.</li> <li>B. Shift weight to one foot by taking a short step.</li> <li>C. Bring other leg up with knee bent.</li> <li>D. Feet off from left leg and extend right leg.</li> <li>E. Land on toes of right leg.</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>9.1 Within three attempts perform three consecutive stride leaps.</li> </ul>	III IV	

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<u>SKILL DEVELOPMENT</u>			
Jump Half-turn	<p>10. To demonstrate a jump with a half-turn in a style characterized by:</p> <p>A. Assume a standing position with knees bent in preparation for vertical jump.</p> <p>B. Jump in the air turning 180 degrees.</p> <p>C. Land without falling or taking a step.</p> <p>The student will:</p>		
	<p>10.1 Within three attempts complete a jump with a half-turn.</p>	III	
Jump Full-turn	<p>A. Assume a standing position with knees bent in preparation for a vertical jump.</p> <p>B. Jump in the air turning 360 degrees.</p> <p>C. Land without falling or taking a step.</p> <p>The student will:</p>		
	<p>11.1 Within three attempts perform a successful jump with a full turn.</p>	IV	
HEEL CLICK	<p>12. To demonstrate a heel click in a manner characterized by:</p> <p>A. Assume a standing position with knees bent in preparation for vertical jump.</p> <p>B. Jump in the air touching heels together.</p> <p>C. Land without falling or taking a step.</p> <p>The student will:</p>		
	<p>12.1 Within three attempts perform a successful heel click.</p>	V	
Heel Touch	<p>13. To demonstrate the heel touch in a style characterized by:</p> <p>A. Assume a standing position with knees bent in preparation for vertical jump.</p> <p>B. Jump bending leg and touching heel with hand.</p> <p>C. Land without falling or taking a step.</p> <p>The student will:</p>		
	<p>13.1 Within three attempts perform a successful heel touch.</p>	IV V	

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<u>KILL DEVELOPMENT</u>			
Mule Kick	<p>14. To demonstrate the mule kick in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Squat down and place hands on mat in front of feet.</li> <li>B. Support weight on hands and kick out with legs.</li> <li>C. Arms act as "front legs of mule", legs act as "hind legs of mule".</li> <li>D. The kick leg should extend at least 45 degrees of vertical.</li> </ul> <p>The student will:</p> <p>14.1 Execute a mule kick within three attempts.</p>	III	
Cat Leap	<p>15. To demonstrate the cat leap in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Stand with feet together.</li> <li>B. Step on right foot.</li> <li>C. Lift left leg, bent at knee.</li> <li>D. Jump to left foot while bending and lifting the right foot.</li> </ul> <p>The student will:</p> <p>15.1 Within three attempts successfully complete two cat leaps.</p>	III	
Stag Leap	<p>16. To demonstrate the stag leap in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Standing position, leap into the air using upward movement of arms for lift and balance.</li> <li>B. Leave back leg straight.</li> <li>C. Bend front leg until foot almost touches knee of back leg.</li> <li>D. Land and hold balance on two feet.</li> </ul> <p>The student will:</p> <p>16.1 Within three attempts successfully complete a stag jump.</p>	IV	

INDIVIDUAL AND DUAL SPORTS

GYMNASTICS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
SKILL DEVELOPMENT			
Arch Jump	<p>17. To demonstrate the arch jump in a style characterized by:</p> <p>A. Start from a standing position.            B. Jump up - legs straight.            C. Arch - back and extend arms backward.            D. Land with balance.</p> <p>The student will:</p> <p>17.1 Within three attempts successfully complete arch jump.</p>	IV	
Chasse' Forward	<p>18. To demonstrate the chasse' forward in a style characterized by:</p> <p>A. Standing position with arms extended to side.            B. Cross legs, with toe of back foot touching outside of center of the front foot.            C. Front foot should be turned at a 45 degree angle.            D. Bend both knees, jump up and reverse foot positions.            E. Land without losing balance.</p> <p>The student will:</p> <p>18.1 Within three attempts successfully complete a chasse' forward.</p>	V	
High Bridge	<p>19. To demonstrate the high bridge in a style characterized by:</p> <p>A. Lie on back with arms at side.            B. Put hands on ankles and draw heels close to seat.            C. Place palms on mat next to head.            D. Straighten arms and arch back.            E. Clear head and body off of mat supported with arched back, hands, and feet.            F. Feet flat on floor.</p> <p>The student will:</p> <p>19.1 Execute a high bridge within three attempts.</p>	IV	

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<u>SKILL DEVELOPMENT</u>			
Cart Wheel	<p>20. To demonstrate the cart wheel in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Stand with arms extended over head.</li> <li>B. Step sideways with left foot.</li> <li>C. Throw weight to left side and place left hand on mat close to left foot.</li> <li>D. Bring right arm down to mat followed by right leg.</li> <li>E. Push off with left leg and bring over arms.</li> <li>F. Momentarily balance on both hands, arms, and legs, separated like spokes of a wheel.</li> </ul> <p>The student will:</p> <p>20.1 Within three attempts perform a cart wheel, with direction by instructor.</p>	V	
Round Off	<p>21. To demonstrate a round off in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Run on mat and take a hurdle step.</li> <li>B. Place right foot in front of mat.</li> <li>C. Kick up and over as in a cart wheel placing left hand on mat.</li> <li>D. As legs reach vertical position snap legs down to mat with a quarter turn.</li> <li>E. Face direction from which you began.</li> <li>F. Hands must leave mat before feet touch.</li> </ul> <p>The student will:</p> <p>21.1 Execute a round off within five attempts with teacher's directions.</p>	VI	
Front Hand Spring	<p>22. To demonstrate a front hand spring in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Run on mat and take a hurdle step.</li> <li>B. Place both hands on mat, elbows locked.</li> <li>C. As hips reach vertical over head kick legs forward.</li> <li>D. Land on feet, maintain balance.</li> <li>E. Hands must leave mat before feet touch.</li> </ul>		

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<u>BALANCING</u> Lame Dog Walk	<p>The student will:</p> <p>22.1 Within five attempts complete a forward hand spring, with teacher's direction and spotting</p> <p>23. To demonstrate the lame dog walk in a style characterized by:</p> <p>A. Begin in a position on "all fours".</p> <p>B. Walk on both hands and one foot.</p> <p>C. The other foot is held in the air as if injured.</p>	VII	
Wet Cat Walk	<p>The student will:</p> <p>23.1 Walk eight feet in the lame dog position within two attempts.</p> <p>24. To demonstrate the wet cat walk in a style characterized by:</p> <p>A. Place hands on floor two feet in front of feet.</p> <p>B. Hold head up.</p> <p>C. Walk while holding up one hand or foot, shaking it as though it were wet.</p> <p>D. Walk and change the hand or foot being held up, until all four have been held up.</p>	IV	
Stork Stand	<p>The student will:</p> <p>24.1 Walk eight feet in the wet cat position within three attempts.</p> <p>25. To demonstrate the stork stand in a style characterized by:</p> <p>A. From a standing position shift weight to one foot.</p> <p>B. Place sole of other foot against the calf of the standing foot.</p> <p>C. Hold position without moving support foot.</p> <p>The student will:</p> <p>25.1 Within three attempts remain in the stork stand position for two seconds.</p>	III	

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Line Walking Forward	<p>26. To demonstrate line walking in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Placing the sole of each foot on a line drawn on the floor while walking forward.</li> <li>B. No hand support can be used.</li> <li>C. Feet must always be in contact with the line.</li> </ul> <p>The student will:</p> <p>26.1 Walk forward on a line for eight feet.</p>	III	
Line Walking Backward	<p>27. To demonstrate walking backward in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Placing the sole of each foot on a line drawn on the floor while walking backward.</li> <li>B. No hand support can be used.</li> <li>C. Soles of feet must remain in contact with the floor.</li> </ul> <p>The student will:</p> <p>27.1 Walk backwards on a line for eight feet.</p>	IV	
Heel Toe Walk	<p>28. To demonstrate walking heel to toe in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Placing the heel of one foot against the toe of the other foot while walking in a straight line forward.</li> <li>B. The soles of the feet must remain in contact with the line on the floor.</li> <li>C. No support can be used.</li> </ul> <p>The student will:</p> <p>28.1 Walk heel to toe for eight feet forward within three attempts.</p>	III	

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Toe to Heel Backward	<p>29. To demonstrate toe to heel walking backward in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Placing the toe of one foot against the heel of the other foot while walking backward in a straight line.</li> <li>B. Soles of the feet must remain in contact with the line on the floor.</li> <li>C. No support can be used.</li> </ul> <p>The student will:</p> <p>29.1 Walk toe to heel backward in a straight line for eight feet within three attempts.</p>	IV	
Walking Forward on Balance Beam	<p>30. To demonstrate the forward walk on the beam in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Walking forward on the beam with pointed toe on each step.</li> <li>B. Not stepping off the beam.</li> <li>C. No support can be used, arms extended for balance.</li> </ul> <p>The student will:</p> <p>30.1 Walk forward four feet in three attempts.</p> <p>30.2 Walk forward eight feet on a beam within three attempts.</p>	IV	
Walking Backward on a Balance Beam	<p>31. To demonstrate walking backward on a balance beam in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Walking backward with extended foot each step.</li> <li>B. Not stepping off the beam.</li> <li>C. Not using support, arms extended for balance.</li> </ul> <p>The student will:</p> <p>31.1 Walk backward on a balance beam for four feet within three attempts.</p> <p>31.2 Walk backward on a balance beam for eight feet within three attempts.</p>	IV	

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Squat Turn	<p>32. To demonstrate the squat turn in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Standing on beam, facing one end, placing one foot in front of the other.</li> <li>B. Squat down, pivot on balls of feet (180 degrees) keeping back straight.</li> <li>C. Arms extended for balance.</li> <li>D. Return to standing position.</li> </ul> <p>The student will:</p> <p>32.1 Walk down the beam, squat, turn and return to standing within four attempts.</p>	IV	
Tip Toe Turn	<p>33. To demonstrate the tip-toe turn in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Standing on beam, place one foot in front of the other.</li> <li>B. Raise up on toes and pivot to 180 degrees.</li> <li>C. Remain on toes during entire turn.</li> <li>D. Arms extended to side for balance.</li> </ul> <p>The student will:</p> <p>33.1 Execute a tip-toe turn without losing balance in four attempts.</p>	IV	
Lying Leg Raise	<p>34. To demonstrate the lying leg raise in a manner characterized by:</p> <ul style="list-style-type: none"> <li>A. Lying in a supine position on the balance beam, holding on with both hands.</li> <li>B. Lift legs together, then alternately.</li> <li>C. Do not touch the floor with hands or feet.</li> </ul> <p>The student will:</p> <p>34.1 Raise both legs together, then each leg alternately while lying in a supine position on a balance beam in three attempts.</p>	V	

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Cross Over Step	<p>35. To demonstrate the cross over step on the balance beam in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Walking sideways on a balance beam stepping across, in front of, or behind the lead foot.</li> <li>B. Not stepping off the beam.</li> <li>C. Not using support.</li> </ul> <p>The student will:</p> <p>35.1 Execute the cross over step on the beam within three attempts.</p>	IV	
Jump Step	<p>36. To demonstrate the jump step in a manner characterized by:</p> <ul style="list-style-type: none"> <li>A. Standing on a balance beam with one foot 12 inches in front of the other.</li> <li>B. Jump forward changing position of the feet on the beam.</li> <li>C. Do not step off the beam.</li> </ul> <p>The student will:</p> <p>36.1 Jump step forward on the beam three consecutive times.</p>	V	
Frog Stand	<p>37. To demonstrate the frog stand in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Squat down on mat and place hands flat, fingers pointing forward.</li> <li>B. Elbows inside and against inner part of knees.</li> <li>C. Lean forward using leverage of elbows against knees.</li> <li>D. Balance on hands.</li> </ul> <p>The student will:</p> <p>37.1 Within five attempts perform a frog stand for two seconds.</p>	V	

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Head Stand Support	<p>38. To demonstrate a head stand with support in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Begin in a crawling position, hands placed under shoulders on mat.</li> <li>B. Place head on mat to form a triangle with hands (tripod).</li> <li>C. Pull hips toward base until in piked position with legs straight, hips over head.</li> <li>D. Extend hips until legs are straight over head.</li> <li>E. Use wall for support.</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>38.1 Execute a head stand with support for three seconds.</li> <li>38.2 Execute a head stand independently and hold for two seconds.</li> </ul>	V	
Hand Stand	<p>39. To demonstrate a hand stand with support in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Begin standing with arms extended over head.</li> <li>B. Step forward on one foot, reach forward to mat, other leg extended.</li> <li>C. Kick extended leg up, then kick support leg up until in vertical position.</li> <li>D. Hips and shoulders over hands, feet together.</li> <li>E. Use wall for support.</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>39.1 Execute a hand stand using the wall for support for three seconds, within three attempts.</li> <li>39.2 Execute a hand stand and hold.</li> <li>39.3 Execute a hand stand and hold for two seconds within three attempts.</li> </ul>	V VI VI	

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Hand Walk	<p>40. To demonstrate a hand walk in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Begin standing with arms extended over head.</li> <li>B. Step forward on one foot, reach hands forward to mat, other leg extended.</li> <li>C. Kick extended leg up then kick support leg up until in vertical position.</li> <li>D. Hips and shoulders over head, feet together.</li> <li>E. Maintain balance and move hands forward one at a time.</li> </ul> <p>The student will: -</p> <p>40.1 Execute a hand stand and move forward within five attempts.</p>	VII	
<p><u>DUAL STUNTS</u></p> <p>Wheelbarrow</p>	<p>41. To demonstrate the wheelbarrow stunt in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. One partner assumes a push-up position.</li> <li>B. Other partner grasps his partner's legs just above ankles and lifts.</li> <li>C. Down partner walks forward on his hands supported by his partner or "pusher" of wheelbarrow.</li> </ul> <p>The student will:</p> <p>41.1 Perform both positions in a wheelbarrow and walk 12 feet without falling or losing position.</p>	V	
Chinese Get-up	<p>42. To demonstrate the Chinese Get-up in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Partners sit back-to-back on mat.</li> <li>B. Lock arms.</li> <li>C. Pushing against each other's back, stand up.</li> <li>D. Reversing procedure, sit down.</li> <li>E. Must arrive simultaneously, standing or sitting.</li> <li>F. Do not lose balance or fall.</li> </ul> <p>The student will:</p> <p>42.1 Execute a Chinese Get-up in three attempts.</p>	V	

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Partner Pull-up	<p>43. To demonstrate the partner pull-up in a style characterized by:</p> <ul style="list-style-type: none"><li>A. Partners sit on mat facing each other.</li><li>B. Knees bent, heels on floor, and toes touching partner's.</li><li>C. Grasp hands and pull against one another.</li><li>D. Come to standing position, return to floor.</li><li>E. Arrive simultaneously.</li></ul> <p>The student will:</p> <ul style="list-style-type: none"><li>43.1 Execute a partner pull-up in three attempts.</li></ul>	V	

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TOPIC	SUGGESTED ACTIVITIES
Safety	<ol style="list-style-type: none"><li>1. Have students practice adjusting equipment to proper height.</li><li>2. Teach side, front, and back spotting technique.</li><li>3. Train spotters on small student first.</li><li>4. Use 3 or 4 spotters on large student.</li><li>5. Use hand belts or towels for stunts involving flips.</li><li>6. Use over head belts on difficult stunts.</li><li>7. Always use spotter on new stunts.</li><li>8. Place mats on both sides of apparatus.</li><li>9. Teach students to practice mounts and dismounts.</li></ol>
Skill Development	<ol style="list-style-type: none"><li>10. Provide mirrors for students to practice in front of.</li><li>11. Always progress simple to advanced when teaching stunts.</li><li>12. Develop specific routines for each student.</li><li>13. Vary stunts with each class to hold interest.</li><li>14. Start balance stunts with a line on the floor.</li><li>15. Begin with balance beam low and work up to standard height.</li><li>16. Require student to become proficient at one skill level before moving on to a higher level.</li></ol>
Audio-visual	<ol style="list-style-type: none"><li>17. Post charts of stunts in classroom.</li><li>18. Provide films of correctly done tumbling stunts.</li><li>19. Arrange for skilled gymnast to give demonstration.</li><li>20. Provide an audio-visual station for students to use on their own.</li><li>21. Use flash card to teach the names of stunts.</li></ol>

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# Team Sports

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ACTIVITY CONTENT OUTLINE

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I. Skill Development

A. Offensive Skills

1. Dribbling
2. Underhand Pass
3. Chest Pass
4. Overhand Pass
5. Catching
6. Lay-up shot
7. Two-hand set shot
8. One-hand set shot
9. Jump shot
10. Forward pivot
11. Reverse pivot

B. Defensive Skills and Techniques

12. Rebounding
13. Techniques

II. Knowledge

A. Basic Rules & Terminology



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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
UNDERHAND PASS	<p>2. To demonstrate the ability to execute a mature underhand pass in style characterized by:</p> <p>A. Pendular arm swing.</p> <p>B. Force supplied through shift of weight in the direction of the target.</p> <p>The student will:</p> <p>2.1 Execute a mature two-hand, underhand pass and hit a 4-foot-square target, 4 feet above the floor, from 10 feet away, 4 out of 5 times.</p> <p>2.2 Execute a mature one-hand underhand pass and hit a 4-foot-square target 4 feet above the floor from 10 feet away, four out of 15 times.</p>	<p>V thru VII</p> <p>VI &amp; VII</p>	
CHEST PASS	<p>3. To demonstrate the ability to execute a mature two-hand pass in a style characterized by:</p> <p>A. Ball held chest high with fingers spread and on each side of the ball.</p> <p>B. Elbows bent.</p> <p>C. Force supplied through shift of weight in direction of the throw.</p> <p>D. Elbows extended and wrists snapped as ball is pushed from chest and released.</p> <p>The student will:</p> <p>3.1 Execute a mature chest pass and hit a 4-foot-square target, 4 feet above the floor from 10 feet away, four out of five times.</p>	<p>VI</p>	

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
OVERHAND PASS	<p>3.2 Execute a mature chest pass and hit a 3-foot-square target, four feet above the floor from 15 feet away, four out of five times.</p>	V	
	<p>3.3 Execute a mature chest pass and hit a 2-foot-square target, four feet above the floor from 15 feet away, four out of five times.</p>	VI & VII	
	<p>3.4 Execute a mature two-hand bounce pass to a teammate 10 feet away and hit a target spot on the floor one-half of the distance, three out of five times.</p>	IV & V VI & VII	
	<p>4. To demonstrate the ability to execute a mature one-hand overhand pass.</p> <p>A. Ball brought back above shoulder level with the free arm used for balance.</p> <p>B. Elbow leads the forward drive of the arm.</p> <p>C. Force supplied through shift of weight in the direction of the throw.</p> <p>D. Follow through with arm extended and wrist flexed.</p>		
	<p>The student will:</p>		
	<p>4.1 Execute a mature overhand pass and hit a 5-foot-square target, 15 feet away and four feet above the ground, four out of five times.</p>	V	
	<p>4.2 Execute a mature overhand pass and hit a 4-foot-square target, 20 feet away four feet above the ground, four out of five times.</p>	VI & VII	

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
CATCHING	<p>4.3 Execute a mature one-hand bounce pass to a teammate 10 feet away and hit a target spot on the floor one-half of the distance, 4 out of 5 times</p> <p>5. To demonstrate the ability to execute a functional catch in a style characterized by:</p> <p>A. Elbows flexed in preparation for receiving the ball.</p> <p>B. Ball is caught with the hands without making contact with other body parts.</p> <p>C. Arms pulled back slightly as ball is caught.</p>	VI & VII	
	<p>The student will:</p> <p>5.1 Catch a basketball thrown accurately from a distance of 15 feet, four out of five times.</p> <p>5.2 Catch a basketball thrown accurately from a distance of 20 feet, four out of five times.</p> <p>5.3 Catch a basketball thrown from 30 feet to within 10 feet to the right of the student's original position, four out of five times.</p> <p>5.4 Catch a basketball thrown from 30 feet to within 10 feet to the left of the student's original position, four out of five times.</p> <p>5.5 Catch a basketball thrown from 30 feet to within 15 feet to either side of the student's original position.</p>	IV  V, VI & VII  V, VI & VII  V, VI & VII  VI & VII	

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p>SHOOTING</p> <p>LAY-UP SHOT</p>	<p>6. To demonstrate the technique for a lay-up shot in a style characterized by:</p> <p>A. Head up and eyes focused on basket as basket is approached.</p> <p>B. Weight lifted by push-off with foot opposite the shooting hand.</p> <p>C. Ball released against the backboard.</p> <p>D. Basket approached from a 45 degree angle.</p> <p>The student will:</p> <p>6.1 Make one out of five lay-up shots with the dominant hand from the side of the basket utilizing a dribble approach.</p> <p>6.2 Make three out of five lay-up shots with the dominant hand from the side of the basket utilizing a dribble approach.</p> <p>6.3 Make three out of five lay-up shots with the non-dominant hand from the right and left sides of the basket utilizing a dribble approach.</p> <p>6.4 Run toward the basket, receive a pass and make one out of two lay-up shots without traveling with the ball.</p>	<p>IV &amp; V</p> <p>VI &amp; VII</p> <p>VI &amp; VII</p> <p>VI &amp; VII</p>	
<p>TWO-HAND SET SHOT</p>	<p>7. To demonstrate the technique for a two-hand set shot in a style characterized by:</p> <p>A. Body balanced on balls of feet, knees flexed, and dominant foot slightly forward during preparatory movement.</p> <p>B. Hands placed on the sides and slightly behind the ball with</p>		

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p>ONE-HAND SET SHOT</p>	<p>fingers spread and thumbs across the back of the ball.</p> <p>C. Ball held chest high with elbows bent.</p> <p>D. Force applied by elbow extension in an upward motion toward the goal with a slight shift of weight to the forward foot.</p> <p>The student will:</p> <p>7.1 Make 1 out of 5 two-hand set shots from a distance of 5 feet directly in front of the basket.</p> <p>7.2 Make 1 out of 5 two-hand set shots from a distance of 5 feet to the right of the basket.</p> <p>7.3 Make 1 out of 5 two-hand set shots from a distance of 5 feet to the left of the basket.</p> <p>7.4 Make 2 out of 5 two-hand set shots from a distance of 10 feet in front of, to the right and to the left of the basket.</p> <p>7.5 Make 2 out of 5 two-hand set shots from a distance of 15 feet from the basket.</p>	<p>IV &amp; V</p> <p>IV &amp; V</p> <p>IV &amp; V</p> <p>VI</p> <p>VII</p>	
	<p>8. To demonstrate the technique for a one-hand set shot in a style characterized by:</p> <p>A. Body balanced on balls of feet, knees flexed, and dominant foot slightly forward during the preparatory movement.</p> <p>B. Shooting hand placed behind the ball and the non-shooting hand to the side of the ball during the preparatory movement.</p>		

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p style="text-align: center;">JUMP SHOT</p>	<p>C. Ball brought to a shooting position above eye level with elbow of shooting arm pointed toward basket.</p> <p>D. Body and arm extended up on release.</p> <p>E. Follow through involves wrist flexion.</p>		
	<p>The student will:</p>		
	<p>8.1 Make one out of five one-hand set shots from a distance of five feet directly in front of the basket.</p>	V	
	<p>8.2 Make one out of five one-hand set shots from a distance of five feet to the right of the basket.</p>	V	
	<p>8.3 Make one out of five one-hand set shots from a distance of five feet to the left of the basket.</p>	V	
	<p>8.4 Make two out of five one-hand set shots from a distance of 10 feet in front of, to the right and to the left of the basket.</p>	VI	
	<p>8.5 Make two out of five one-hand set shots from a distance of 15 feet from the basket.</p>	VII	
	<p>9. To demonstrate the technique for a shot in a style characterized by:</p> <p>A. Ball lifted to shooting position as shooter springs upward.</p> <p>B. Ball released at peak of the jump.</p>		
	<p>The student will:</p>		

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	9.1 Shoot a jump shot which goes in the basket (or hits the rim) two out of five times from a distance of three feet.	V	
	9.2 Make two out of five jump shots from a distance of five feet directly in front of the basket.	VI	
	9.3 Make two out of five jump shots from a distance of five feet to the right of the basket.	VI	
	9.4 Make two out of five jump shots from a distance of five feet to the left of the basket.	VI	
	9.5 Make four out of five jump shots from a distance of 10 feet in front of, to the right, and to the left of the basket.	VII	
	9.6 Make three out of five jump shots from a distance of 15 feet from the basket.	VII	
	9.7 Dribble the ball a distance of five feet, stop 10 feet from the basket, and shoot a jump shot which goes in the basket or hits the rim two out of five times.	V & VI	
	9.8 Receive a pass while moving, and without traveling shoot a jump shot from a distance of 10 feet which goes in the basket or hits the rim two out of five times.	VI	
	9.9 Receive a pass while moving, and without traveling shoot a jump shot from a distance of 10 feet which goes in the basket two out of five times.	VII	

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
FORWARD PIVOT	<p>10. To demonstrate the technique for a forward pivot in a style characterized by:</p> <p>A. Weight on the outside foot.</p> <p>B. Forceful push-off.</p> <p>The student will:</p> <p>10.1 Run a distance of 20 feet, stop and change forward direction using a forward pivot.</p>	VI & VII	
REVERSE PIVOT	<p>11. To demonstrate the technique for a reverse direction using a reverse pivot.</p>	VI &	
REBOUNDING	<p>12. To demonstrate functional rebound in a style characterized by:</p> <p>A. Knees flexed and eyes on ball during preparatory phase.</p> <p>B. Ball caught at the height of the jump with arms extended overhead.</p> <p>The student will:</p> <p>12.1 Catch a basketball rebounding from the back board to the side of the basket and falling within one foot of the rebounder, one out of four times.</p>	V	
DEFENSIVE TECHNIQUES	<p>13. To demonstrate good defensive position in a style characterized by:</p> <p>A. Feet shoulder-width apart</p> <p>B. Weight low and balanced on the balls of the feet.</p> <p>The student will:</p> <p>13.1 Move forward, backward and sideways on a signal, using basic defensive body position.</p>		

TEAM SPORTS

BASKETBALL

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
KNOWLEDGE	<p>14. To demonstrate an understanding of basic rules of basketball, the student will:</p> <p>14.1 Identify the number of players on a team.</p> <p>14.2 Identify the positions of players on a team.</p> <p>14.3 Identify personal and technical fouls.</p>		

TEAM SPORTS

BASKETBALL

TOPIC	SUGGESTED ACTIVITIES
DRIBBLING	<ol style="list-style-type: none"><li>1. Organize the class for individual practice of the following skills:<ol style="list-style-type: none"><li>A. Dribble while sitting down.</li><li>B. Dribble while lying down.</li><li>C. Dribble with the right hand.</li><li>D. Dribble with the left hand.</li><li>E. Dribble with alternate hands.</li><li>F. Dribble a figure eight around one leg, between the legs, around the other leg.</li><li>G. Dribble behind the back.</li><li>H. Dribble, changing hands on signal.</li><li>I. Dribble around obstacles.</li><li>J. Dribble while moving forward, backward and sideways.</li><li>K. Dribble, changing directions on a signal.</li><li>L. Dribble at moderate and full speed.</li></ol></li><li>2. Organize the class for partner-partner practice in the following dribble techniques:<ol style="list-style-type: none"><li>A. In a one-on-one situation, dribble while changing directions and speed.</li></ol></li><li>3. Organize class for participation in the following group activities:<ol style="list-style-type: none"><li>A. Flag dribble.</li><li>B. Dribble relays.</li></ol></li></ol>
PASSING AND CATCHING	<ol style="list-style-type: none"><li>1. Organize the class for individual practice of the following passing and catching skills:<ol style="list-style-type: none"><li>A. Pass against a wall using various passing techniques.</li><li>B. Pass for accuracy at various sized targets, from various distances.</li></ol></li><li>2. Organize the class for partner practice in the following techniques:<ol style="list-style-type: none"><li>A. Pass to a partner from a stationary position.</li><li>B. Pass quickly to a partner immediately after receiving a pass from a partner.</li></ol></li></ol>

TEAM SPORTS

BASKETBALL

TOPIC	SUGGESTED ACTIVITIES						
SHOOTING	<p>A. Pass from a stationary position to a partner who is moving.</p> <p>B. While moving, pass to a partner who is moving.</p> <p>3. Organize class for group practice:</p> <p style="padding-left: 40px;">Passing drills</p> <table style="margin-left: 80px; border: none;"> <tr> <td style="padding: 0 20px;">X</td> <td style="padding: 0 20px;">X</td> <td style="padding: 0 20px;">X</td> </tr> <tr> <td style="padding: 0 20px;">X</td> <td style="padding: 0 20px;">X</td> <td style="padding: 0 20px;">X 8-10 feet apart</td> </tr> </table> <p>1. Organize the class for individual practice of shooting skill:</p> <p>A. Practice right and left hand lay-up shots from both sides of the basket.</p> <p>B. On a drive toward the basket, practice receiving a pass and shooting lay-ups from right and left sides.</p> <p>C. Practice faking a shot and driving in for a lay-up.</p> <p>D. Practice shooting one hand set and jump shots from various angles and distances from the basket.</p> <p>E. Practice dribbling to one of the practice lines, stop, and shoot.</p> <p>2. Organize the class for partner practice in shooting:</p> <p>A. Practice receiving a pass from a partner, stop, and shoot from various distances.</p> <p>B. One-on-one practice.</p>	X	X	X	X	X	X 8-10 feet apart
X	X	X					
X	X	X 8-10 feet apart					
FORWARD AND REVERSE PIVOT	<p>1. Organize the class for individual practice of forward and reverse pivots:</p> <p>A. Practice forward and reverse pivots with the ball.</p> <p>B. Practice forward and reverse pivots without the ball.</p>						
REBOUNDING	<p>1. Organize the class for partner practice in rebounding:</p> <p style="padding-left: 20px;">Example:</p> <p style="padding-left: 40px;">As player number 1 throws to the backboard, number 2 rebounds and taps the ball up.</p>						
GUARDING	<p>1. Organize the class for individual practice in guarding techniques by:</p> <p style="padding-left: 40px;">Practicing moving forward, backward, left or right on command.</p> <p>2. Organize the class for one-on-one practice.</p>						

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TEAM SPORTS

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BASKETBALL

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SOFTBALL

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SOFTBALL

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ACTIVITY CONTENT OUTLINE

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I. Skill Development

A. Offensive Skills

1. Batting
2. Base running

B. Defensive Skills

3. Throwing overhand
4. Throwing underhand
5. Catching and fielding positions
6. Fielding ground balls
7. Fielding fly balls

II. Knowledge

A. Basic Rules

B. Basic Terminology

TEAM SPORTS

SOFTBALL

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
BATTING	<p>1. To demonstrate batting skills and the ability to hit a ball in a style characterized by:</p> <p>A. Gripping the bat with two hands, held together, with the dominant hand above the other</p> <p>B. Assuming the square stance, the feet should be shoulder-width apart, the knees slightly bent and the toes pointing directly ahead</p> <p>C. Holding the bat off the shoulder with the elbows away from the body and the wrists cocked</p> <p>D. Swinging the bat level while transferring weight from the back to the front foot, and completing the follow-through</p>		
	The student will:		
	1.1. Execute a proper swing	III	
	1.2. Hit 5 out of 10 pitches thrown underhand from a distance of 15 feet.	V	
	1.3. Hit 5 out of 10 pitches thrown underhand from a distance of 30 feet.	VI	
BASE RUNNING	<p>2. To demonstrate base running skills in a style characterized by:</p> <p>A. Swinging the arms freely and pushing off with the balls of the feet</p> <p>B. Keeping the eyes focused down onto the base path</p>		
	The student will:		
	2.1. Run from home plate across first base at full speed	IV	

TEAM SPORTS

SOFTBALL

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
BASE RUNNING	2.2 Run from first base to second, third and home plate, touching each base	III	
THROWING OVERHAND	<p>3. To demonstrate the overhand, throw in a style characterized by:</p> <p>A. Gripping the ball with the thumb and the fingertips of four fingers</p> <p>B. Leading with the elbow</p> <p>C. Transferring the weight from the back to the forward foot</p> <p>D. Stepping on the foot opposite the throwing arm</p> <p>E. Following through in a downward direction</p> <p>The student will:</p> <p>3.1 Throw a softball a distance of 15 feet to a target with a 3 foot radius, the center of which is 6 feet above the ground, 5 out of 10 times</p> <p>3.2 Throw a softball a distance of 20 feet to a target with a 3 foot radius, the center of which is 6 feet above the ground, 5 out of 10 times</p> <p>3.3 Throw a softball a distance of 30 feet to a target with a 3 foot radius, the center of which is 6 feet above the ground, 5 out of 10 times</p> <p>3.4 Throw a softball from first base to second base (60 feet) 5 out of 10 times</p>	<p>IV</p> <p>V</p> <p>V</p> <p>VI</p>	
THROWING UNDERHAND	<p>4. To demonstrate the underhand throw, in a style characterized by:</p> <p>A. Gripping the ball with the thumb and the fingertips of four fingers</p>		

TEAM SPORTS

SOFTBALL

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p>THROWING UNDERHAND</p>	<p>B. Transferring the weight from the back foot to the front foot</p> <p>C. Stepping on the foot opposite the throwing hand</p> <p>The student will:</p> <p>4.1 Throw a softball a distance of 10 feet to a target with 3 foot radius, the center of which is 4 feet above the ground, 5 out of 10 times</p> <p>4.2 Throw a softball a distance of 20 feet to a target with a 3 foot radius, the center of which is 4 feet above the ground, 5 out of 10 times</p> <p>4.3 Throw a softball a distance of 30 feet to a target with a 3 foot radius, the center of which is 4 feet above the ground, 5 out of 10 times</p>	<p>IV</p> <p>V</p> <p>V</p>	
<p>CATCHING; FIELDING; THE READY POSITION</p>	<p>5. To demonstrate the defensive ready position for fielding balls in style characterized by:</p> <p>A. Bending the knees with the feet shoulder-width apart</p> <p>B. Keeping the weight slightly forward</p> <p>C. Keeping the arms slightly bent and hanging downward</p> <p>D. Keeping the eyes on the ball</p> <p>The student will:</p> <p>5.1 Assume a proper defensive ready position</p>	<p>IV</p>	
<p>GROUND BALLS</p>	<p>6. To demonstrate the ability to field ground balls in a style characterized by:</p> <p>A. Assuming a correct ready position</p> <p>B. Keeping the body in line with the approaching ball</p>		

TEAM SPORTS

SOFTBALL

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
GROUND BALLS	<p>A. Keeping the little fingers together, pointing down</p> <p>B. Bending the knees to reach the ball</p> <p>The student will:</p> <p>6.1 Field 4 out of 10 balls thrown from a point 15 feet away</p> <p>6.2 Field 4 out of 10 balls thrown 2 yards or fewer to either side from a point 30 feet away</p> <p>6.3 Field 5 out of 10 balls, hit or tossed, 3 yards or fewer to either side from a point 50 feet away</p>	<p>IV</p> <p>V</p> <p>VI</p>	
FLY BALLS	<p>7. To demonstrate the ability to field fly balls in a style characterized by:</p> <p>A. Assuming a correct ready position</p> <p>B. Extending the arms toward ball, with slightly bent elbows</p> <p>C. Keeping thumbs together, with the fingers pointing up</p> <p>D. Recoiling the arms, absorbing the force of the on-coming ball</p> <p>The student will:</p> <p>7.1 Catch 3 out of 10 balls tossed at least 15 feet high, from 20 feet away</p> <p>7.2 Catch 5 out of 10 balls, hit or tossed at least 20 feet high, from 20 feet away</p> <p>7.3 Catch 5 out of 10 balls, hit or tossed at least 25 feet high from 50 feet away</p>	<p>IV</p> <p>V</p> <p>VI</p>	

TEAM SPORTS

SOFTBALL

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
RULES	<p>8. To demonstrate an understanding of the basic rules of softball, the student will identify:</p> <p>8.1 The positions of players on a softball team</p> <p>8.2 The number of innings in a game.</p> <p>8.3 How many balls determine if a batter walks</p> <p>8.4 How many strikes make an out</p> <p>8.5 How many outs in an inning</p> <p>8.6 The runner tag rule on fly balls</p>	VI	
TERMINOLOGY	<p>9. To demonstrate an understanding of basic terms related to softball, the student will identify the following terms:</p> <p>9.1 Batter</p> <p>9.2 Strike</p> <p>9.3 Foul</p> <p>9.4 Ball</p> <p>9.5 Out</p> <p>9.6 Inning</p> <p>9.7 Walk</p> <p>9.8 Base Runner</p> <p>9.9 Fly Ball</p>	VI	

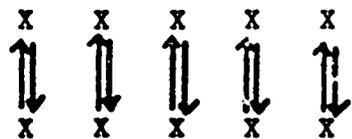
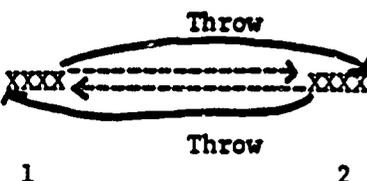
TEAM SPORTS

SOFTBALL

TOPIC	SUGGESTED ACTIVITIES
BATTING	<ol style="list-style-type: none"><li data-bbox="421 357 1493 449">1. The students will practice swinging a bat and using the correct stance and grip, without a ball and finally by hitting a suspended ball. Level IV</li><li data-bbox="421 485 1465 549">2. The students will practice hitting the ball off of a batting "T" cone. Level IV</li><li data-bbox="421 580 1493 612">3. The students will practice hitting a 16-inch indoor ball. Level V</li><li data-bbox="421 644 1481 708">4. The students will practice hitting a 12-inch softball thrown from distances of 15 and 30 feet. Level V</li><li data-bbox="421 740 1469 985">5. Bat to score:  The players form a semicircle from first to third bases. They score a point if the ball is hit between the fielders. The ball must be baselines. The batter continues to bat until he misses three pitched balls, or until the opponent catches a fly. The players change positions when a batter is put out. Level, V, VI, VII</li><li data-bbox="421 1023 1469 1268">6. Work-up:  The players are assigned to play right field, center field, left field, pitcher, and catcher. The batter continues to bat until he is put out by a fly ball being caught or by missing three pitches. One point is scored for each fair ball hit. Score is kept on each player. The players rotate positions after the batter is put out. Level VI, VII</li><li data-bbox="421 1306 1485 1455">7. Beat-the-throw:  The batter hits a fair ball and tries to run around all the bases before the fielders can throw the batted ball to first, second, third, and home. Level V</li><li data-bbox="421 1493 1501 1706">8. One base softball:  The batter scores by batting a fair ball and running to first base and back to home plate before being put out. The batter is out if he misses three pitches, if a fielder catches a fly ball, or if the catcher touches home plate with the ball or contacts the plate while holding the ball. Level IV</li></ol>

TEAM SPORTS

SOFTBALL

TOPIC	SUGGESTED ACTIVITIES
BASE RUNNING	<ol style="list-style-type: none"> <li>1. The students perform a practice swing and run to first base and turning out to the right. Level IV</li> <li>2. The students perform a practice swing and run to second base.</li> <li>3. The students perform a practice swing and run around the bases.</li> <li>4. The students take a lead off first base as the ball is pitched. Level V</li> <li>5. The students practice tagging up and advancing after a fly is caught.</li> <li>6. The students practice the straight-in slide on grass or in sand.</li> <li>7. The students practice beating the throw (see batting activities).</li> <li>8. The students practice one base softball (see batting activities).</li> </ol>
THROWING, CATCHING, AND FIELDING	<ol style="list-style-type: none"> <li>1. The players form two lines and throw ground and fly balls to each other. If there is only one glove per pair, the individual with the glove will always throw grounders to the individual without a glove. Throws should be thrown directly to the partner, as well as to either side. Level V <div style="text-align: center; margin: 10px 0;">  </div> </li> <li>2. With teams opposite each other in shuttle drill formation, X1 throws to X2 and runs to the end of X2's line. Students will call for the catch. A base may be placed at the left of each line for the runner to touch. Variation: Move the base to the head of the line. The players must be in contact with the base when they catch the ball, or run and touch base after they catch it. The players go to the end of line rather than to the opposite line. Level VI <div style="text-align: center; margin: 10px 0;">  </div> </li> </ol>

TEAM SPORTS

SOFTBALL

TOPIC	SUGGESTED ACTIVITIES
	<ol style="list-style-type: none"><li data-bbox="375 542 1532 670">3. Place the players at each infield position. The catcher throws to any base, and the teacher directs the baseman to throw to another base when he catches the ball. Infielders continue throwing with the teacher directing the pattern. Level VI</li><li data-bbox="375 691 1516 766">4. Place fielders in playing positions and hit balls to each, emphasizing the back-up responsibility of each player.</li></ol>

TEAM SPORTS

SOFTBALL

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TEAM SPORTS

VOLLEYBALL

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ACTIVITY CONTENT OUTLINE

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I. Skills

A. Serving

1. Underhand - Floater
2. Overhand

B. Passing

1. Forearm
2. Overhand - Pass set
3. Overhead pass - Back set

II. Knowledge

TEAM SPORTS

VOLLEYBALL

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<u>SERVING</u>	<p>1. To demonstrate a functional underhand volleyball serve in a style characterized by:</p> <p>A. Ready position with leg opposite the hitting arm forward.</p> <p>B. Hitting arm extended and drawn back in pendular swing.</p> <p>C. Weight shifted to forward foot as striking arm swings forward.</p> <p>D. Ball contacted in front of body slightly below waist.</p> <p>E. Ball contacted with heel of open hand squarely in center of ball.</p> <p>F. Follow through in direction of flight.</p> <p>The student will:</p>		
UNDERHAND SERVE	<p>1.1 Strike the ball using the underhand serve motion.</p> <p>1.2 Serve the ball into the opponent's court using the underhand serve 4 out of 8 times, over a net 6 feet high, from a distance of 15 feet.</p> <p>1.3 Serve the ball into the opponent's court using the underhand serve 4 out of 8 times, over a net 7 feet high, from a distance of 15 feet.</p> <p>1.4 Serve underhand over a 7 foot net into opponent's court from serving line.</p>	<p>III</p> <p>V</p> <p>VI</p> <p>VII</p>	
OVERHAND SERVE	<p>2. To demonstrate a functional overhand volleyball serve in a style characterized by:</p> <p>A. Ball tossed above the head without a spin, approximately 3 feet in air.</p>		

TEAM SPORTS

VOLLEYBALL

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
OVERHAND SERVE	<p>The student will:</p> <p>2.1 Serve the ball into the opponent's court using the overhand serve, 5 out of 8 times, over a regulation net.</p>	VII	
FOREARM PASS	<p>3. To demonstrate a functional forearm pass in a style characterized by:</p> <p>A. Weight on balls of feet in preparatory position.</p> <p>B. Ball is contacted slightly above waist level with forearms slightly above the wrist joint.</p> <p>C. Elbows are extended and rotated out to form flat surface upon contact.</p> <p>D. Legs and hips are extended to provide power for the pass.</p> <p>The student will:</p> <p>3.1 Use a forearm pass to contact a beachball tossed accurately from a distance of 10 feet, 3 out of 5 times.</p> <p>3.2 Use a forearm pass to contact a volleyball tossed accurately from a distance of 10 feet, 3 out of 5 times.</p> <p>3.3 Execute 3 consecutive 5-foot-high forearm passes to self.</p>	<p>V</p> <p>V</p> <p>VI</p>	
OVERHAND PASS SET	<p>4. To demonstrate a functional overhead pass in a style characterized by:</p> <p>A. Ready position with knees flexed, feet in stride position shoulder-width apart, and hands above the head.</p>		

TEAM SPORTS

VOLLEYBALL

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
OVERHEAD PASS SET	<p>B. Ball contacted with fingertips and second joint of the thumb, index fingers and middle fingers.</p> <p>C. Wrist and fingers are flexed forward upon contact.</p> <p>D. High follow through in a synchronized movement.</p> <p>The student will:</p> <p>4.1 Throw and catch a volleyball with arms extended overhead.</p> <p>4.2 Overhead pass a self-set beachball 3 out of 5 times, sending the ball at least 5 feet high.</p> <p>4.3 Overhead pass a self-set volleyball 3 out of 5 times, sending the ball at least 3 feet high.</p> <p>4.4 Use an overhead pass to contact a beachball tossed accurately from a distance of 10 feet, 3 out of 5 times.</p> <p>4.5 Use an overhead pass to contact a volleyball tossed accurately from a distance of 10 feet, 3 out of 5 times, in one minute.</p> <p>4.6 Consecutively volley a self-set volleyball against a wall, so that the ball strikes the wall above a line 11 feet above the floor, 5 times in one minute.</p>	<p></p> <p>III</p> <p>III</p> <p>V</p> <p>VI</p> <p>VI</p> <p>VII</p>	
OVERHEAD PASS BACKSET	<p>5. To demonstrate a functional back set in a style characterized by:</p> <p>A. Initial position identical to the front set.</p> <p>B. The hands contacting the ball above the forehead and extending up as the back arches.</p>		



TEAM SPORTS

VOLLEYBALL

TOPIC	SUGGESTED ACTIVITIES
UNDERHAND, OVER-HAND SERVE	<ol style="list-style-type: none"><li>1. Students stand 20 feet from a wall and serve the ball at a target on the wall with a 3 foot diameter, whose center is 7 feet above the floor.</li><li>2. Students serve the ball without a net to a partner who is standing approximately 30 feet away.</li><li>3. Students stand behind the last line and serve the ball over a net to a partner.</li></ol>
PASSING	<ol style="list-style-type: none"><li>1. Students practice the forearm pass with a partner. One person tosses from 10 feet away, and the other person passes the ball back, using a forearm pass. The toss should be approximately 10 feet high.</li><li>2. Students practice consecutive forearm passes to self.</li><li>3. Students practice consecutive forearm passes against a wall. The ball should contact the wall above an 8-foot line.</li><li>4. Form a circle with 5 to 6 students. Bump the ball into the air around the circle to keep it up as long as possible.</li><li>5. Form two straight lines with 5 to 6 students facing each other. Ball is forearm passed to opposing line person. After passing the ball, the student moves to the right and goes to the end of the opposite line.</li></ol>
OVERHEAD FRONT SET	<ol style="list-style-type: none"><li>1. Students practice throwing the ball up overhead and catching it with his hands in the position for the overhead front set.</li><li>2. Students practice the overhead front set with a partner. One person tosses and the other person passes the ball back, using an overhead front set. The toss should be approximately 10 feet high.</li></ol>

TOPIC	SUGGESTED ACTIVITIES
<p>OVERHEAD FRONT SET</p>	<ol style="list-style-type: none"> <li>3. Student practices consecutive overhead front sets with a partner.</li> <li>4. Student practices consecutive overhead front set against a wall. The ball should contact the wall above an 8-foot line.</li> <li>5. Form a circle with 5 to 6 students. Overhead front set ball into the air around the circle to keep it up as long as possible.</li> </ol>
<p>OVERHEAD BACK SET</p>	<ol style="list-style-type: none"> <li>1. Student practices the overhead back set with a partner. One person tosses and the other person overhead back sets into the wall. The toss should be approximately 10 feet high.</li> <li>2. Students work in threes on consecutive passes. One person back sets to third person who overhead passes a long pass to first person. Rotate positions after 10 consecutive passes by each person.</li> </ol>
<p>FOREARM PASS OVERHEAD FRONT SET</p>	<ol style="list-style-type: none"> <li>1. Students work in pairs on forearm pass and overhead front set. One person bumps a low pass to himself then passes the ball to the partner using an overhead set. Second person receives the pass by doing a bump to himself followed by overhead to partner.</li> </ol>

TEAM SPORTS

VOLLEYBALL

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ACTIVITY CONTENT OUTLINE

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I. Skill Development

- A. Kicking
- B. Passing
- C. Trapping
- D. Blocking
- E. Punting
- F. Game Execution Skills

II. Knowledge

TEAM SPORTS

SOCCER

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
KICKING	<p>1. To demonstrate kicking skills and the ability to execute an inside of the foot kick in a style characterized by:</p> <p>A. Weight supported on non-kicking foot placed slightly behind the ball.</p> <p>B. Ball mat near center of the body.</p> <p>C. Ball contacted with the inside of the foot after kicking leg swings in front of supporting leg.</p> <p>The student will:</p> <p>1.1 Kick a ball, using an inside of the foot kick, a distance of five yards, three out of five times.</p> <p>1.2 Kick a ball, using an inside of the foot kick, a distance of 10 yards, three out of five times.</p> <p>1.3 Kick a ball, using an inside of the foot kick, 15 yards into a regulation goal, three out of five times.</p>	<p>III IV</p> <p>V</p> <p>VI, VII</p>	
OUTSIDE OF THE FOOT KICK	<p>2. To demonstrate kicking skills and the ability to execute an outside of the foot kick in a style characterized by:</p> <p>A. Weight supported on non-kicking foot placed slightly behind the ball.</p> <p>B. Ball mat near center of body.</p> <p>C. Ball contacted with the side and little toe of the foot after kicking leg swings in front of supporting leg.</p>		

TEAM SPORTS

SOCCER

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
INSTEP KICK	The student will:		
	2.1 Kick the ball, using an outside of the foot kick, a distance of eight yards, three out of five times.	IV	
	2.2 Kick the ball, using an outside of the foot kick, a distance of 15 yards, three out of five times.	VI, VII	
	2.3 Kick the ball, using an outside of the foot kick, a distance of 15 yards into a regulation goal, two out of five times.	VI, VII	
	3. To demonstrate kicking skills and the ability to execute an instep kick in a style characterized by:		
	A. A running approach to the ball.		
	B. Support of weight on non-kicking foot placed slightly behind the ball.		
	C. Back swing with knee bent and toe pointed toward ground.		
	D. Forward swing with knee in line with ball.		
	E. Ball contacted with the top portion of the foot covered by the shoelace.		
F. Follow through with kicking foot pointed toward ball.			
The student will:			
3.1 Kick the ball, using an instep kick, 5 yards, three out of five times.	IV		
3.2 Kick the ball, using an instep kick, a distance of 15 yards, three out of five times.	VI, VII		



TEAM SPORTS

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p>PASSING</p>	<p>6. To demonstrate proper passing skills in a style characterized by:</p> <p>A. Hip and shoulders turned slightly away from the ball as the leg is raised.</p> <p>B. An easy sweeping movement of the leg.</p> <p>C. Body well over the ball.</p> <p>D. Foot only a little off the ground when the ball is contacted.</p> <p>E. Ball on ground after contact.</p> <p>The student will:</p> <p>6.1 Pass a ball using the inside of the foot a distance of five yards, through a set of cones five feet apart, three out of five times.</p> <p>6.2 Pass a ball using the inside of the foot a distance of 10 yards, through a set of cones five feet apart, three out of five times.</p> <p>6.3 Pass a ball with the outside of the foot a distance of five yards, through a set of cones five feet apart, three out of five times.</p> <p>6.4 Pass a ball with the outside of the foot a distance of 10 yards, through a set of cones five feet apart, three out of five times.</p> <p>6.5 Pass the ball (in a backward direction) a distance of five yards, through a set of cones five feet apart, three out of five times.</p>	<p>V</p> <p>VI, VII</p> <p>V</p> <p>VI, VII</p> <p>VI, VII</p>	

TEAM SPORTS

SOCCKER

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
TRAPPING	<p>7. To demonstrate trapping skills in a style characterized by:</p> <p>A. Ball control.</p> <p>B. Relaxed body position.</p> <p>The student will:</p> <p>7.1 Trap a ball rolled from a distance of 10 feet with the sole of the foot, from a stationary position, four out of five times, with dominant and non-dominant foot.</p> <p>7.2 Trap a ball rolled from a distance of 10 feet while moving toward the ball, three out of five times, with dominant and non-dominant foot.</p>	<p>IV</p> <p>VI, VII</p>	
BLOCKING	<p>8. To demonstrate blocking skills in a style characterized by:</p> <p>A. Body position in line with ball.</p> <p>B. Ball contacted with chest, thigh, shoulder.</p> <p>The student will:</p> <p>8.1 Execute a chest block from a stationary position, three out of five times, with the ball being thrown from a distance of five yards.</p> <p>8.2 Execute a thigh block from a stationary position, three out of five times, with the ball being thrown from a distance of five yards.</p> <p>8.3 Execute a chest block while moving three out of five times, with the ball being thrown from a distance of 10 yards.</p>	<p>VI</p> <p>VI</p> <p>VII</p>	

TEAM SPORTS

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
PUNTING	8.4 Execute a thigh block while moving, three out of five times, with the ball being thrown from a distance of 10 yards.	VII	
	8.5 Execute a shoulder block from a stationary position, three out of five times, with the ball being thrown from a distance of five yards.	VI	
	9. To demonstrate punting skills in a style characterized by:  A. Ball held about waist high with both hands.  B. Ball dropped as kicking foot swings forward.  C. Ball kicked with the instep.		
	The student will:		
	9.1 Punt a ball using correct technique.	V	
	9.2 Punt a ball a distance of 15 yards.	VI	
GAME SKILLS	9.3 Punt a ball a distance of 20 yards so that it lands between parallel lines, twenty yards apart.	VII	
	10. To demonstrate the skill of a throw in a style characterized by:  A. Thrower facing field of play with part of each foot either on the touch line or on the ground outside the touch line.		
	B. Hands on opposite sides of the ball.		
	C. One foot placed slightly ahead of the other.		

TEAM SPORTS

SOCCER

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
HEADING	<p>D. Ball taken well behind the head.</p> <p>E. Weight transferred to forward foot.</p> <p>F. Extension of arms, wrists and fingers forward and in front of the body on the follow through.</p>		
	<p>The student will:</p>		
	<p>10.1 Perform a throw-in a distance of five yards.</p>	IV	
	<p>10.2 Perform a throw-in a distance of 10 yards.</p>	VI	
	<p>10.3 Perform a throw-in a distance of 15 yards.</p>	VII	
	<p>11. To demonstrate heading skills in a style characterized by:</p>		
	<p>A. Body position in line with ball.</p>		
	<p>B. Ball contacted with forehead at hairline.</p>		
	<p>The student will:</p>		
	<p>11.1 From a stationary position, head a ball thrown from a distance of five yards, three out of five yards.</p>	VI	
<p>11.2 While moving toward the ball, head a ball thrown from a distance of five yards, three out of five times.</p>	VII		
RULES	<p>12. To demonstrate an understanding of basic rules and regulations of soccer in a game situation.</p>		
	<p>The student will identify:</p> <p>12.1 How to start the game.</p>		

TEAM SPORTS

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TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	<p>12.2 Methods for playing out-of-bounds balls.</p> <p>12.3 Method of scoring.</p> <p>12.4 Basic penalties and penalty kicks.</p> <p>12.5 Privileges of the goal-keeper.</p>		

TEAM SPORTS

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TOPIC	SUGGESTED ACTIVITIES
KICKING	<ol style="list-style-type: none"> <li>1. Students pair off and practice kicking with instep, inside and outside of foot from different distances.</li> <li>2. Students are placed in a double line formation, 10 yards or more apart, to practice different types o kicks.</li> </ol>
DRIBBLING	<ol style="list-style-type: none"> <li>1. Dribble around obstacles.</li> <li>2. Dribble so that partner cannot steal the ball.</li> <li>3. With two against two play dribble keep away.</li> </ol>
PASSING AND TRAPPING	<ol style="list-style-type: none"> <li>1. Students pair off and practice the different types of passes and traps. V</li> <li>2. Students form a circle about 10 yards in diameter to practice passing and trapping. V</li> </ol>
KICKING, PASSING, TRAPPING	<ol style="list-style-type: none"> <li>1. Students form a circle with one student in the center. Arms and hands are not to be used. The object of the drill is to prevent the ball from being intercepted by the student in the middle. This activity may be used to improve <u>kicking</u>, <u>passing</u>, and <u>trapping</u>. V.</li> </ol>
KICKING, PASSING, AND DRIBBLING	<ol style="list-style-type: none"> <li>1. Five to six students form a semicircle and practice shooting while a goalkeeper practices goal keeping skills. This drill may incorporate <u>dribbling</u>, <u>passing</u>, <u>kicking</u>, offensive and defensive strategy.</li> </ol>
PUNTING	<ol style="list-style-type: none"> <li>1. Students pair off and practice punting different distances.</li> </ol>
THROWN	<ol style="list-style-type: none"> <li>1. Students pair off and practice throwing at different distances. V</li> </ol>
BALL CONTROL	<ol style="list-style-type: none"> <li>1. Students juggle, or keep the ball in the air using all body parts except hands and arms. V</li> </ol>
LEAD-UP GAMES	<ol style="list-style-type: none"> <li>1. Two offensive players try to score against two defensive players and a goalie. V</li> <li>2. Three offensive players try to advance the ball down the field past a line of three defenders, and then to the goal. V</li> </ol>

TEAM SPORTS

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TOPIC	SUGGESTED ACTIVITIES
	<p>3. Students play a <math>\frac{1}{2}</math> field game in which five players are offensive, five are defensive, and the goalie defends the goal. Offense scores 1pt/goal, defense scores by clearing the ball to mid-field.</p> <p>V</p>

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TEAM SPORTS

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SOCCER

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# Leisure Activities

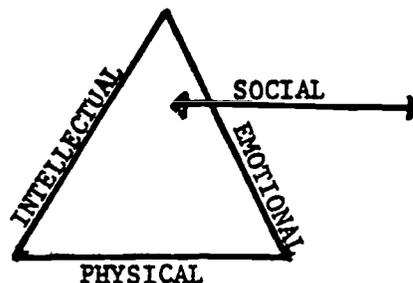
PLAY

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The following is an excerpt from the Cherokee County Curriculum Guide, Physical Education section. The guide was developed by the Cherokee County Board of Education, Centre, Alabama.

The play process is a means through which the student may enhance developmental functioning in social, cognitive, behavioral, and physical aspects. It is through the play medium that many of the student's first and often most significant contacts with the environment are acquired. If the student's total personality is depicted as an equilateral triangle, with equally important dimensions of physical, social-emotional, and intellectual development, then a viable medium for access to the student's personality might be through the physical base using the play milieu (Johnson, 1961).

Through the play process the student is able to experience and enhance a myriad of new environmental situations. As one of the most common childhood phenomena, play occupies an important position



in the overall development of the student. As an abstract, often vague, essential element of development, play provides expression and challenge in the growth process. It is a combination of neuromuscular, sensory, and mental processes that facilitates the acquisition of neuromuscular, perceptual-motor, sensorimotor, and interpersonal skill development. Proceeding within its own time and boundaries, it provides selective, directive, persistent, and self-rewarding experiences which contribute much to the experimentive and emotional expression of the student. Through self-initiated, spontaneous behavior engaged in for fun the student is able to bring emotions to the surface to be faced and

controlled. Play is the most natural expression for the young student. Through play "rehearsals" the student prepares for life skills.

Play enables the student to take advantage of experiences in his/her environment. The student learns to be competent socially, to develop interpersonal relationships, to accept group decisions and disciplines, to obey rules, and to follow directions. Play skill development enhances the likelihood of more advanced adaptive behavior, such as self-help skills, self-discipline, self-direction, socialization, and language skills (Moran and Kalakian, 1977; Wehman, 1979). The play process is a means of coping with emotional stress; a cathartic "playing out" of problems enabling maintenance of emotional stability (Feitleson and Ross, 1973).

Play can also be a vehicle for cognitive growth. The student learns to grasp relationships between words and concepts and to verbalize play pleasures. Conceptual and perceptual skills are enhanced through development in observation, memory, logic, deduction, and spatial relationship concepts. Colors and shapes can often be learned more rapidly through play.

Play provides development in physical skills as well. The student learns to master fundamental motor patterns and master skills. Strength, eye-hand coordination, and sensory perception can be developed and improved. Even non-ambulatory students have the need to move in their environment. Self-esteem can also be enhanced. Play provides an excellent vehicle for accumulating information, tying the physical and cognitive realms together. It should be noted that the ability to play like other students seems to be more reinforcing to parents than development in any other area of educational training.

#### Developmental Characteristics of Play

Play can be broken down into three major developmental states: individual play, parallel play, and group play.

Individual play is a solitary play situation in which the student amuses himself/herself. It is generally free and spontaneous. Teaching is usually one-on-one using manual manipulative techniques. Visual exploration, object grasping, object manipulation, crawling, creeping, walking, and running can be introduced at this stage. Individual play consists of imitative, fantasy, and creative phases. During imitative play the young student acts out emotions in play. Occurring at the end of babyhood (two to three years), imitative play aids in the development of imagination and acts as a precursor to creativity.

From imitative play the student enters into a fantasy play stage. Here a concrete method for expressing fears, hopes, and needs is devised--that of wish fulfillment.

The final stage of individual play is creative play. This stage involves thoughtful exploratory play with materials, objects, feelings, and ideas. The young student passes through several substages while experiencing creative play. First, during the manipulative level the student satisfies tactile and emotional impulses. Then in the exploratory stage the student begins to experiment and play with materials in his/her environment. Lastly comes a period of form consciousness, when material utilization becomes prominent (Michelman, 1971).

As growth and development continue the student evolves into a stage of parallel play. The student plays alongside, rather than with, other students, sharing the same physical environment but playing independently. Activities include grasping, visual exploration, exploration of novel objects and places, manipulation of surroundings, crawling, creeping, climbing, walking, and running. As early childhood approaches (two to four years), sensorimotor play and kinesthetic activity gradually change to symbolic play and imaginative thinking which eventually manifests itself in mental images and symbols.

RECREATIONAL GAMES

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## RECREATIONAL GAMES

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### ACTIVITY CONTENT OUTLINE

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#### I. Deck Tennis

##### A. Skills

1. Serving
2. Throwing
  - a. Underhand
  - b. Cross-body
  - c. Flip
  - d. Side-arm

##### B. Knowledge

1. Rules
2. Scoring
3. Playing area
4. Terms
5. Equipment
6. Strategy

#### II. Horseshoes

##### A. Skills

1. Pitching
  - a. Twist
  - b. Flip

##### B. Knowledge

1. Rules
2. Scoring
3. Playing area
4. Terms
5. Equipment
6. Strategy

#### III. Paddle Tennis

##### A. Skills

1. Serving
2. Stroking
  - a. Forehand
  - b. Backhand
  - c. Volley
  - d. Overhead smash

## RECREATIONAL GAMES

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### ACTIVITY CONTENT OUTLINE

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- B. Knowledge
  - 1. Rules
  - 2. Scoring
  - 3. Playing area
  - 4. Terms
  - 5. Equipment
  - 6. Strategy

#### IV. Shuffleboard

- A. Skills
  - 1. Shooting the disc into scoring area
  - 2. Shooting the disc in order to knock out an opponent's disc
  - 3. Shooting the disc in order to knock out an opponent's disc while leaving own in scoring area
- B. Knowledge
  - 1. Rules
  - 2. Scoring
  - 3. Playing area
  - 4. Terms
  - 5. Equipment
  - 6. Strategy

#### V. Table Tennis

- A. Skills
  - 1. Serving
  - 2. Returning service
  - 3. Stroking
    - a. Forehand
    - b. Backhand
    - c. Smash
- B. Knowledge
  - 1. Rules
  - 2. Scoring
  - 3. Playing area
  - 4. Terms
  - 5. Equipment
  - 6. Strategy

RECREATIONAL GAMES

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ACTIVITY CONTENT OUTLINE

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VI. Tetherball

A. Skills

1. Serving
2. Batting

B. Knowledge

1. Rules
2. Scoring
3. Playing area
4. Terms
5. Equipment
6. Strategy

VII. Volley Tennis

A. Skills

1. Serving
2. Setting-up (Passing)
3. Spiking

B. Knowledge

1. Rules
2. Scoring
3. Playing area
4. Terms
5. Equipment
6. Strategy

VIII. Organization of facilities for recreational games

XI. Attitude

RECREATIONAL GAMES

DECK TENNIS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/ COMMENTS
Serving	<p>1. To demonstrate the ability to serve properly in a style characterized by:</p> <p>A. Right foot forward, left foot back.</p> <p>B. Shoulder and hip rotation across the mid line of the back-swing.</p> <p>C. Follow-through.</p>		
	<p>The student will:</p>		
	<p>1.1 Serve the ring across the net 3 out of 5 times.</p>	III	
	<p>1.2 Serve the ring across the net 4 out of 5 times.</p>	IV	
Throwing	<p>2. To demonstrate proper techniques in throwing skills in a style characterized by:</p> <p>A. Right foot forward, left foot back.</p> <p>B. Shoulder and hip rotation across the mid line for back-swing.</p> <p>C. Follow-through.</p>		
	<p>The student will:</p>		
	<p>2.1 Throw the ring across the net using the underhand softball pitch</p>	II	
	<p>a) 2 out of 5 times.</p>	III	
	<p>b) 4 out of 5 times.</p>	IV	
	<p>2.2 Throw the ring using the cross body throw</p>	III	
<p>a) 3 out of 5 times.</p>	IV		
<p>b) 4 out of 5 times.</p>	V		

RECREATIONAL GAMES

DECK TENNIS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	2.3 Throw the ring across the net using the flip throw a) 3 out of 5 times. b) 4 out of 5 times.	III IV	
	2.4 Throw the ring across the net using the side arm throw a) 3 out of 5 times. b) 4 out of 5 times.	III IV	
	<b>Catching</b>  To demonstrate the proper catching technique in a style characterized by:  A. Fingers open.  B. Elbow bent.  C. Eyes focused.  The student will catch the ring when thrown to him in the following ways:		
	3.1 Underhand toss, 3 out of 9 times.  3.2 Three underhands, three flips, and three side arms a) 3 out of 5 times. b) 4 out of 5 times.	III  IV V	
<b>Pitching</b>	1. To demonstrate proper pitching technique and the ability to pitch the horseshoe in a style characterized by:  A. Right foot forward, left foot back.  B. Pendulum backswing and fore swing.  C. Pincher grip.  The student will:  1.1 Execute one of the two following pitches as measured by teacher's observation: a) Twist pitch. b) Flip pitch.	III IV-V	

RECREATIONAL GAMES

PADDLE TENNIS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Serving	<p>1. To demonstrate the proper technique and the ability to serve in a style characterized by:</p> <p>A. Upward toss above and 9-18 inches in front of the racquet.</p> <p>B. Shoulder grip (Western or Eastern) that enables the racquet face to make flush contact with ball.</p> <p>The student will serve correctly:</p> <p>1.1 2 out of 5 times.</p> <p>1.2 3 out of 5 times.</p> <p>1.3 4 out of 5 times.</p>	<p>III</p> <p>IV</p> <p>V</p>	
Stroking	<p>2. To demonstrate the ability to stroke the ball in a style characterized by:</p> <p>A. Backswing with shoulder.</p> <p>B. Facing the net, weight back, using forehand or backhand grip.</p> <p>C. Contacting ball lateral to body with laid back wrist.</p> <p>D. Following through with weight transferred to forward foot.</p> <p>The student will stroke the ball in the following manner:</p> <p>2.1 Forehand stroke</p> <p>a) 2 out of 5 times.</p> <p>b) 3 out of 5 times.</p> <p>c) 4 out of 5 times.</p> <p>2.2 Backhand stroke</p> <p>a) 2 out of 5 times.</p> <p>b) 3 out of 5 times.</p> <p>c) 4 out of 5 times.</p>	<p>III</p> <p>IV</p> <p>V</p> <p>III</p> <p>IV</p> <p>V</p>	

RECREATIONAL GAMES

PADDLE TENNIS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	2.3 Overhead smash a) 3 out of 5 times. b) 4 out of 5 times.  2.4 Forehand volley a) 3 out of 5 times. b) 4 out of 5 times.	V V-IV  V V-IV	

RECREATIONAL GAMES

SHUFFLEBOARD

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Shooting the Disc	<p>1. To demonstrate proper shooting technique and the ability to score in shuffleboard in a style characterized by:</p> <p>A. Aligning body behind disc and target, center of gravity low.</p> <p>B. In approach, keeping body in line with applied force.</p> <p>C. Toes straight ahead with one foot ahead of the other.</p> <p>The student will shoot the disc into a prenamed target (10, 8, 7, 10-off)</p> <p>1.1 3 out of 10 times.</p> <p>1.2 5 out of 10 times.</p> <p>1.3 7 out of 10 times.</p>	<p>III</p> <p>IV-V</p> <p>V-VI</p>	
Playing	<p>2. To demonstrate playing strategy, the student will shoot the disc in the following manner:</p> <p>2.1 Knocking off opponent's disc from scoring area</p> <p>a) 3 out of 10 times.</p> <p>b) 5 out of 10 times.</p> <p>2.2 Knocking off opponent's disc from scoring area while leaving his own disc in scoring position</p> <p>a) 3 out of 10 times.</p> <p>b) 5 out of 10 times.</p>	<p>IV</p> <p>V-VI</p> <p>IV</p> <p>V-IV</p>	

RECREATIONAL GAMES

TABLE TENNIS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Serving	<p>1. To demonstrate proper serving technique and the ability to serve in a style characterized by:</p> <p>A. Tossing the ball.</p> <p>B. Hitting the ball from the air.</p> <p>C. Directing the ball with a low trajectory.</p> <p>The student will serve correctly:</p> <p>1.1 2 out of 5 times.</p> <p>1.2 3 out of 5 times.</p> <p>1.3 4 out of 5 times.</p>	<p>III</p> <p>IV</p> <p>V</p>	
Stroking the Ball	<p>2. To demonstrate proper technique in hitting the ball in a style characterized by:</p> <p>A. Grip in handshake position.</p> <p>B. Making contact on front of the body.</p> <p>C. Impart open or flat bounce.</p> <p>The student will:</p> <p>2.1 Stroke the ball using the fore-hand stroke:</p> <p>a) 2 out of 5 times.</p> <p>b) 3 out of 5 times.</p> <p>c) 4 out of 5 times.</p> <p>2.2 Stroke the ball using the back-hand stroke</p> <p>a) 2 out of 5 times.</p> <p>b) 3 out of 5 times.</p> <p>c) 4 out of 5 times.</p> <p>2.3 Smash the ball</p> <p>a) 3 out of 5 times.</p> <p>b) 4 out of 5 times.</p>	<p>III</p> <p>IV</p> <p>V</p> <p>III</p> <p>IV</p> <p>V</p> <p>IV</p> <p>V-VI</p>	

RECREATIONAL GAMES

TETHERBALL

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Serving	<p>1. To demonstrate the ability to serve the ball properly in a style characterized by:</p> <p>A. Gripping with both hands or one. Tossing ball up and out away from body.</p> <p>B. Striking ball with face of clenched fist.</p> <p>The student will:</p> <p>1.1 Serve the ball individually or in a game situation as measured by teacher observation.</p>	<p>II III</p>	
Batting	<p>2. To demonstrate the ability to "bat" the ball in a style characterized by:</p> <p>A. Keeping elbows away from body.</p> <p>B. Facing the ball.</p> <p>C. Following through.</p> <p>The student will bat the ball in a game situation as measured by teacher observation.</p>	<p>II III</p>	

RECREATIONAL GAMES

VOLLEY TENNIS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
Serving	<p>1. To demonstrate the ability to serve the ball in a style characterized by:</p> <p>A. Hitting the volleyball overhand or underhand with one hand.</p> <p>B. Directing toward the center of server or court, in an arch that will allow a teammate to easily bat the ball over the net.</p> <p>The student will serve correctly:</p> <p>1.1 2 out of 5 times.</p> <p>1.2 3 out of 5 times.</p> <p>1.3 4 out of 5 times.</p>	<p>III</p> <p>IV</p> <p>V-VI</p>	
Volley, Set-up, Spike	<p>2. To demonstrate the ability to volley, set-up and spike in a style characterized by:</p> <p>A. Positional footwork.</p> <p>B. Eye-hand coordination.</p> <p>C. Follow through.</p> <p>The student will:</p> <p>2.1 Volley the ball</p> <p>a) 2 out of 5 times.</p> <p>b) 3 out of 5 times.</p> <p>c) 4 out of 5 times.</p> <p>2.2 Set-up the ball</p> <p>a) 2 out of 5 times.</p> <p>b) 3 out of 5 times.</p> <p>c) 4 out of 5 times.</p> <p>2.3 Spike the ball</p> <p>a) 3 out of 5 times.</p> <p>b) 4 out of 5 times.</p>	<p>III</p> <p>IV</p> <p>V</p> <p>III</p> <p>IV</p> <p>V</p> <p>IV</p> <p>V</p>	

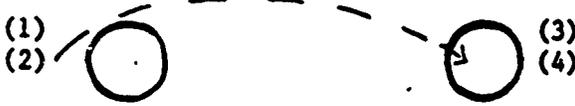
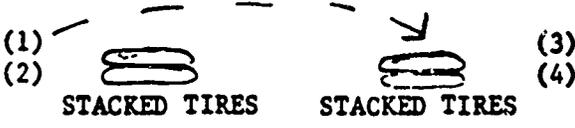
RECREATIONAL GAMES

DECK TENNIS

TOPIC	SUGGESTED ACTIVITIES
Serving	<p>1. Practice serving skills using a beanbag, nerf (sponge ball), frisbee or the rings, with a sheet of paper being the target on the chart.</p> <div style="text-align: center; margin: 10px 0;"> </div>
Throwing Skills	<p>2. Practice skills using a beanbag, nerf (sponge ball), frisbee, or the ring with a sheet of paper being the target.</p> <div style="text-align: center; margin: 10px 0;"> </div> <p><u>Note:</u> As the student achieves success at one distance, move progressively to a greater distance up to 40 feet.</p>
Speed and Coordination	<p>3. Practice serving, throwing and catching over a net, increasing the height from 3 to 6 feet.</p> <div style="text-align: center; margin: 10px 0;"> </div>

RECREATIONAL GAMES

HORSESHOES

TOPIC	SUGGESTED ACTIVITIES
Lead-up Activity	<p>1. Place two hoops or old bicycle tires about 20 or 30 feet apart, depending on the level of skill.</p>  <p>Players 1 and 3 are one team; players 2 and 4 are another. Using horseshoe rules, players throw beanbags until one team scores (X) number of points. (This is left up to the teacher's discretion.)*</p> <p><u>Scoring System</u>            5 pts. - bag lands in center            3 pts. - bag lands on rim</p> <p>*Instead of playing for points, students may toss for drill purposes.</p>
Pitching With an Arch	<p>2. Suggested activity for teaching pitching with an arch.*</p>  <p>*This activity may be done competitively or in a drill-like situation.</p>
Pitch for Accuracy	<p>3. Suggested lead-up activity using regulation horseshoes (either indoor/outdoor). Students will pitch for accuracy from graduated distances up to 30 feet.</p> 

RECREATIONAL GAMES

PADDLE TENNIS

TOPIC	SUGGESTED ACTIVITIES
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Serving

1. Suggested lead-up activity for serving. (Appropriate for all levels.)

		P (1) X	P (2) X	P (3)

P(1)-Position (1)  
P(2)-Position (2)  
P(3)-Position (3)

Use the proper technique to master the serve from fore court before moving back to regulation serving position.

Forehand and Backhand Strokes

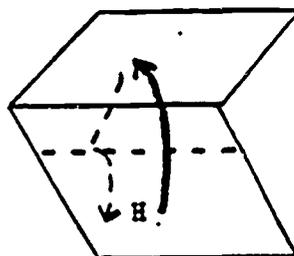
2. Suggested lead-up activity for forehand and backhand strokes. (Appropriate for all levels using varied net heights.)

	T	H	
	T	H	

T-Tosser  
H-Hitter

Students will rotate from tossers to hitters at teacher's discretion.

3. Students will attempt to volley against the wall using the forehand and backhand volley. Distance from wall will vary depending on student's age and level of skill.



WALL

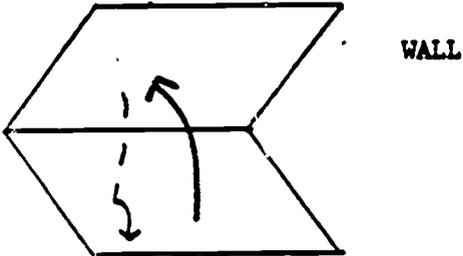
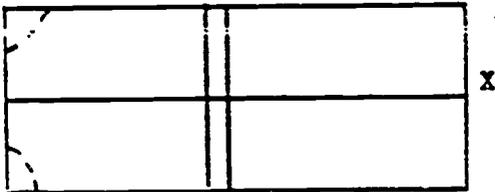
RECREATIONAL GAMES

SHUFFLEBOARD

TOPIC	SUGGESTED ACTIVITIES			
Aim	<p>1. Suggested activity, sighting for aim.</p> <div style="text-align: center; margin: 20px 0;"> </div> <p style="text-align: right; margin-right: 50px;">Students will shoot disc for accuracy at progressive distances.</p>			
Practice	<p>2. Suggested activity to practice and study effects of shots involving ricochets. (Appropriate for all levels.)</p> <div style="margin: 20px 0;"> <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 10%; text-align: center; vertical-align: middle;">1</td> <td style="width: 80%; text-align: center;"> </td> <td style="width: 10%;"></td> </tr> </table> </div> <p style="text-align: right; margin-right: 50px;">Student (1) will shoot all 3 discs noting effect of ricochet before Student (2) takes a turn.</p> <p style="text-align: center; margin: 10px 0;">Distance will vary according to student's age and level of skill.</p>	1		
1				
Lead-up	<p>3. Shufflecurl - lead-up game for shuffleboard; size of circle could vary.</p> <div style="text-align: center; margin: 20px 0;"> </div> <p style="text-align: center;">Suggested distance 30' or greater.</p>			

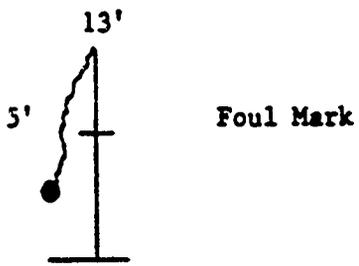
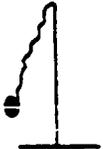
RECREATIONAL GAMES

TABLE TENNIS

TOPIC	SUGGESTED ACTIVITIES
Forehand, Backhand and Serving	<p>1. Suggested activity for practicing forehand, backhand, and serving. A table with the opponent's side up, or the wall is used.</p> <div style="text-align: center;">  <p style="margin-left: 150px;">WALL</p> </div> <p style="text-align: center;">X (1)</p> <p style="text-align: center;">X X X</p>
Practicing Skills	<p>2. Use the above table-wall set up for practicing skills with partner. Hitting alternately will improve doubles play.</p>
Accuracy	<p>3. Suggested drill for accuracy in placing shots to the corners.</p> <div style="text-align: center;">  <p style="margin-left: 10px;">TOSSER</p> <p style="margin-right: 10px;">X</p> </div> <p style="text-align: right;">Student will return a simulated shot from tosser to the designated corners.</p>

RECREATIONAL GAMES

TETHERBALL

TOPIC	SUGGESTED ACTIVITIES
<p>Batting the Ball</p>	<p>1. Suggested activity for batting the ball in order to wind it around the foul mark.</p>  <p>Students should try different ways of batting.</p>
<p>Coordina- tion</p>	<p>Suggested activity for improving coordination. Use ping pong or wooden paddles to hit a smaller ball (tennis ball or rubber ball) attached to a small cord or a ball placed inside a sock that is attached to the cord.</p>  <p>The activity should be set up in stations.</p>

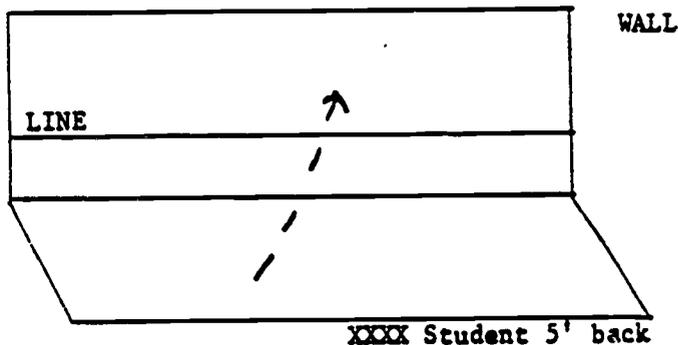
RECREATIONAL GAMES

VOLLEY TENNIS

TOPIC	SUGGESTED ACTIVITIES
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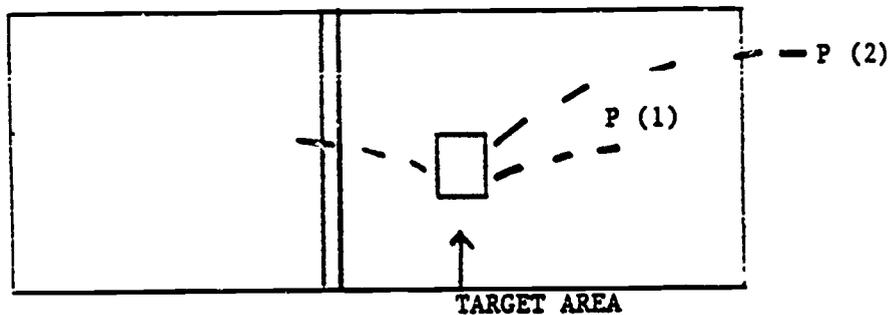
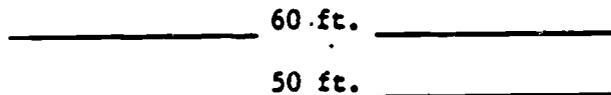
Volleying

1. Use a line on a wall about 3 feet high. Student stands approximately 5 feet from the wall and puts the ball into play using an underhand serve.



Serving

2. Use the proper technique to master the serve to center front before moving back to regulation serving position.



Bumping Skill

3. Bump pass between partners

Station (1)

Station (2)

X

X

X

X

Note: As many stations as needed can be used.

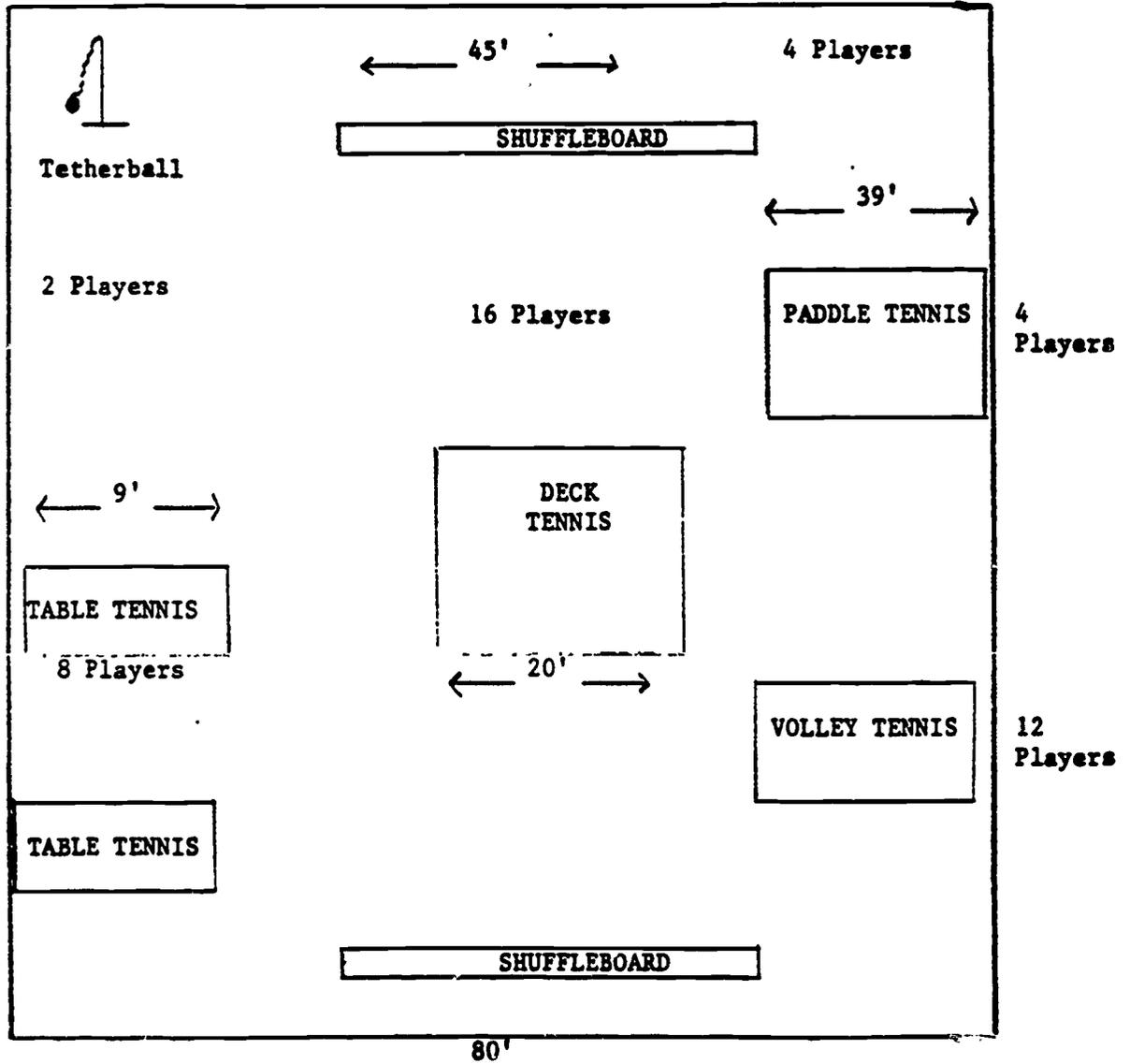
RECREATIONAL GAMES

ORGANIZATIONAL PATTERN

TOPIC

SUGGESTED ACTIVITIES

Suggested organizational pattern for an indoor unit or recreational games.



50 Students participating

RECREATIONAL GAMES

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OUTDOOR ADVENTURE

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OUTDOOR ADVENTURE

ANGLING AND CASTING

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ACTIVITY CONTENT OUTLINE

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I. Skill Development

A. Rigging an Outfit

1. Live bait
  - A. Hooks
  - B. Lines
  - C. Sinkers
  - D. Floaters
2. Artificial bait

B. Basic Method of Fishing

1. Spin casting
2. Bait casting

C. Playing the Fish

1. Setting the hook
2. Retrieving the fish
3. Handling the fish

II. Knowledge

A. Places to Fish

1. Fresh water
2. Salt water

B. Bait

1. Live
  - A. Worms
  - B. Minnows
  - C. Crickets
  - D. Crayfish (crawfish)
  - E. Frogs

OUTDOOR ADVENTURE

ANGLING AND CASTING

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ACTIVITY CONTENT OUTLINE

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- 2. Artificial
    - A. Spoon
    - B. Spinner
    - C. Plug
    - D. Jig
    - E. Fly
  
  - C. Selecting Accessory Equipment
    - 1. Tackle box
    - 2. Fish net
    - 3. Stringer
    - 4. Filleting knife
    - 5. Bucket
    - 7. Life preservers
    - 8. Rubber wading boots
  
  - D. Terminology
    - 1. Hooking the fish
    - 2. Lures
    - 3. Reel
    - 4. Spin casting
    - 5. Still fishing
    - 6. Strike
    - 7. Tackle
- III. Attitude

OUTDOOR ADVENTURE

ANGLING AND CASTING

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
RIGGING AN OUTFIT	<p>1. To demonstrate the ability to rig an outfit properly with live or artificial bait in a style characterized by:</p> <p>A. Selecting the right kind of hook for the specific kind of fishing with teacher assistance.</p> <p>B. Selecting proper line with teacher assistance considering the tackle, type of fishing and the size of the fish.</p> <p>C. Selecting sinkers and floaters for use with live bait.</p> <p>D. Selecting the bait, live or artificial, considering the fish, the fishing area, and the tackle.</p> <p>The student will:</p> <p>1.1 Set different kinds of live bait on the right hooks.</p> <p>1.2 Rig a line for artificial and live bait.</p>		Entry levels should be determined by the instructor.
SPIN CASTING	<p>2. To demonstrate the proper overhead cast in a style characterized by:</p> <p>A. Using a two-handed cast for greater accuracy.</p> <p>B. Using the "rod hand", hold the rod with its reel handles pointing up, the thumb depressing the thumb stop.</p> <p>C. Placing "line hand" just ahead of reel, take the line lightly between thumb and index finger.</p> <p>D. Assuming a casual, sure-footed stance before the target, body angled so that "pitching arm" takes the lead.</p>		

OUTDOOR ADVENTURE

ANGLING AND CASTING

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
<p>TYPES OF BAIT</p> <p>TERMINOLOGY</p>	<p>E. Lifting rod until tip is just above target (10 o'clock), keeping elbow and upper arm close to body.</p> <p>F. Starting the cast, lift arm with a smooth motion of wrist that puts the hands at eye level. Stop rod at 1 o'clock, allowing momentum of lure to flex the rod tip backward.</p> <p>G. Beginning forward stroke with a quickly accelerated motion of the wrist and forearm. At 11 o'clock, release the thumb stop to set lure.</p> <p>The student will:</p> <p>2.1 Use correct body position, grip and arm movement for overhead spin casting.</p> <p>2.2 Successfully spin cast a distance of 10 to 20 feet.</p> <p>2.3 From standing position, complete 1 out of 3 casts at targets set at 15 feet.</p> <p>2.4 Complete 3 to 5 casts from sitting position with targets set at 15 feet.</p> <p>3. To demonstrate an understanding of the different kinds of live and artificial baits, the student will:</p> <p>5.1 Identify the difference between artificial lures.</p> <p>4. To demonstrate an understanding of basic terms related to angling and casting, the student will identify the following terms:</p> <p>4.1 Hooking the fish</p> <p>4.2 Lures</p>		

OUTDOOR ADVENTURE

ANGLING AND CASTING

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
ATTITUDE	4.3 Reel		
	4.4 Spin casting		
	4.5 Still fishing		
	4.6 Strike		
	4.7 Tackle		
	5. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:		
	5.1 Take part in assigned activities.		
	5.2 Follow established safety rules.		
	5.3 Assist in distribution and care of equipment.		
	5.4 Work independently or in a group on skill development.		

OUTDOOR ADVENTURE

ANGLING AND CASTING

TOPIC	ACTIVITIES
KNOT TYING	<ol style="list-style-type: none"><li>1. Provide pieces of rope and organize individual practice.</li><li>2. Provide pieces of fishing line and leaders for each student. Have students practice in pairs, assisting each other.</li></ol>
RIGGING AN OUTFIT	<ol style="list-style-type: none"><li>1. Demonstrate procedure for rigging outfits. Then have students practice in pairs and check each other.</li><li>2. Use resource person to demonstrate correct procedure for rigging balanced outfit.</li></ol>
CASTING	<ol style="list-style-type: none"><li>1. Teacher or student demonstration followed by class participation, with students practicing in pairs to check each other on proper techniques.</li><li>2. Students will work in pairs to evaluate each other followed by final evaluation by teacher.</li><li>3. Timed Casting: Area is set about 10-20 feet away. Each student is to make as many hits as possible in 3 minutes.</li><li>4. Standing Cast: Individuals cast at five targets placed at varying distances. The nearest target is about 10 feet, the farthest from 20 to 30 feet. Each target is worth 5 points for hit. Scores can vary for each foot off target.</li><li>5. Boat Casting: This activity may be simulated on land if water is not readily available. Casting is done from a sitting position. Targets are set 20 feet away. Each student makes a specified number of casts, scoring 5 points for each hit and 3 points for hitting within 3 feet of target.</li><li>6. Hole in the Weeds: A one-gallon bucket is placed 10 to 20 feet away. Individuals make casts for accuracy. Score for hit. No score for miss.</li><li>7. Catfish: Divide class into groups of pairs. Casting begins on signal. Each time a student hits the target he gets a letter of the word <u>Catfish</u>. (Naturally, another name may be used.)</li></ol>
TYPES OF BAIT	<ol style="list-style-type: none"><li>1. Provide artificial and live bait for class to identify.</li></ol>
ACCESSORY EQUIPMENT	<ol style="list-style-type: none"><li>1. Bring to class the accessories needed and explain the purpose of each.</li></ol>
ADDITIONAL ACTIVITIES	<ol style="list-style-type: none"><li>1. Plan a field trip to a close fishing area.</li></ol>

OUTDOOR ADVENTURE

ANGLING AND CASTING

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Zebco., Basic Casting from A to Z. Tulsa, Oklahoma: Zebco Division Brunswick Corporation.

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OUTDOOR ADVENTURE

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BOATING

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ACTIVITY CONTENT OUTLINE

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I. Skill Development

- A. Emergency Procedure
  - 1. Person overboard
    - A. Self-rescue
    - B. Active rescue
  - 2. Capsizing
  - 3. Distress signals
  - 4. Aground
- B. Boat Handling on Land
  - 1. Loading and storage
  - 2. Carrying a canoe
  - 3. Basic canoe strokes
    - A. Sweeps
    - B. Cuts
    - C. Rudders
    - D. Draws
    - E. Pries
    - F. Sculling
    - G. J-stroke

II. Knowledge

- A. Buoys
  - A. Types
  - B. Colors
  - C. Colors of lights, markings and numbers
- B. Rules of the Road
  - 1. Right of way
  - 2. Two approaching vessels
    - Motor powered
    - Sailboats, canoes, rowboats
  - 3. Signaling codes

OUTDOOR ADVENTURE

BOATING

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ACTIVITY CONTENT OUTLINE

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- C. Laws
  - 1. Safety equipment
  - 2. Identification
  - 3. Responsibilities of operator
  - 4. Accident reports

III. Attitude

OUTDOOR ADVENTURE

BOATING

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
PERSON OVERBOARD	<ol style="list-style-type: none"> <li>1. To demonstrate the proper procedures for a self-rescue and an active rescue of a person overboard, the student will:               <ol style="list-style-type: none"> <li>1.1 Simulate an overboard situation in which the victim performs proper procedure for a self-rescue.</li> <li>1.2 Simulate an overboard situation in which the rescuers perform the proper procedure for an active rescue.</li> <li>1.2 Simulate an overboard situation in which an active rescue is performed on an injured victim.</li> </ol> </li> </ol>		Entry levels determined by instructor
CAPSIZING	<ol style="list-style-type: none"> <li>2. To demonstrate the proper procedure for handling a boat that has been capsized, the student will:               <ol style="list-style-type: none"> <li>2.1 Capsize a boat on dry land, and execute the procedure for single person rescue.</li> <li>2.2 Capsize a canoe on dry land and execute the procedure for a two or more person rescue.</li> <li>2.3 Capsize a canoe on dry land and execute a canoe over canoe rescue.</li> </ol> </li> </ol>		
DISTRESS SIGNALS	<ol style="list-style-type: none"> <li>3. To demonstrate how to signal an emergency situation, the student will signal SOS:               <ol style="list-style-type: none"> <li>3.1 With a flashlight.</li> <li>3.2 With a horn or whistle.</li> <li>3.3 With a mirror.</li> </ol> </li> </ol>		

OUTDOOR ADVENTURE

BOATING

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
LOADING AND STORAGE	<p>3.4 With arm action.</p> <p>3.5 With a flag.</p> <p>4. To demonstrate how to properly load passengers and store equipment in a boat, the student will:</p> <p>4.1 Load a small boat with safety equipment and four passengers.</p>		
CARRYING A CANOE	<p>5. To demonstrate the proper positions used to carry a canoe, the student will:</p> <p>5.1 Perform a four-man carry.</p> <p>5.2 Perform a three-man carry.</p> <p>5.3 Perform a two-man carry.</p>		
BASIC STROKES	<p>6. To demonstrate the correct paddling mechanics of the following strokes:</p> <p>A. Basic stroke</p> <p>B. Sweeps</p> <p>C. Cuts</p> <p>D. Rudders</p> <p>E. Draws</p> <p>F. Pries</p> <p>G. Sculling</p> <p>H. J-stroke</p> <p>The student will:</p> <p>6.1 Execute 4 strokes correctly 3 out of 5 times.</p>		
BUOYS	<p>7. To recognize and identify the various kinds of buoys and to demonstrate an understanding of what they signify, the student will:</p>		

OUTDOOR ADVENTURE

BOATING

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
RULES OF THE ROAD	<p>7.1 Describe four basic types of buoys and draw their shapes.</p> <p>7.2 Describe the color systems of buoys.</p> <p>8. To demonstrate knowledge of responsibilities and options in determining a safe course of action of all the vessels underway, the student will:</p> <p>8.1 Explain the procedure of right of way for two approaching vessels including canoes, sailboats, rowboats, and motorboats.</p>		
LAWS	<p>9. To demonstrate an understanding of the rules and regulations necessary for safe boating, the student will:</p> <p>9.1 Identify required safety equipment needed on board a canoe, sailboat, and motorboat.</p>		
ATTITUDE	<p>10. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:</p> <p>10.1 Take part in assigned activities.</p> <p>10.2 Follow established safety rules.</p> <p>10.3 Dress in appropriate attire.</p> <p>10.4 Assist in distribution and care of equipment.</p> <p>10.5 Work independently or in a group on skill development.</p>		

OUTDOOR ADVENTURE

BOATING

ACTIVITIES

PERSON  
OVERBOARD

1. Student will discuss the role the boat operator plays in avoiding the situation of person overboard.
2. Simulate overboard situations (on dry land) using an overturned boat and/or rescue boat to practice a self and active rescue.

CAPSIZING

1. Students will practice a canoe over canoe rescue.

DISTRESS  
SIGNALS

1. Students will collect devices used for distress signals and practice proper procedure for using them.

BASIC  
STROKES

1. Have students practice turning and lifting canoe.
2. Place students in pairs and give them specific strokes to execute as a team.
3. Give specific situations and have students determine the strokes which work best.

BUOYS

1. Students will construct 2 basic types of buoys using any suitable materials available.

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OUTDOOR ADVENTURE

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BOATING

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OUTDOOR ADVENTURE

FIREBUILDING

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ACTIVITY CONTENT OUTLINE

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I. Skill Development

- A. Basic Fire Materials
- B. Construction of Fire Lay
- C. Construction of Fires
  - 1. Types
    - A. A-frame
  - 2. Starting
  - 3. Extinguishing

II. Knowledge

- A. Fire Safety
  - 1. Safe spot
  - 2. Safe fire
  - 3. Complete extinguishing
- B. Fire Etiquette
- C. Basic Fire Materials

III. Attitude

- A. Preparation
  - 1. Small group
  - 2. Individual
- B. Fire Safety and Etiquette
- C. Recovery of Site

OUTDOOR ADVENTURE

FIREBUILDING

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
FIREBUILDING	<p>1. To demonstrate the construction, lighting, feeding, cooking, and extinguishing of the following type of fires:</p> <p style="padding-left: 20px;">A. A-frame</p> <p>The student will:</p> <p style="padding-left: 40px;">1.1 Construct, light, feed and extinguish an A-frame fire.</p>		Entry levels determined by instructor
KNOWLEDGE	<p>2. To demonstrate the use of tinder, kindling and fuel, the student will:</p> <p style="padding-left: 40px;">2.1 Identify the three basic materials used in fire construction.</p>		
ATTITUDE	<p>3. To demonstrate social interaction and to comply with proper safety procedures, the student will:</p> <p style="padding-left: 40px;">3.1 Comply with proper fire building safety and etiquette.</p> <p style="padding-left: 40px;">3.2 In a small group, willingly share responsibility from the building to the clean up of fire preparation and use.</p>		
ATTITUDE	<p>4. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:</p> <p style="padding-left: 40px;">4.1 Take part in assigned activities.</p> <p style="padding-left: 40px;">4.2 Follow established safety rules.</p> <p style="padding-left: 40px;">4.3 Assist in distribution and care of equipment.</p> <p style="padding-left: 40px;">4.4 Work independently or in a group on skill development.</p>		

OUTDOOR ADVENTURE

FIREBUILDING

ACTIVITIES

FIREBUILDING

1. Teacher demonstration, student participation and practice, and teacher-student discussion of:
  - A. Fire materials, fire lay, starting, feeding, and extinguishing fires.
  - B. Fire use and purpose of each type of fire.
2. Small group work in fire construction and use.
3. Menu planning for outdoor cooking using fires.
4. Cook-cuts using each type of fire.
5. Roasting marshmallows or hot dogs on fires made.
6. Obstacle courses using basic firebuilding techniques.
7. Camping trips.
8. Recovery of fire sites leaving no trace.

OUTDOOR ADVENTURE

HIKING

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ACTIVITY CONTENT OUTLINE

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I. Skill Development

- A. Trailblazing
  - 1. Cairns
  - 2. Sticks
  - 3. Grass
- B. Use of Map and Compass
  - 1. Direction

II. Knowledge

- A. Definition of hiking
- B. Foot Care
  - 1. Shoes
    - A. Boot selection
      - 1) Comfort
      - 2) Type
      - 3) Care
- C. Clothing
  - 1. Dress for weather
  - 2. Layer clothing
- D. Food and Drink
  - 1. Canteen
  - 2. Meal planning
    - A. Day hikes
  - 3. Snacks
- E. Check Lists
- F. Use of Map and Compass
  - 1. Direction
- G. Safety
  - 1. Avoid hiking on main roads
  - 2. Weather precautions
  - 3. Single file on roads, face oncoming traffic

OUTDOOR ADVENTURE

HIKING

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ACTIVITY CONTENT

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- 4. First aid
  - A. Poisonous snakes
  - B. Nonpoisonous snakes
  - C. Poisonous plants
    - 1) Poison ivy
    - 2) Poison oak
  - D. Blisters
  - E. Insect bites

III. Attitude

- A. Appreciation of Nature
  - 1. Wildlife
  - 2. Foliage
- B. Sense of Safety
- C. Respect for Property of Others and Self



OUTDOOR ADVENTURE

HIKING

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
	<p>6.4 Assist in distribution and care of equipment.</p> <p>6.5 Work independently or in a group on skill development.</p>		

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OUTDOOR ADVENTURE

HIKING

ACTIVITIES

HIKING

1. Teacher demonstration, student participation and practice of:
  - A. Types of trailblazing.
  - B. Use of map and compass.
2. Teacher-student discussion on:
  - A. Boot selection, types and care.
  - B. One-day and two-day hikes.
  - C. Meal planning, check lists, and safety.
  - D. Values of nature and the environment.
  - E. Hiking, foot care, clothing, first aid, and types of hikes.
  - F. Where to hike, obtaining other's permission to use private property, and destination of hikes.
3. Teacher-planned drills on reading compass and maps.
4. Topographical maps—bought (U. S. Geological Service) and student-made.
5. Student demonstrations on proper footwear and clothing for hiking.
6. Student demonstrations on safety.
7. Resource person from local sporting goods store to discuss equipment.
8. Posters and bulletin boards on:
  - A. Poisonous snakes
  - B. Poisonous plants
  - C. Hiking safety
9. Teacher- and student-planned hikes on school campus and on field trips.
10. Obstacle course hike with teacher-made safety hazards.
11. Field trips.
12. Day hikes.

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OUTDOOR ADVENTURE

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OUTDOOR COOKING

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ACTIVITY CONTENT OUTLINE

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I. Skill Development

A. Outdoor Cooking

1. Beginners

A. Tin can stoves and buddy burners

2. Intermediate

A. Toasting

B. Broiling

C. Stewing or boiling

D. Frying

E. One-pot meals

F. Steaming

G. Barbecuing

H. Baking

3. Advanced

A. Planking

B. Bean hole

C. Non-utensil meals

D. On-a-rock cooking

E. Coleman stoves

F. Backpacking stoves

B. Preparation

1. Preparation of cooking site

2. Cooking the meal

A. Tin can cooking

B. Open fire

C. Green stick cooking

D. Foil cooking

E. Stoves

F. Novelty cooking

1) Paper bag

2) Aluminum foil

3) Solar

3. Clean-up

C. Menu Planning

1. Preparing menus

2. Shopping for menu items

3. Purchase of food

OUTDOOR ADVENTURE

OUTDOOR COOKING

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ACTIVITY CONTENT OUTLINE

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II. Knowledge

A. Definition of Terms

1. Toasting
2. Broiling
3. Stewing or boiling
4. Frying
5. One-pot meals
6. Steaming
7. Barbecuing
8. Baking

B. Identification of Terms

1. Planking
2. Bean holes
3. Non-utensil meals
4. On-a-rock cooking
5. Reflector oven cooking
6. Coleman stoves
7. Backpacking stoves

C. Menu

1. Menu planned on a balanced diet
  - A. Meal planning
    - 1) One meal
    - 2) One-day outing
    - 3) Two-day outing
    - 4) Three-day outing
    - 5) Different methods of preparing meals
  2. Economical shopping lists
  3. Purchase orders for group menu

III. Attitude

A. Preparation

1. Small group
2. Individual

B. Clean-up

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OUTDOOR ADVENTURE

OUTDOOR COOKING

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
ATTITUDE	<p>4.1 Enthusiastically assist others as part of a group in the construction of a tin can stove and buddy burner, in the planning of a menu, in the preparation of the meal, and in the clean-up of the meal.</p> <p>4.2 Willingly assist group members or partner in planning, preparing, cooking, and cleaning up three meals using outdoor cooking techniques.</p> <p>5. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:</p> <p>5.1 Take part in assigned activities.</p> <p>5.2 Follow established safety rules.</p> <p>5.3 Dress in appropriate attire.</p> <p>5.4 Assist in distribution and care of equipment.</p> <p>5.5 Work independently or in a group on skill development.</p>		

OUTDOOR ADVENTURE

OUTDOOR COOKING

ACTIVITIES

OUTDOOR

1. Teacher demonstration and student participation of:
  - A) Construction of tin can stove and buddy burner.
  - B) Types of outdoor cooking methods.
  - C) Novelty cooking techniques.
  - D) Construction of cooking fires.
  - E) Foil cooking, green stick cooking, and open fire cooking.
  - F) Food preparation.
  - G) Coleman stove.
  - H) Cooking breakfast, lunch or dinner meal on the tin can stove.
2. Teacher-student discussion of how to use and when to use outdoor cooking methods.
3. Making posters on basic food groups and balanced meals, types of outdoor cooking methods and techniques.
4. Small group menu planning for one meal.
5. Individual menu planning for one meal.
6. Making shopping lists, purchase orders, and actual purchase of food items.
7. Freeze-dried food cooking.
8. Cleaning and recovery of cooking utensils and cooking sites.

OUTDOOR ADVENTURE

TENTS AND SHELTERS

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ACTIVITY CONTENT OUTLINE

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I. Skill Development

A. Tents

1. Types
2. Pitching the tent

B. Clean-up

1. Tent
2. Campsite

II. Knowledge

III. Attitude

A. Appreciation of Nature

1. Camp and leave no trace

B. Preparation

1. Small group work
2. Individual

OUTDOOR ADVENTURE

TENTS AND SHELTERS

TOPIC	PERFORMANCE OBJECTIVES	LEVEL	CORRECTIONS/COMMENTS
TENTS AND SHELTERS	<p>1. To demonstrate competency in pitching and striking a tent in a style characterized by:</p> <ul style="list-style-type: none"> <li>A. Check site.</li> <li>B. Open folded tent.</li> <li>C. Peg down corners.</li> <li>D. Peg in tent pole pegs, fasten guy lines, raise tent poles, lifting tent into position.</li> <li>E. Peg sides to ground.</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>1.1 Pitch and strike a tent.</li> </ul>		Entry level determined by instructor
ATTITUDE	<p>3. To demonstrate social interaction and self-confidence, the student will:</p> <ul style="list-style-type: none"> <li>3.1 Willingly assist other students in tent pitching and striking.</li> <li>3.2 Willingly assist other students in constructing shelters.</li> </ul>		
ATTITUDE	<p>4. To demonstrate an understanding and an appreciation of the need for daily participation in class activities, the student will:</p> <ul style="list-style-type: none"> <li>4.1 Take part in assigned activities.</li> <li>4.2 Follow established safety rules.</li> <li>4.3 Assist in distribution and care of equipment.</li> <li>4.4 Work independently or in a group on skill development.</li> </ul>		

OUTDOOR ADVENTURE

TENTS AND SHELTERS

ACTIVITIES

TENTS AND  
SHELTERS

1. Teacher demonstration and student participation and practice of:
  - A. Pitching and striking tents.
  - B. Shelter construction.
2. Teacher review of knots and lashings.
3. Teacher-student discussion of:
  - A. Campsite selection.
  - B. Types of tents, materials used in tents.
  - C. Types of shelters and how and where to build them.
4. Bulletin boards, posters, and models of:
  - A. Campsite selection.
  - B. Types of tents, materials used in tents.
  - C. Types of shelters and how and where to build them.
4. Bulletin boards, posters, and models of:
  - A. Campsite selection.
  - B. Tent materials, construction, sizes, and weights.
  - C. Scaled down shelters.
5. Resource person including Scouts, Wildlife and Fisheries personnel, Girl Scouts, backpacker in local area, and sporting goods store representative can be invited to speak to the class.
6. Relay races on pitching and striking tents.
7. Overnight camping trips.
8. Setting up campsites on school campus.
9. Field trips to woods or other area. Construction of shelters at this site.

OUTDOOR ADVENTURE

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# Athletics

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## ATHLETICS

The regulations for Louisiana Act 754 (R.S. 17:1941 et seq.) require that extracurricular services and activities, including athletics, be offered to each exceptional child in a way which allows equal opportunity for participation in such activities.

It has been demonstrated through research that the physical functioning of the handicapped can be significantly improved through physical education and participation in sports. With year-round training and athletic competition in a variety of sports, handicapped individuals are provided opportunities to develop fitness, express courage, experience joy and participate in a sharing of gifts, skills, and friendship.

Any exceptional student who does not participate in a regular school athletic program should be encouraged to become involved in programs such as Special Olympics or the National Wheelchair Athletic Association. The athletic competition in these programs includes team sports, individual and dual sports, aquatics, and winter sports.

Adapted physical education personnel can and should advocate athletic competition for exceptional students. Whether intramural or extramural, athletics are an outgrowth of the physical education program and should become a component in the normalization process of every handicapped individual. For more information concerning athletic programs contact:

Louisiana Special Olympics  
Route 3, Box 145-P  
Hammond, Louisiana 70401

National Wheelchair Athletic Association  
40 - 24 62nd Street  
Woodside, New York 11377

American Alliance for Health, Physical Education,  
Recreation and Dance  
1900 Association Drive  
Reston, Virginia 22091

Louisiana High School Athletic Association  
Post Office Box 52778  
Baton Rouge, Louisiana 70805

# **Glossary of Terms**

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## GLOSSARY OF TERMS

An adapted physical education class is an alternative setting for delivery of adapted physical education required by an IEP in which all of the following conditions exist:

1. Instruction is provided by a certified adapted physical education teacher. Consultative and evaluative services may be provided in addition to caseloads indicated below.
2. Only exceptional children whose need is documented in accordance with criteria for participation in adapted physical education established by the Department are enrolled.
3. Enrollment is in accordance with the pupil/teacher ratios listed in Appendix Z, Part B, Act 754 Regulations.
4. In cases of mixed groupings, the lower caseload level as listed shall be used when the majority of the membership is in that lower caseload level. However, the instructional groups shall not be mixed by level of severity in the same class.

Adapted Physical education is specially designed physical education for those exceptional students for whom significant deficits in the psychomotor domain have been identified according to Bulletin 1508 and who, if school aged are unable to participate in a regular physical education program on a full-time basis.

Autism is a severe developmental disability that appears during the first three years of life and which is behaviorally defined to include disturbances in the rate appearance and sequencing of developmental milestones, abnormal responses to sensations, delayed or absent speech and language (while specific thinking capabilities may be present) and abnormal ways of relating to people and things.

Blind is a central visual acuity of 20/200 or less in the better eye, with correction or a peripheral field of vision so contracted that its widest diameter is less than twenty degrees.

Behavior Disorder is a pattern of situationally inappropriate inter-person or intrapersonal behavior which is exhibited over an extended period of time and to a significant degree, and which cannot be explained by intellectual, sensory, neurological, or general health factors. The term never includes children who are autistic; it may include children who are socially maladjusted if it is determined that they are also behavior disordered.

Certified IEP time unit means that specific period of time set aside for special education and related services under an approved individualized education program.

Deaf is a severe hearing impairment with an unaided pure tone average of 500, 1000, 2000 Hz in the better ear of 70db (ANSI) or more and which results in a deficit in processing linguistic information through hearing, with or without amplification.

Deaf-blind is concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that such students cannot be accommodated in special education programs solely for deaf or for blind children.

Emotionally disturbed is a serious pattern of behavior which enables a child to be classified as behavior disordered and which is so severe as to require special education services for the full school day or longer and for which extended individual therapy/counseling or other related services are needed. The term includes children who are schizophrenic.

Hearing Impaired - a student whose auditory sensitivity and acuity is so deficient as to interfere with educational performance. It includes Deaf and Hard of Hearing students.

Handicapped child means an exceptional child whose exceptionality is not gifted or talented.

Hospital or Homebound is an exceptionality for a student enrolled in regular education who, as a result of physical illness, accident, or the treatment thereof, is not able to be moved from the hospital or home environment for the provision of regular education services.

Learning disabled is a severe and unique learning problem as a result of significant difficulties in the acquisition, organization, or expression or specific academic skills or concepts. These learning problems are typically manifested in school functioning as significantly poor performance in such areas as reading, writing, spelling, arithmetic reasoning or calculation, oral expression or comprehension, or the acquisition of basic concepts.

The term includes such conditions as attentional deficit, perceptual handicaps or process disorder, minimal brain dysfunction, dyslexia, developmental aphasia, or sensorimotor dysfunction, when consistent with the criteria listed in Bulletin 1508. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor handicaps, mental retardation, a behavior disorder, or economic disadvantage.

Mentally retarded is significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

Multihandicapped is concomitant impairments (such as mentally retarded-blind; mentally retarded-orthopedically impaired), the combination of which causes such severe educational problems that they cannot be

accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

Non-Categorical Preschool Handicapped is an exceptionality in which children ages three through five are identified as having a handicapping condition which is described according to functional and/or developmental levels as mild/moderate or severe/profound.

COMMENT: Children who exhibit a severe sensorial impairment, severe physical impairment or who are suspected of being autistic, gifted, or talented or severe language disordered can be identified categorically.

Occupational therapy means:

1. Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation.
2. Improving ability to perform tasks for independent functioning when functions are impaired or lost.
3. Preventing, through early intervention, initial or further impairment or loss of function.

Orthopedically handicapped refers to a severe orthopedic handicap which adversely affects a child's educational performance. The term includes handicaps caused by congenital anomaly (e.g., clubfoot, absence of some member); impairments caused by disease (e.g., poliomyelitis, bone tuberculosis) and handicaps from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

Other health impaired refers to limited strength, vitality, or alertness, due to

chronic or acute health problems including heart conditions, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

Physical education means the development of physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, and individual or group games or sports. The term physical education includes regular physical education, modification in the regular physical

education program to accommodate the LRE needs of exceptional students, and adapted physical education for handicapped students identified as being in need of such. Physical education, other than adapted physical education, shall be provided by a special education teacher, a regular education teacher, or a physical education teacher, consistent with the school system policy for providing physical education to non-exceptional students.

Physical Therapy is --

1. Evaluating handicapped students by performing and interpreting tests and measurements of neuromuscular, musculoskeletal, cardiovascular, respiratory, and sensorimotor functions.
2. Planning and implementing treatment strategies for students based on evaluation findings.
3. Maintaining the motor function of a child in order that he can function in his educational environment.
4. Administering and supervising therapeutic management of handicapped students and providing inservice education to parents and educational personnel.

Related services means transportation and such developmental, corrective, and supportive services as are required to assist an exceptional child to benefit from special education and includes speech, hearing/language services, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, interpreter services, orientation and mobility and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

Severe language disorder is a type of communication impairment which results from any physical or mental condition which seriously interferes with the development, formation, and expression of language and which

adversely affects the educational performance of the student.

Significant loss is a regression in a skill and a rate of acquisition of a skill which when compared to the initial rate of acquisition or regression and reacquisition rates of normal students, indicates that the attainment of the long range educational goals of a child will be impossible.

Special education shall be any program of instruction within the pre-school, elementary, and secondary school structure of the state, specifically designed to provide for different learning styles of exceptional children. This instruction shall be in alternative education settings which meet the standards of the State Board and are approved by the Department, and implemented according to an Individualized Education Program.

Speech impaired is a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment which adversely affects a child's educational performance.

Talented is possession of demonstrated abilities that give evidence of high performance in visual and/or performing arts.

Visually Handicapped is a visual impairment which, even with correction, adversely affects a child's educational performance. The term visual handicap includes both blind and partially seeing children.