

**Archdiocese of Philadelphia**



# **Physical Education Guidelines**

**Grades 7 and 8**

**2004**

# Seventh and Eighth Grade Physical Education Guidelines

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# 7th & 8th Grade Physical Education Guidelines

## Mission Statement

As Catholic educators, we are committed to teaching the whole child academically, spiritually and physically. Through the physical education program students will be encouraged to grow, challenge themselves, and foster their individual talents to be the best Christians they can be. Teaching the value of physical activity and its contribution to a healthy, active lifestyle is integral to our goal of lifelong fitness.

### How to use these guidelines:

The thrust of physical education is physical activity, teaching the child the benefits of being physically active. Nationally, statewide and locally, standards were implemented to address concerns for children's health and safety. Physical education teachers should be using the standards as guidelines incorporating the objectives in their lesson plans.

## Archdiocese of Philadelphia Physical Education Standards for grade levels Kindergarten through 8

- 1. Movement Skills.** Physical performance involves competency in a wide range of motor, non-motor, and manipulative skills. Learning is developmental, building simple movements into more complex patterns.
- 2. Physical Activity.** Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. Regular physical activity is necessary to sustain fitness and health.
- 3. Safety and injury prevention and personal responsibility.** Learn skills to ensure health and safety such as conflict resolution, accepting responsibility for yourself and others, treating others with respect and using safe practices.

## **Seventh and Eighth Grade Objectives**

### **Standard 1: Movement Skills**

- 1.1 Uses skill combinations and displays appropriate use of speed, force and form with enough competence to be an effective and contributing player in selected games and sports.
- 1.2 Compares and contrasts the use of movement skills as to transfer the skill from one sport/activity to another and sets goals to improve skill performance.
- 1.3 Uses offensive, defensive and cooperative strategies in physical activities.
- 1.4 Demonstrates a variety of movement sequences as found in dance, jump rope and other rhythmic activities.

### **Standard 2: Physical Activity Skills**

- 2.1 Completes a health-related fitness assessment and develops a plan for maintenance or improvement.
- 2.2 Participates regularly in activities to enhance a healthy and active lifestyle.
- 2.3 Assesses and monitors physiological responses before, during and after exercise and modifies activity appropriately in response.

### **Standard 3: Safety and injury prevention and personal responsibility**

- 3.1 Demonstrates respect for differences, fair play, and sportsmanship in physical activity settings.
- 3.2 Applies safety procedures, rules and etiquette in physical activity settings.
- 3.3 Analyzes the role of self-responsibility for personal safety and safety of others during physical activity.

## Assessment

Today, there is an increasingly greater demand for accountability and assessment in physical education. Assessment is the gathering of information about the student's level of learning and achievement. A variety of assessment techniques should be used to gain a meaningful understanding of student progress.

### Assessment Techniques

**Authentic Assessment:** This assessment is done in a real-life setting. For example, observe a particular skill in the context of a game rather than isolated, as in a skill test.

**Alternative Assessment:** This assessment differs from traditional (i.e. multiple choice, true/false, essay, standardized) assessment by using tools such as written tests with an emphasis on open-ended questions, structured observation, portfolios, role playing, student projects (i.e. Draw a picture, make a video) and student logs or journal.

**Performance Assessment:** This assessment is the observation of a student demonstrating or performing a particular skill. An example would be fitness testing or skill testing.

These examples of assessment tools and techniques are not a comprehensive listing, but just a sampling that may be used to make inferences about student learning.

### Rubrics

These scoring guides are used to measure the quality of the results of the assessment. These guides should be clearly stated to the students before the assessment is given. A range of 1-4 qualitative levels is most common.

#### Sample Rubric for an Overhand Throw

- 4 - Consistently performs an accurate overhand throw in a game-like situation.
- 3 - Frequently performs an accurate overhand throw in a game-like situation.
- 2 - Occasionally performs an accurate overhand throw in a game-like situation.
- 1 - Seldom performs an accurate overhand throw.

## **Inexpensive Equipment Ideas**

- foam noodles (from the dollar store) cut up as hockey pucks, "treasure" for "Fort Knox"
- squares of tulle for juggling scarves, other fabric for flags for football flags and tag games
- plastic shower curtains for Math Maze
- cardboard boxes as target for throwing or shooting games
- free or donated tennis balls from tennis clubs, etc.
- hula hoops, nerf balls, plastic stacking cups from the dollar store
- carpet squares for "ice" skating
- large bed sheets or blankets as parachutes
- large balloons for volleying
- coat hanger racket made from pantyhose
- newspaper balls
- sock "tail" balls (put a tennis ball in the toe and tie a knot in the sock)
- two liter empty soda bottles for bowling pins
- broomsticks as lummi sticks
- traffic cones as batting tees
- plastic bottles with the bottom cut off at an angle as a scooper or catcher
- balls can be made from yarn or paper covered with tape

## Characteristics of the Junior High School Student

The following characteristics encompass many aspects of the child in this age group. These characteristics are meant to be a guide for observing children of this age. They are not universally accurate as all children develop at different rates as individuals.

Children at this age:

- Show more pronounced sex differences with girls developing more rapidly than boys
- Have a developing interest in fitness
- Are more interested in organized sports
- Develop more complex sports skills
- Have a longer attention span
- Are curious to test personal limits
- Enjoy being challenged
- Like physical contact
- Are self-conscious
- Have a strong perception of justice
- Are self-assertive and may appear selfish
- Have strong emotions
- Do not lose willingly

## **Tips For Teachers**

1. Begin each class with a prayer.
2. Use games which are all-inclusive and do not eliminate students.
3. Use small, flexible groupings of students to allow more playing time and less waiting time.
4. Stress health-related fitness and an appreciation of physical activity (e.g. junior high students should have a working knowledge of heart rate monitoring)
5. Prepare children for physical fitness for life, with activities such as jogging, tennis, walking, dance, and strength training.
6. Use different teaching strategies instead of always using the traditional whole group command style.
7. Use a variety of game ideas.
8. Attend physical education workshops as offered to keep activities up-to-date.
9. Stress cooperative games and team communication skills rather than the traditional teacher directed activities.
10. Give the class responsibility for student led activities (warm-ups, games, etc.)
11. Teach student-directed conflict resolution.

Physical education should encourage students to:

- handle problems in appropriate ways.
- be considerate to self, others and environment
- communicate in a way that is helpful and supportive.

Students should be dressed appropriately (sneakers tied, no jewelry, etc.)

## References

*Team Building Through Physical Challenges*, Midura/Glover, Human Kinetics publishing  
ISBN 0-87322359-4

*More Team Building Challenges*, Midura/Glover, Human Kinetics publishing  
ISBN 0-87322-785-9

*Children Moving (A Reflective Approach to Teaching Physical Education)*, Graham/Holt-Hale/Parker, Mayfield publishing  
ISBN 0-7674-1748-8

*On the Move (Lesson Plans to Accompany Children Moving 5th Edition)*, Holt-Hale, Mayfield publishing  
ISBN 0-7674-1751-8

*Elementary P.E. Teachers Survival Guide*, Carpenter/Tunnell, Parker publishing  
ISBN 0-13-302993-X

*Health-Related Fitness for Grades 5 & 6*, Hopper/Fisher/Munoz, Human Kinetics publishing  
ISBN 0-88011-480-0

*Success Oriented P.E. Activities for Secondary Student*, Bud/Turner, Prentice Hall publishing  
ISBN 0-13-447434-1

*Get in the Game: U.S. Tennis Association - Curriculum Guide*, USTA 215-322-6789  
ext. 239

*U.S.A. School Tennis Curriculum (8th Edition)*, U.S. Tennis Association USTA 215-322-6789  
ext. 239

*The Physical Education Teachers Book of Lists*, Marian D. Milliken, M.Ed., Parker publishing  
ISBN 0-13-021334-9

*201 Games for the Elementary Physical Education Program*, Jerry D. Poppen, Parker publishing  
ISBN 0-13-042061-1

*Teaching Kids How to Play*, Randy Stone, Progressive publishing  
ISBN 0-9711046-0-3

*P.E. Teachers Complete Fitness & Skills Development Activities Program*, Jeff Carpenter Parker publishing

*Game On*, Doyle/Harkness, Human Kinetics publishing  
ISBN 0-7360-3446-3

*The Cooperative Sports & Games Book*, Terry Orlich

*Follow Me*, M.A. Tolbert

*New Games*, A. Fluegelman

*More New Games*, A. Fluegelman

*Teachers Guide to Elementary School Physical Education*, Cochran/ Wilkinson/Furlow

*P.E. Teachers Skill, Skill Activities Guide*, Lowel F. Turner

*Games to Keep Kids Moving* (for Grades 3-8), Bob Dieden

*Field Day Survival Guide for Planning the Best Field Day Ever*, Krista Winn, Great American publishing

*The Best of Great Activities* (for Gr. K-6), Great Activities publishing  
ISBN 0-945872-09-7

*Physical Education Fireworks*, Jane B. Doss, Great Activities publishing  
ISBN 0-945872-12-7

*Foundations of Personal Fitness*, Don Rainey and Tinker Murray, Glencoe Publishing  
ISBN 0-07-845128-0

## **Other Publications**

2002 K-8 Physical Education State Standards Workshop, Artie Kamiya, Great Activities Publishing 1-800-927-0682

## **Periodicals**

*Great Activities* (Newspaper for Elementary & Middle School P.E. Teachers)  
Ordering Hotline 1-800-927-0682 (5 issues per year)

## Internet Resources

[www.pe.central.org](http://www.pe.central.org) P.E. Central

[www.greatactivities.net](http://www.greatactivities.net) Great Activities

[www.sportime.com](http://www.sportime.com) Sportime (look for activity guides and resources)

[www.flaghouse.com](http://www.flaghouse.com) Flaghouse (look for activity guides)

[domains.cyberbeach.net/pedigest](http://domains.cyberbeach.net/pedigest) Physical Education Digest

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

[www.aahperd.org](http://www.aahperd.org) AAHPERD

[www.sportime.com/pe-talk](http://www.sportime.com/pe-talk) - P.E. Talk

[www.cooperinst.org/5.htm/](http://www.cooperinst.org/5.htm/) - Fitness Gram

[www.corpcomm.net/~gnieboer/gamehome.htm](http://www.corpcomm.net/~gnieboer/gamehome.htm) - Games Kids Play

[www.shapeup.org/](http://www.shapeup.org/) - Shape Up America

[www.fitnesslink.com/changes/kids.htm](http://www.fitnesslink.com/changes/kids.htm) - Fitness Link

[www.ericsp.org/](http://www.ericsp.org/) - Eric Clearinghouse

[www.bennygoodsport.com](http://www.bennygoodsport.com) Benny Good Sport

[cdc.gov](http://cdc.gov) Dept. of Health & Human Services Center for Disease Control (look for physical activity, nutrition and health)

## Music Resources

Please review all music for content before being played. Some examples of music are:

- Disney
- Music from the 50s & 60s
- Jock Jams

## Warm ups

The importance of starting every class with a warm-up activity cannot be over emphasized. Warm-ups prepare the body for vigorous activities and help prevent injuries. A warm-up should include elevating the heart rate, stretching the major muscle groups (upper and lower body), and increasing flexibility.

Some examples include:

- Jogging for one minute
- Arm circles
- Bent-knee toe touches
- Right over left leg stretches
- Jumping jacks
- Dancing
- Trunk twist
- Lower back stretch
- Balance on one foot
- Push ups
- Rope jumping

**Fitness Lines:** Each row of students does one activity, then all move to next activity after one minute. Activities may include:

- Jogging in place
- Jumping jacks
- Skiers (feet together, jump to right, then left, as though going down a mountain)
- Straddle jumps
- Arm circles
- Trunk twists
- Roman Soldier (in push-up position, take right hand and touch left shoulder, then left hand to right shoulder. Repeat)

**Whistle Drill.** On signal, students slide left, right, forward, and backward.

**Stretches:**

- Quadriceps: holding ankle, pull leg toward body
- Figure four: sitting with one leg extended, other leg bent inward
- Shoulder Stretches: Sitting on floor with legs extended, arms stretch out straight behind body.
- Start at head and work down body. Head roll, shoulder shrugs, arm circles, bend and circle at waist, toe touches, hamstring stretch, knee up to chest, calf stretch, ankle rolls, toe raises.

**Laps:** While children are warming up, a leader tosses a ball. Every time the ball drops, the class does one lap.

**“Create a warm up”** – Individual or groups of students compose and then lead a class warm up incorporating cardiovascular activities, stretching of upper and lower body and strengthening exercise.

Example of a basketball warm up activity:

**Basketball skill and conditioning circuit**

<b>Station</b>	<b>Description</b>	<b>Scoring</b>
<b>Layups</b>	dribble around cones and back in for a lay up	2 points per basket
<b>Rebound</b>	toss a nerf ball up against the wall and jump to catch it with feet off the ground	1pt per catch made
<b>Dribbling</b>	dribbling in and out of cones	1 pt for every time through
<b>Shooting</b>	shooting from different areas for points	2 pts inside the key, 3 pts outside
<b>Bounce pass</b>	2 lines, bounce pass and go behind opposite line	1 pt per individual catch
<b>Agility</b>	2 lines, 10 feet apart. 4 beanbags Pick up beanbag, bring to opposite line, repeat	1 pt per beanbag moved

# Basketball

## Simple Basketball Rules

1. Five players on each team.
2. A goal is scored when the ball passes through the basket (2 points scored).
3. Foul throws score one point.
4. The ball must be dribbled, no running with ball or kicking.
5. No sending the ball out of bounds.
6. A team is awarded a throw-in at the place where the opposing team caused the ball to go out-of-bounds.
7. Defensive team gets possession of the ball when the offensive team commits a foul which include:
  - a. Holding, pushing, tripping, and charging.
  - b. No contact with a shooting player.
  - c. No rough play.
  - d. No double dribble (dribbling ball with two hands).

## Three-Pass Sideline Basket with a Twist

Divide class into two equal teams lined up on opposite sides of gym. Each team counts off consecutively so there are corresponding numbers on both teams. Call out five random numbers. Those players come to center and face their own basket. The teacher gives the ball to one player. At the signal, all players scatter away from the center to get open for a pass. This game is a **pass only game**. No one can run with a dribble the ball.

- Three-second time limit on all passes
- Ten second pass distance limit
- Specify the pass allowed (chest only, bounce only)
- Player with the ball can pass to a center player (one of five numbers called) or a sideline player within three seconds.
- Play is one-on-one: each player may only block or intercept from his/her own player, not anyone else.
- Players must keep arms length distance from each other
- No physical contact
- No stealing from hands, no knocking it away, only interceptions on a pass to gain possession
- Play is continuous. If a pass is missed, possession goes to opposite team.
- If the ball goes out of bounds, the sideling corner gets the ball and play continues.

### Scoring:

After one team has made three or more continuous passes, they may attempt to shoot a basket as follows:

- Must be shot from inside the “paint” or zone.
- No outside shots allowed.
- No rebound, if the shot is made, two points are scored and the ball goes back to the center again.
- If the shot is missed, the other team gains possession of the ball at the corner.
- No player shoots twice until every player shoots once.

### **Basketball Golf**

Divide class into teams. Each team will need a target (basketball net, trash can, etc.) Have each team arrange 9 poly spots or markers around their target (some close, far, and at different angles). Have them decide which spot they will start at (hole 1, 2, etc.) The first person stands on the spot and tries to get the ball into the basket or can. They have 6 chances to get it in the target. The scorekeeper records the score. Game ends when all holes have been completed. The lowest score is the winner.

### **Scooter Basketball**

Divide the class into two equal teams. Have one team wear pennies. Teams stand on sidelines opposite each other. Five players from each team go to the middle of the court and sit on scooters next to an opponent whom they will guard when their team is on defense. A player’s bottom must always be on the scooter. Place baskets on tumbling mats on opposite ends of the court.

Start the game with a jump ball at mid court. Play using the rules for basketball, but without dribbling and with the following modifications. Players may move the ball by either carrying it, passing it to a sideline player (sideline players may not shoot baskets), passing it to another player on a scooter, or shooting a basket.

### **Card Sharks Basketball Passing**

Divide students into pairs. Gather students in front of you and explain that they will be working on chest and bounce passes. Pinpoint two students to demonstrate a correct bounce and chest pass. Then, explain to students that they will be using a deck of cards in a game that involves these two types of basketball passes. A black card will represent bounce passes while the red cards will represent chest passes.

The teacher will hold the deck cards while standing in the center of the gymnasium, and one person from each partnership will come up and draw a card, then returns to his/her home, where the partner is holding the ball. The team then performs the type and number of passes indicated on the card. For example:

- 10 of Spades = 10 bounce passes
- King of Hearts = 13 chest passes
- Ace of Clubs = 1 bounce pass

As soon as the task is completed, one member of the partnership places the card in his/her pocket, runs and draws another card, and play continues. When the deck is completely drawn, students count # of cards each has in their pocket. Shuffle all the cards and begin again.

### **End Ball**

This game is played with a playground ball. The players form two teams. One third of the players on each team are end men and the others are guards. The object of the game is for a guard to throw the ball over the heads of the opposing guards to one of his own end men while the end man has both feet in his end area. A point is earned for each successful pass. The game may be played in three to five minute halves with one to two minutes rest periods between halves.

The game is started with a toss-up between two opponents who have come to the center; one player stands on each side of the centerline and each player attempts to bat the ball to his own guards. Play is continuous. When an end man receives the ball, he immediately throws the ball back to his guards. A guard may pass the ball to another guard or attempt to score with a throw to his end men. A ball that goes out of bounds is recovered by a near-by player, brought inside the boundary line at the point where it went out, and put into play.

It is a foul for a guard to step across the centerline or into the opponents end area. The ball is given to the nearest when a foul is committed. The team that scores the highest number of points within the playing time wins the game.

### **Teaching suggestions:**

- Teach quick passing, accurate catching, distance throwing, and guarding and intercepting throws.
- Rotate the players so that all team members play different positions on the floor.

### **Captain Ball**

Teams are composed of a Captain, three forwards and three guards. The guards throw the ball to their forwards who attempt to pass the ball to their Captain. The Captain and the three forwards are each assigned to respective circles and must ALWAYS keep one foot inside the circle. Guarding these circle players are the three guards. Game is started by a jump ball at the centerline by two GUARDS from opposing teams. The guards can rove in their halves of the court but MUST NOT ENTER the circles of the opposing players. The ball is put in play after each score by a guard throwing the ball inbounds from the side of the court.

## **Basketball Snatch Ball**

Game is played with six to fifteen players on each team, one full court. Each team occupies one side of the court. Players are numbered consecutively and must stand in this order. There are two balls, laid in two hoops, one on each side of the centerline, in the middle. The teacher calls a number and the player from each team with that number runs to the ball on his side of the court, dribbles to the basket and takes one shot (try to make the shot). The player then dribbles back to the circle the ball came from and replaces the ball. The first player to return the ball to the circle scores a point for the team. Keep track of the numbers called so all players get an opportunity to have a turn at shooting and dribbling. Suggestion: In returning the ball after shooting, emphasis should be placed on legal dribbling and passing. In the hurry to get back, illegal traveling can occur.

## **Softball/Basketball**

Half of the players are scattered in the field. The other players are batters and are positioned behind home plate. The players are numbered on each team consecutively. For each number, there is a player on each team. Players in the field must be behind the restraining line until the ball is batted. The teacher calls out a number, that person positions himself, under or near the basket, while the home player picks up the ball and bats it with his hand. The ball must stay within the base boundaries. As soon as the ball is struck, the batter runs around the bases. If the basket is made before the batter runs around the bases and reaches home plate, the batter is out. If the runner is successful in scoring at home plate before a basket is made a point is scored for the home team. Players in the field must not TRAVEL with the ball.

## **Hands Up**

Twenty foot area. Team #1 in center, Team #2 stand outside of Team #1 twenty feet apart. Outside team tries to pass ball across other players in the middle who have their hands up to prevent the passes. Two points are scored for each successful pass to team players on opposite end of line.

## **Base Basketball**

There are two teams, one team at bat, the other team in field. Each team counts off so there are corresponding numbers for fielders and hitters. Person up to bat throws the basketball and then runs around 3 bases and back home before fielders pick up ball and throw it to the person in the field who has the same number as the thrower. This person has to run to the basket awaiting the passes from his teammates. If they shoot and make it before the runner gets home, there is no score for the team at bat.

## **Volleyball Basketball**

Net Up. Home team is behind the plate (cone set up on the side of the volleyball net). Fielders are scattered on one side of the volleyball net. Person at bat throws volleyball over the net. He runs around the net and back to the cone. The person who receives the ball over the net tries to make a basket. If he scores, then the person is out. If runner passes home before basket is made, the runner scores a point for his team.

## **Sideline Basketball**

Three or four active players can play the game from each team. The remainder of the players stand along the sideline and catch and pass the ball to the active players. Those on the sidelines may not shoot, nor may they enter the playing court. Active players may pass and receive the ball from the sideline players. The game starts with the active players occupying their own half of the court, and the game is started with a jump ball. After each score, the ball is put in play from under the basket by the team scored upon. After two or three minutes, the active players switch places with the sideline players and new active players enter the game. All other players move down three places on the sidelines. Sideline players may not pass to each other but must pass back to an active player on their team in an attempt to score. Sideline players should be well spaced along the sidelines.

Skills: All basketball skills

## **Twenty-One**

Each child is permitted a long shot (from a specified distance) and a follow-up shot. The long shot, if made, scores two points, and the short shot one point. The shooter must recover his/her own short shot and this follow-up shot must be made from the spot where it is recovered. The normal one-two step rhythm is permitted on the short shot. The first player scoring a total of 21 points is the winner. If the ball fails to touch the backboard or ring on the first shot, the second shot must be taken from the corner.

Skill: Shooting

## **Around the Key**

Spots arranged for shooting around the perimeter of the key. A player begins at the first spot and continues to shoot as long as he makes the shot from various points. When the players miss, the next player begins in the same rotation. All players must successfully make each shot from each position before they are finished with the game. The winner is the player who completes the cycle first or who has made the most progress.

Skill: Shooting

## **Five Passes**

Using only half of the basketball court, two teams, four or five players on each. The object of the game is to complete five passes (consecutively) and score a point. On one court, two games can go on at the same time, one in each half. The game is started with a jump ball at half-court. The teams observe regular basketball rules in ball handling, traveling and fouling. A team, who count out loud as the passes are completed, must make five consecutive passes. The ball must not be passed back to the person from whom it was received. No dribbling is allowed. If the ball is fumbled or improperly passes, the count begins again. After a successful score, the ball is again thrown up as a jump ball at the free-throw line. Fouls are given a free throw, which can score a point. Teams should be well marked to avoid confusion.

Skills: Passing, Guarding

## **Baseball and Softball**

Basics skills to develop:

- Base running
- Throwing
- Catching
- Fielding
- Pitching
- Batting

### **Softball Lead-up Games**

#### **Hemenway Ball**

The players form two teams of five to ten members on each team. A centerline divides the play area lengthwise; a home line is marked across the near end and a base line across the far end of the play area. A batters box is marked just to the left and a pitchers box just to the right of the intersection of the center and home lines.

The players in each team are numbered for batting order. One team plays in the field, while the other team is at bat. After three “outs”, the teams change places. The team in the field is scattered over the playing area in front of the home line. When a team first takes its place at bat, the number-one batter stands in the batters box to bat while the number-two batter stands in the pitchers box and tosses a volleyball to the batter, who bats it with his fist. If the batted ball falls short of the home line, it is a foul ball and the batter bats another ball; the batter cannot run on a foul ball. If he hits a fair ball any ball falling into the play space beyond the home line he runs to the base line on the left-hand side and back to the home line (he runs to the base line on the left-hand side and back to the home line on the right-hand side of the center line). One point is scored if he returns to the home line without being put “out” by caught fly ball, or being tagged with the ball, provided the fielder has not run with the ball. Also, the batter is “out” if he steps across the centerline while he is running.

Both teams play an equal number of turns in the field and at bat, or for an established number of innings.

#### **Around the Base**

45-foot bases

The object of the game is for the team to have each member run the bases one at a time. The team on the inside of the diamond has the first runner start at home base and run around all 4 bases. As the runner completes the round and steps on home plate, the next player on the team runs the circuit of bases. Time each team.

## **Overtake Throw**

30-foot circle

Form several circles with 8 to 10 players per team. Two teams are on one circle. The object of the game is for the teams to lineup every other person on the circle. The captains throw the ball to each person on their team (which is every other one on the circle). The captains try to go past the other captain. Both throw the ball around the circle clockwise. Start on opposite sides of the circle. The skills developed will be throwing and catching. Vary from the overhand throw to the underhand throw.

## **Zigzag Throw**

Throw or pitch the ball down the lines using a zigzag pattern and then throw or pitch the ball back up the line. The first line finished wins point or a run.

## **Bat Ball**

The batter hits the ball and runs up around first base and back home. The runner cannot stop at the base but must go all the way home. The fielding team may throw the ball at the runner after 3 passes have been made. The runner must run to all 3 bases, and then go home without stopping. Fielders may not run with the ball nor hold it for more than 3 seconds.

## **Target Pitch**

Needed are softballs and a poster board target. Hang poster board targets on a wall 45 feet behind a line. Each student throws at the target and gets a point each time the target is hit. Students stay up at the line as long as they keep hitting the target. Players retrieve their own balls and hand them to the next one in line.

## **Danish Rounder**

The pitcher throws the ball slightly over the head of the batter who tries to hit the ball with the hand. The batter runs to first base regardless of whether the ball is hit. The ball is returned to the pitcher. If the pitcher touches the ground with the ball in hand then anyone off base at that time is out.

## **Throw Softball**

The batter catches a pitched ball and throws it into the field. The rules now are the same as for softball. The fielders throw the ball to get the runner out.

## **Line Ball**

A bat and ball are needed. The batter hits a grounder and attempts to get it past the opposing team fields the ball and does not let the ball over the end line. They now give it to their batter who attempts to hit past the other teams end line. They now give it to their batter who attempts to hit past the other teams end line. Score a run with each ball over the end line.

## **Long Ball**

The batter scores a run for the team by hitting the ball into fair territory and getting to the far base (2) without being put out. The batter is out if the ball is caught or the base is tagged before the runner gets there. First and third bases are used to determine foul territory. Many batters can be on the long base one at a time. Use a mat for base. Determine the number on the base before the game begins.

## **Smash Ball**

Game is played in teams of 4 or 5. Pitcher throws an underhand pitch to the batter who hits the ball with a paddle or racquet and runs the bases without stopping. The fielders must throw the ball to first, second, third and home without stopping. There are no automatic outs (no strike outs, no walks, and no fly balls caught for the out). The runner is racing the ball around the bases.

Bases are about 20 feet apart. Players switch positions every inning, and innings switch after each team member bats.

## **Cooperative/Group Games**

### **Island Game**

Several mats spread out on the gym floor representing islands, and one larger mat or area designated as the rescue ship (large enough to fit the entire class). Have several long jump ropes and scooters placed on each island and rescue ship. On the signal to begin, the students go from island to island using the ropes and scooters and try to reach the rescue ship. The game ends when all have made it to the ship or time limit. If any part of your body touches the floor you must return to a different island. Distances between island and rescue ship, and the amount of equipment may vary making the game more difficult.

### **Steal the Treasure**

Players must try to steal the gold from the other teams bank; however players may only grab one gold nugget at a time. When they venture into the enemy's territory, players may be tagged and jailed by an opponent. If tagged they go to that teams jail. The guard may run across the bank when chasing someone but may never guard the gold by standing inside the bank.

Players can escape from jail if a teammate can reach and tag them without being caught; however, if either player is tagged on the way back to their own side both players will go to jail. Players can also escape from jail by grabbing the jail keeper and pulling him or her into jail. If this is accomplished, a jailbreak is declared and all prisoners are free to try and reach safety. Prisoners may not step out of the jail area to grab the jail guard. A player fleeing from jail may not steal the gold on the way to safety.

If a student who has picked up the gold and is trying to reach safety is caught, the gold is returned to the bank and that student goes to jail. The gold may not be passed from player to player.

The game continues until one side has confiscated all of the other teams gold or until all the players from one side are jailed.

### **Overtake**

The players stand in a circle and count off by twos. Those numbered "one" are members of one team and numbered "two" are members of the other team. Each team selects a captain; the two captains stand inside a six-foot circle in the center of the circle of players now composed of the two teams (with no two players from the same team standing next to each other). Both captains have a ball. On a signal, each captain, starting with any team member in the circle whom he chooses, tosses his ball to a

member of his team who tosses it back to the captain. The captain tosses it to the next team member (in a clockwise direction) who, also, tosses it back to the captain. The ball is tossed in this manner clockwise around the circle by both teams at the same time until each ball has been thrown to all members of the team and is back in the captain's hands. One team "overtakes" the other team when its ball passes the ball of the other team as the balls are tossed around the circle.

The team which tosses the ball completely around the circle as described and finishes first with its ball in the hands of the captain scores one point; when a team "overtakes" and finishes first, it scores two points. The team first scoring five points wins the game.

### **Keep Away**

Two teams, each with six to eight players, are scattered over the playing area. A ball is tossed into the area. Players attempt to recover the ball and pass it among their own team members while the opponents attempt to intercept the passes. If two opponents catch a pass simultaneously, the teacher steps in to toss the ball between these two players, who try to bat the ball to their own team members; they cannot catch the ball on the toss-up. The game is very informal. It is continuous and no points are scored.

Players can contribute rules (boundaries, methods of handling the ball, scoring) as the game is played, making Keep Away a more complex game.

### **Ball Move**

Split class into teams of 5 or 6. Have students work together to move a large ball from one end of the gym to another without using their hands.

### **Foot Juggle**

Split class into teams of 5 or 6, have them remove their shoes and lay on their backs side by side to form a circle. See how long they can keep a large beach ball in the air only using their feet.

### **Up-Chuck**

Split class into teams of 6 to 8 in a circle, each person will have one object to throw, designate one object as the "poison". Throw the object in the air at least 5 feet above their head. The group must catch all of the objects except the one designated as poison.

## **Half of The Feet**

Groups of 6 to 8 work together to move as a group across the floor, using only half of the total number of feet in the group (example: the entire group hops on one foot, or moves together doing wheelbarrows etc...)

## **Time Bomb**

Split class into groups of 5 or 6 have them sit in a circle with a ball. The ball is passed/rolled/bounced/kicked back and forth through the circle while music is playing. When the music goes off the person with the ball is frozen. The rest of the group lines up behind the frozen one, then passes the ball over their heads to the last person in the line. This person runs to the front, and then the group does 3 jumping jacks and sits down.

## **Group Juggling**

Have students form a circle in groups of 6 to 8, give each group a scarf have them move clockwise and keep the scarf in the air. This could also be done with a balloon and add to the challenge like not using your right hand, or elbows only, feet only, etc...

## **Kick It Down Relay**

Split class into team of 6-8, they also need to be in pairs with arms locked together. You set up empty 2 liter bottles about 30 feet away, one for each team. The pairs need to run down with arms locked together and knock down the bottle, they come back and high five the next pair who needs to run down and set the bottle back up using their feet only. Whichever team sets the bottles up the most at the end of a 4-minute time wins.

## **End Ball**

This game is played with a playground ball. The players form two teams. One third of the players on each team are end men and the others are guards. The object of the game is for a guard to throw the ball over the heads of the opposing guards to one of his own end men while the end man has both feet in his end area. A point is earned for each successful pass. The game may be played in three to five minute halves with one to two minutes rest periods between halves.

The game is started with a toss-up between two opponents who have come to the center. One player stands on each side of the centerline and each player attempts to bat the ball to his own guards. Play is continuous. When an end man receives the ball, he immediately throws the ball back to his guards. A guard may pass the ball to another guard or attempt to score with a throw to his end men. A ball that goes out of bounds is

recovered by a near-by player, brought inside the boundary line at the point where it went out, and put into play.

It is a foul for a guard to step across the centerline or into the opponents end area. The ball is given to the nearest when a foul is committed. The team that scores the highest number of points within the playing time wins the game.

#### Teaching suggestions:

- Teach quick passing, accurate catching, distance throwing, and guarding and intercepting throws.
- Rotate the players so that all team members play different positions on the floor.

### **Chicken Hoop Ball**

Equipment needed is 4 hoops and 1 rubber chicken.

Divide class into 2 teams.

First team's up batters (throwers) throw the chicken into outfield. Whatever line-up they start with must stay the same throughout the game. Throwers must stand inside home base (hoop) while throwing the chicken.

Outs- if the chicken is caught on a fly, or if an outfielder, with the chicken, tags a runner With the chicken or tags a base before a runner.

Runners must run and enter all bases (hoops). They may stay on any base as long as they like, and there can be any number of runners on each base. But once they are inside hoop if any part of their body touches the outside of the hoop, they must advance to next base. They do not have to run to next base once the chicken had been thrown, or if another player on the same base runs to next base. Runners may not step outside of hoop until chicken is thrown nor can they overrun any bases. Outfielder cannot throw the chicken at a runner. They cannot block a base from a runner, or put foot into hoop unless they are holding the chicken. If an outfielder throws the chicken at a runner or hits (not tags) a runner with the chicken, Send the runner home and award two runs. Play until three outs, and then reverse positions.

### **Blinded Four Corners**

Place one traffic cone in each corner of gym. Attach activity sign with an exercise on it to each traffic cone.

Choose one player to start. Blindfold them and stand them in the center of the gym. All other players choose any corner of the gym to start out the game.

When game begins, have players be quiet. Blindfolded player chooses any corner of the gym and points in that direction. (After players get used to which exercise is in

which corner of the gym, they may just call out the exercise instead of pointing to a corner.)

Players standing in the corner that the blindfolded player points to now must do the exercise on the activity sign and are now eliminated from the game. They go to an assigned area of the gym and watch quietly (they cannot give any hints to disclose where players are located). Game goes very quickly therefore players are not standing around too long.

Give remaining players 5 seconds to get to a different corner of the gym before the blindfolded player chooses another corner to point to. Any player not at a corner before the 5 seconds are up is now out and takes a place with the other eliminated players. This continues until all players are eliminated except one who now becomes the next blindfolded player. Players realize that this is an auditory game and will try to trick the blindfolded players by creating sounds going in one direction and quickly change their direction to a different corner.

### **Last Person Standing**

This activity is a lead-up game for flag football. You'll need flag football belts and four cones to mark the playing area. You may also use any type of scarves or blanket binding tucked into sides of pants.

The students will be divided up into four teams. Each team will stand in a line on one of the four sides of the square. Every player, on each of the four teams, will have a number and be wearing a flag football belt. When a player hears his number called, he must go into the square and try to pull the flags of the opponents on the other three teams. When a player's flag is pulled, he or she must return to their team's side of the square and wait until the round ends to get the flag back. The rounds go very quickly. The last player still in the square wins the round. To add another element, I sometimes allow the players on the square to pull the flags of anyone they can reach from behind the line. You can also call more than one number at a time; then two or three can work together. This adds a more dynamic situation to the game.

### **Bombardment**

The play area is divided into two equal courts by a line marked across the center; boundary lines are marked along the sides, and goal lines across both ends. One team is placed in each court and an equal number of Indian clubs are placed across the width of the courts on each goal line. The players attempt to knock over the opponents clubs with a ball thrown by a player from within his team's court. Each club knocked over scores one point. The club is immediately set up again. Play is continuous until either team makes five points and wins the game.

Two basketballs or volleyballs are used for the game. A player from both teams made from their respective goal lines starts the game with a throw. The balls may be thrown to

a teammate or into the opponent's court at the start of the game and during the game. Balls must be thrown from where they are caught; however, a near-by player recovers out of bounds balls, including those, which have knocked over a club. They are brought into the court and put into play at the point where the ball went out. Players cannot enter the opponent's court. If a player in any manner knocks over a club on his team's goal line, one point is awarded to his opponents.

**Teaching Suggestions:**

- Use only one ball as the players first learn to play the game. A player on either team chosen by chance throws the ball into play. Play is stopped after each score is made and started again by another player on the team.
- Place scorers in line with both goal lines to facilitate accurate scoring.

**Try This Variation:**

Play until all of the clubs on either goal line are knocked down.

## **Fitness Challenges**

These activities are quick fitness challenges. These activities can be modified to help your students experience success.

### **Push-Up Tag**

Partners get in push-up position facing each other about 3 inches apart. The object is to see how many times each student can touch the partner's hand within the time limit. Caution: Tell students not to pull on the arm or touch anything above the hand.

### **Bottoms Up**

Partners or similar size sit facing each other with the soles of their feet touching and hands behind, supporting their bodies. When ready, both partners push with their feet and attempt to raise their buttocks off the ground.

### **Partner Push-Up/Curl-Up**

One partner assumes a bent-knee curl-up position. The other partner places his or her hands on the feet of the partner, assuming a push-up position. As one partner completes a curl-up, the other partner follows with a push-up.

### **Partner Curl-Ups**

Partners sit facing each other toes touching holding hands. The first person lays back then does a curl-up (when the first person comes up the second person lays down) the other person does a curl-up. (Partners encourage each other to do increasingly better)

### **B-Ball Curl-Ups**

One partner has a basketball standing at the feet of the other partner who is in curl-up position. When your partner comes up you pass a basketball to him, he must toss it back before he reaches the floor.

## Flag Football

### Basic Rules

1. Game starts with defensive team throwing or kicking the ball to receiving team to start game (also after each score and start of 3rd quarter).
2. Defensive players should be 10 yards away when ball is kicked and kicking team must be behind the ball.
3. If the ball does not go at least 10 yards, it must be re-kicked.
4. After 10 yards if the ball goes out of bounds, the opponent can begin play at the point where the ball went out of bounds or on its own 20-yard line.
5. Play begins on their 20-yard line when ball is kicked into the end zone and opponents choose not to run it back.
6. No tackling, blocking, holding or pushing by all carriers or other players. Play stops when flag is pulled on player carrying the ball.
7. Team has four chances to move the ball from one 20-yard line to the next. If they do not make it, the opposing team gets ball at the spot the last play occurred. (If the team knows they cannot complete play in 4 downs, they can punt on the 3rd down.)
8. Teams line up facing each other and cannot move until ball is passed the quarterback. One defensive player guards quarterback, rest can move anywhere on playing field and anyone can catch the ball. More than one pass can be made between players. Play stops when flag is pulled, score is made or ball is fumbled.
9. Touchdown is made when player crosses end zone before flag is pulled.
10. If touchdown is made, team can try for a field goal by quarterback throwing the ball to one of their players in the end zone. Quarterback should be 10 yards out.

Touchdown = 6 points

Pass after touchdown = 2 points

Safety = 2 points

### Flag Tag

Skills: running, dodging, blocking, direction changes, teamwork

Equipment: 2 flags for each player, one half wears red, other half another color. Flags can be made from felt and should measure 12-13 inches long and about 2.5 inches wide. A black line should be drawn 4 inches down in permanent marker.

### One on One combat

Have student choose a partner. One partner gets 2 red flags and other gets 2 white. Each player tucks the 4 inch line into their shorts/sweats on the right and left side, so that the other 8-9 inches are hanging out in plain view all other clothing must be tucked in to avoid hiding the flags under shirts. On "go" player try to grab opponent's flags off

before the opponents can grab theirs. Flags may be dropped on ground to free hands. Both flags must be off in order to get a point. Play best out of 3. Select another opponent must have red flags if you are white.... play again.

### **Team Flag Tag**

Have red flags on one end of play area and white other. On "go" red team tries to pull off all the white flags before white can pull theirs off. Once both flags have been pulled off a player, that player is out of the game. Last team left still wearing flags wins.

Important rules: No player may hold their own flag, no pushing to get a flag, no pulling of shirt or pants, if player falls give them "5" to get up and go, once flags have been pulled off player may not pull any other flags, no picking up dropped flags and putting them back on.

### **Breakout**

**Objective:** To have the most points after 15 min.

**Equipment:** Six footballs, plus one flag set for each player different colors for each team

**Skills:** Running, throwing, catching, and dodging

**Organization:** Two teams with 12 to 15 on each. Played on a field. Three circles, spaced ten yards apart and seven feet in circumference, are on each half of the field, five yards from each goal line. Teams are randomly scattered on each half, with one player assigned to guard each circle. The "prison area" is directly behind each goal line. Team receive two points for each prisoner remaining behind their goal line.

**How To Play:** On a signal, the players from each team attempt to enter the opponents' area to get one of the footballs. If a player is successful, he or she has to run with the ball, or pass it to a teammate, past midfield without having a flag pulled. Player become a prisoner when a flag falls or is pulled off the opponents area; they use hands to protect flags; they run out of bounds to avoid getting caught in opponents territory; or they throw the ball to a teammate who does not catch it. If it is a good throw, and one that should have been caught, the players involved go to prison and the ball is returned to one of the circles. If it is a poorly thrown ball, it is returned to one of the circles and the player throwing it goes to prison. A player does not go to prison when a flag falls off in the player's own territory. Prisoners may leave when a teammate either touches or picks up the ball; they may also take a football, but they must reach midfield without having a flag pulled. A player losing a flag must walk along either sideline to go to prison, and must hold the flag in his or her hand while walking. The game is over when the last football is carried past midfield.

# Football

## Frisbee Football

Part 1 In general space, with partner, one Frisbee per pair. Throw Frisbee to left or right of partner so they must reach out to catch. This follows the cues for throwing to a spot ahead of the catcher. Leading the receiver. Scoring: caught Frisbee= 5 points, if your partner had to reach, add five points. Take five throws and switch with your partner. Add your scores together for your team score.

Part 2 Area with end lines, teams of four, one Frisbee. Each team has four chances to move the Frisbee forward and score, by catching the Frisbee in the end zone or goal area. Start at your defensive goal line, no running to advance the Frisbee, move the line of scrimmage forward if a catch occurs. After four tries to score, the opposing team takes over from their defensive goal line. Scoring: one point for each catch and seven points for a goal.

## Razzle Dazzle Football

Divide your class into four even teams. Play on two fields that are side by side. If sides are uneven, have a student rotate in on every play.

To begin the game have a throw or a kick off. The team that has the ball has 4 downs to bring the ball down the field over the end line. Downs happen when the person with the ball is tagged or when the ball is thrown to another teammate and the ball is dropped.

Teams then line-up on each side of the ball and the ball is passed back to the quarterback and the game begins immediately. The quarterback must be rotated until everyone has had a chance to be quarterback. Anyone may tag the person with the ball.

Upon scoring, the games begin with a kick or throw-off by the scoring team. Interceptions are allowed and the team catching the ball starts at the place they intercepted it and it is from there that they get their four downs. If a team does not score in four downs the ball is kicked or thrown off to the other team.

Throughout the playing of the game it is important for the teach to give feedback about throwing and catching but more important give feedback and demonstrate on occasion how important it is to complete shorter passes during this game. Throwing 4 straight long passes usually doesn't work well.

### **Three Steps**

Three Steps is played with a football. The playing field, sixty or more feet long, is marked with side boundary lines and goal lines. There are from two to ten players on each team. This is a passing game, and whenever the ball is passed over the opponent's goal line, a point is scored.

The two teams are on opposite ends of the field defending their own goal line. A player from either team, selected by chance, starts the game. Upon the signal from the referee, he passes the ball from his goal line toward the opponent's goal. The opponents attempt to catch the pass. If the opponents (the receiving team) catch the pass, the catcher is permitted to move three steps toward the opponent's goal, and he passes from that spot attempting to score. However, if the receiving team does not catch the pass, it must be passed by the player who first touched it after it hit the ground and from the spot where he first touched it. The players on the offensive team (the team passing the ball) must forfeit the pass when any team member does not stay in line with the passer, or stay behind the passer until the ball is passed.

Whenever a ball goes over a side boundary line before a player on the receiving team touches it, it is recovered by a near-by player on the receiving team and played from a spot three steps inside the boundary line at the point where the ball went out of bounds.

Play is continuous with each team passing (offensive) and receiving (defensive) alternately until one team scores, or succeeds in passing the ball over the opponent's goal line. After a score is made, the ball is put into play by the team scored against from its goal line. The players determine the length of the playing period before the game is started. The team that scores the most points within the playing time wins the game.

### **Keep Away**

Two teams are scattered over the area. A ball is tossed into the area. Players attempt to recover the ball and pass it among their own players, while the opponents try to intercept. The game is informal, no points.

### **Field Football**

The receiving team can only advance the ball by passing to another team member. Opposing team attempts to intercept without body contact. If contact occurs, the pass is incomplete.

## **Flash Football**

Pass, catch, punt, and kick - all players can pass and do all the skills listed. When carrier is tagged with two hands, the team has 4 downs to score.

## **Who Will Intercept?**

Team members on one side of a neutral zone try to throw ball to their player on the other side of the neutral zone. Each completed pass counts as 1 point. Loose ball is anyone's ball. Opposing players try to intercept or knock it down.

## **Hike**

Line formation. First one in line walks forward and centers the ball to the next one in line, then runs and becomes the receiver. Take turns.

## **Circle Passing**

Keep passing from one person to the next all around the circle. Try not to drop the ball. Count how many successful catches. Each player takes a turn in the middle of the circle and passes the ball to each one on the circle. Make a relay after proficient at passing and receiving. Give each one a number, all the number, each from every circle runs to the ball and passes to everyone on the circle.

## **Line Passing**

Leader runs out in front, turns, and passes to each one in his line. After passing to last person and receiving the ball, the leader sits. Next person takes a turn, etc.

## **Pass Run Relay**

File formation, leader runs up to a line, turns, passes to the next person in line. Leader now runs to the end of his line. Receiver now runs up, turns and passes to the next person, etc.

## **Tire Run**

If you have access to tires, set them up so students can run through them holding a ball. When finished running through the tires, they turn and pass the ball to the next person who runs and passes.

### **Kick Back**

To kick the ball beyond the opponent's end line is the goal of this game. Ball is put in play halfway between two opponents end inline. If you receive the kickoff, you may take 3 steps and then you kick. A point is scored when the ball goes over their end line. It keeps going back and forth until a point is scored.

### **Handoff Relay**

Shuttle formation. First runner runs to the other line and hands the ball off to the next runner. They run to opposite end and handoff to the next player. This keeps going until all have had several turns.

### **Up and Down**

See which team can finish first in passing the ball overhead and under legs using 2 hands.

### **Target Throw**

Throw a large ball into the air (playground/beach ball) Players try to hit the ball with footballs. Players may run to center area to retrieve footballs but must return to sides to throw at the target.

### **Running Scared**

One team wears flags on belts. Other team pulls their flags. Count.

# **Kickball**

## **One Mat Game**

Batter kicks the pitched ball (which is rolled) then runs to a long base (a mat) placed in the area where a second base would be for baseball. Up to 8 people can be on a mat at one time. If a player kicks a long kick and feels he/she can make it to the base and back home, it can be attempted. Otherwise, the runner stays on the base as long as the maximum number on base does not exceed 8. The runner is out if the ball is caught or the base is tagged before the runner gets to the long base. Fielders must stay out of the lane between home and the mat. On a good kick everyone waiting on base may run. Runners on base may not come home on a caught fly ball. Runners off the base may be tagged with the ball.

## **Double Rounder**

Play the game as regular kickball with a few exceptions. Use mats for bases. The kicker kicks the ball, and then runs to 1st and stops. If it is a good kick, the runner may go on to 2nd or 3rd. Runners may wait on the mat for the next kicker on their team to get a good kick. If a runner chooses, he/she may stay on the base indefinitely. After going to 3rd base the runner now goes across to 1st again and repeats 2nd and 3rd. Then, the runner goes home. The player may run at anytime when the ball is hit or being fielded, or anytime except when the ball is actually in the pitchers hand. Up to the moment it is in the possession of the pitcher, the runner may continue to go around the bases. Once a runner leaves a base (both feet) he/she is committed to run and may not return to that base. The fielding team can tag the base the runner is coming to and the runner will be out. Once both feet leave the mat, he/she **MUST** go to the next base. The runner may even run on a caught ball! The best way to describe this is that players may run at any time except when the ball is in the hand of the pitcher. There is no returning to a base.

## Lacrosse

Men's lacrosse field dimensions are 60 yards wide. Goalie circle is 18 feet diameter; center circle is 20 feet diameter 100 yards from goal to goal with 20 yards behind goal.

Some simple rules:

1. Only goalkeeper may touch ball with hands.
2. The ball is placed between the sticks of 2 squatting players in the center circle to start the game.
3. An attacking player cannot enter the crease around the goal, but may reach in with his stick to scoop a loose ball.
4. No checking.
5. If the ball goes out of bounds after an unsuccessful goal attempt, the player nearest the ball is awarded possession.
6. If the ball or player in possession of ball goes out of bounds, the other team is awarded possession of the ball.

10 players per team:

- 1 goalie
- 3 defenders help goalie defend goal
- 3 midfielders cover entire playing field; both offensive & defensive side
- 3 attackers scores goals

### Lacrosse Drills

#### Drill 1:

Players line up in relay fashion, second and third person in line with a stick.

First person is facing line 20 feet away, rolls ball to number 2 who tries to scoop ball with stick (stoop and scoop) then throws it back to the first person who catches the ball with hands. Second person takes first persons place and first person goes to back of line. Play continues until everyone has had a turn.

#### Drill 2:

Set up players in two lines facing each other at least 20 feet apart. Each person needs a stick. First player in line uses lacrosse stick to throw ball to player on opposite side that tries to catch ball or scoop off ground and throws it back.

### **Drill 3:**

Split class into even team and then split those teams in half facing each other in a relay style.

First person on each side should have a stick. Person on left has ball who releases the ball on the ground to person across from them who stoops and scoops ball into their stick. Each player continues to run forward and hands stick to next player and goes to the end of that line. Play continues until everyone ends up back on his or her original side.

### **Lacrosse Baseball**

Set up like baseball. Each fielder must have a lacrosse stick. Batter throws ball into field using lacrosse stick and runs to first base or continues onto next base. Fielding team tries to catch ball with stick in air or off ground and tries to tag base before runner gets there. Ball cannot be touched with hands only passed with stick. Point is scored when a runner comes home. After three outs, teams then switch sides. Outs can be made by catching ball in air (before it touches the ground) or tagging the base before runner reaches it.

A review of the basic skills and rules from the fourth, fifth and sixth grades and an emphasis on the rules and performance of the game should be the course of action taken in the junior high soccer program.

## Physical Fitness/ Physical Activity

Physical fitness is the body's ability to carry out daily tasks, engage in leisure activities, and handle emergency situations.

The **benefits** of physical fitness include:

Reducing the risk of heart disease, maintaining healthy weight, living longer, increasing the energy level, sleeping better, reducing stress and tension, and experiencing higher self-esteem

There are two types of physical fitness: skill related fitness, enabling one to perform effectively in sports, and health related fitness, which helps prevent disease and promotes lifelong health.

**Components of skill related fitness:** agility, balance, coordination, power, reaction time, and speed

**Components of health related fitness:** cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition

An indicator of cardiovascular endurance can be measured by maximum heart rate, which is the highest rate the heart should be working.

The formula for this is: *220 minus the age.*

This will give the target heart rate zone. A person exercising should strive to keep the heart rate between the lower and upper limits of the target zone.

The formula for this is: *multiplying the maximum heart rate by 65% for the lower limit and multiplying by 85% for the upper.*

Aerobic activities: increase cardiovascular endurance. Aerobic activities use continuous rhythm and large muscle groups while the heart is in the target heart rate zone.

### The FITT Principle:

- **Frequency:** three to five times per week
- **Intensity:** strenuous enough to raise the heart rate to the target zone
- **Time:** continuously for twenty minutes
- **Type:** name of activity

**Some resources:**

Physical Activity and Health; a report of the Surgeon General  
The Presidents Physical Fitness Challenge

**Benefits of Physical Activity:**

- Reduces the risk of coronary heart disease
- Builds and maintains healthy bones, muscles, and joints
- Controls weight, reduces fat

**Physical activity recommendations:**

30-60 minutes of moderate to vigorous activity every day

Pedometers measure physical activity.

Recommended: 10,000 steps a day!

## **Soccer**

Warm-ups are essential and skill testing may be used as a tool to gain effort and enthusiasm from students as well as a guide to class soccer ability.

Soccer involves two teams. Each team consists of eleven players, five forwards, three halfbacks, two fullbacks and one goalie

Skills tests: two skills tests that are easy to implement and assess.

### **Dribbling**

Place three markers (cones, chairs, etc...) in a straight line approximately four yards apart. The fastest of three trials is used as the score. The students dribble through the markers using a figure 8 paths. This test is performed best on grass. If only a hard surface is available, deflate the ball for better control.

### **Goal shooting**

A test for kicking accurately. Student being tested stands at the kick line, about 10-15 feet from goal. Each student has three chances to score points. One point is awarded for a successful goal and two pints are awarded if an Indian club (or other object) in the goal is knocked down.

### **Soccer Lead up Games**

#### **Second Baseball**

This game is played by two teams, and with a soccer or similar ball. There are only two bases, home and second. An elongated base encloses the second base. The batter kicks the ball placed on the home plate, runs to the long second base, and runs back to the home plate. If a fielder tags the home plate before the runner gets there, the runner is "out". The fielder can also get the "out" by tagging runner below the waist with the ball. Fielders must throw the ball where it is caught; they cannot hold the ball longer than three seconds, and they cannot run with the ball.

The players on each team are numbered for "batting" order before the game is started. The game starts with one in the field and the other team "at bat." When three "outs" are called against the team "at bat," the teams change positions and the team in the field comes in while the team that was kicking goes out in the field.

Both teams play an equal number of turns "at bat" and in the field, or for an established number of innings.

Scoring may be changed and one point awarded for each runner reaching second base and for each runner reaching home plate safely. The long base permits several runners to await the run in to home plate and the players are allowed to wait on second base; however, a runner can only run after a ball is kicked and if he leaves second base he must continue his run to the home plate.

### **Teaching suggestions:**

- Teach quick and accurate passing; teach the players to kick with the toe of the foot to get distance.
- Incorporate softball rules into the game when the players are able to follow the rules.

### **Sideline soccer**

Each team has a goal to defend. Start with a face off between 2 players. One team defends and others try to score. Alternate.

### **Mass soccer**

Players scatter on field. The object is to kick ball across the opponent's goal. Ball cannot be above shoulder level.

### **Line soccer**

Divide the class into 2 teams with 2 lines facing each other. Count off consecutively on both lines. Ball is placed in the middle. Call a number and a player from each line comes out and tries to dribble and kick ball past opponent team's line. The line players can only use their feet and legs or block with the body. No hands may be used. Line players can only take one step out from the line to kick a ball away from their line. No one is out on the floor except the number called. Variation: call several numbers at a time.

### **Six man soccer**

Play general soccer with limited numbers to begin.

### **Circle dribble relay**

Several circles. Each player is given a number. When a person's number is called, he/she stands runs into center of circle, dribbles the ball out and around the circle, back into the middle and then sits down. If first one back, a point scores for the team.

### **Sectional soccer**

Both teams are split into forwards, halfbacks and goalies. The idea is for the halfbacks (who play in the middle area only) to kick the ball to their forwards who then try to kick it below waist height past all of the goalies. No one can go into the others area. Tape lines to show designated areas 60 yards long if possible.

### **General soccer**

Try to advance the ball over the opponent's end line using all the skills covered in classes. If it goes over sidelines, the halfback throws the ball in.

### **Soccer keep away**

Circle formations, player in center attempts to break up passes around the circle.

### **Hit pin soccer**

Line formation. Knock down items (Indian clubs, empty soda bottles, bowling pins, etc...), which are 15 feet from the line. Kick from a line. The line knocking down most items wins.

### **Alley soccer**

Two teams. Each team has five alley players; other players are goalies. The object is for alley players, while remaining in their respective alleys, to kick the ball below shoulder level over the other teams end line. Each player must remain in his own alley but may run the full length of the field. If a player runs out of the alley, possession of the ball is lost. After each score, alley players and goalies change positions.

### **Rotation soccer**

Two teams. Each team, divided into three equal groups of forwards, guards and goalies, lines up. The object is for the forwards to kick the ball shoulder level over their opponent's end line. Whenever a point is scored, positions are rotated within each team. The forwards play in their opponents half of the field except on the kickoff, the guards play in their own half of the field, and the goalies are on the end line.

## **Distance kick**

Soccer kick for distance.

## **One Goal Soccer**

Two teams are on either side of the middle line with a soccer goal set at one side of the gym. This side is the soccer-designated side. The other side will play keep away, trying to pass the ball until the ball touches the opposite side wall. The team able to touch the opposite sidewall becomes the offense on the soccer side. The offensive keep away team must use 3 passes before they roll the ball to their teammates on the soccer side. On the soccer side, offensive players try to score a goal, while defensive players try to kick the ball to their teammates on the keep away side.

## Speedball

Played by two sideline teams, this game is a combination of basketball, football and soccer. It is played on a basketball court. Cones marked off at each end are soccer goals, the end line is the touchdown line and the basket is the basketball goal. A nerf soccer ball is used for the game. Play begins with a jump ball as in basketball.

Rules:

- No one may touch the ball with their hands after it touches the floor, unless they use some part of their body to juggle it to their hands. (No basketball style dribbling is allowed.)
- All soccer rules are in effect.
- When a player decides to change the game from soccer (the ground game) to speedball (the air game) they must rest their foot on top of the ball, signaling a conversion.
- The ball may be converted from the ground game to the hands of a player by:
  1. Chipping it up to a teammate
  2. Trapping the ball between your feet and jumping to lift the ball to your hands
  3. Using your foot to roll the ball towards you and lifting the ball to your hands by using your foot.
- Once the ball is in the hands of a player it is advanced by passing only.
- Players may work the ball down the court with passes until they are ready to score a basketball goal, throw for a touchdown or kick a soccer goal.
- Players on the court may pass the ball to their sideline players.
- After a time limit or goal, have the next 4 or 5 players come out for a new jump ball.

# Tennis

## Ralleyball

The following information is the ralleyball format of USA Team Tennis explained in specific detail.

The Ralleyball Format is team tennis for beginners. It is tennis as an organized sport. The format is the game of tennis altered to allow beginners to be successful and have fun right away. The goal is to introduce tennis concepts, terminology, and skills needed, all in a friendly environment.

The format is designed to include practice time and match time. Practice time allows the student to learn the basic skills in tennis (necessary to rally the ball). Match time allows the student to apply their skills and compete. Practices and matches may be scheduled together or at separate times.

The match concept is designed to mirror a combination of high school team tennis and tournament tennis matches. Students are placed on teams of 6 players each. All players on a team should be from a similar age division. A staff member (may be a Coach, Pro, or Volunteer) will run a match by calling two teams who are to compete and direct them (single file) to an assigned court (followed by their families, if possible, who are invited to view the match from the sidelines).

The following are the MATCH RULES describing how to play "Ralleyball".

The players should be warmed up before the match. Direct them to first take a warm-up lap around the court and stretch their arms and legs.

1. **The match begins by determining who will receive the first toss.**
  - a. The Coach will spin the racquet handle and the two teams will call their preference.
  - b. Winner of the spin gets the first toss of the first and third set.
  
2. **Play is doubles.**
  - a. The first two players for each team take the court to begin the match. The ralleyball format does not emphasize doubles positioning so the players will line up parallel to each other, one on the deuce side and one on the ad side. Each age division will tend to, although not required to, start the season at a different location on the court based on their ability, confidence and strength. The 8-and-under players will start play at or around the service lines. The 10-and-under players will start play at or around the  $\frac{3}{4}$  court. The 12-and-under players will start play on the base line. Hint, the players will gradually move back entirely to the baseline as

they gain skills and confidence during the season. Some will even take the net and volley.

- b. The remaining players should line up on either sideline on the opposite side of the net, with the Coach in between, positioned at the net post.
3. **There is no serve in Ralleyball** (serve may be gradually introduced and encouraged in the latter part of the season).
  - a. The Coach feeds the ball onto the court to begin play on every point (either by hand to younger groups or by racquet and from the net post or from the center strap for the younger groups).
  - b. The first feed is to the team who won the spin, and to the player in the deuce court.
  - c. Toss a second time to the first player if they miss or net the ball (i.e. a second serve).
  - d. The toss is alternated on every point in a figure-8 fashion. The first feed goes to deuce court; the second feed goes to the deuce court of the opposite team regardless of who misses the shot. The feed is always alternated between teams and players.
  - e. Have players switch sides at the start of the second and third set.
4. **Players begin to rally the ball.**
  - a. Every time the ball lands in (doubles lines) that team is awarded one (1) point.
  - b. A point is awarded to the team who receives the feed if they return that feed, in court, to the opposing team hits a ball in the air and/or that was obviously going out of bounds.
  - c. The points are tallied by a coach or volunteer.
5. **The rally continues and points accumulate until someone hits into the net or out of bounds.**
6. **When either player from a team misses a shot, both players from the team leave the court and are replaced by the next two players from the team.**
  - a. The goal of this rule is to promote consistency among all players.
  - b. This process should continue throughout the match.
  - c. Players need to be in pairs and ready to take the court at all times during the Match.
  - d. This procedure keeps all players moving and alert.
7. **When there are an odd number of players** on a team during a match, the first two players are replaced by one player at a time in a single file line. The player on the deuce court leaves and the ad court players move over for the new player.
8. **The sets are timed.**
  - a. There are three (3) ten (10) minute sets in each match.
  - b. Time is kept by the Coach on the court.
  - c. Time is kept running during the set.

- d. In between sets the players should be instructed to pick up balls and take a comfort break, if necessary.
  - e. When play resumes, the first toss goes to the opposite team of the first toss of the Match. Teams should switch sides after each set.
9. **The winner of the match is determined by the team who has scored the most points in the Match.**
- a. The points for all 3 sets are combined for each team to determine that total. (For example, Scores for 8 & under may be in the 40s-50s, for the 10 & under in the 70s-80s and the 12 & under in the 90s-100s).
  - b. In the 8 & under age division it is recommended to add skills contests each week at the conclusion of the regular sets. This will give each young player more opportunity to hit the ball and add points to their team score.
  - c. Have serve contests to promote and practice that skill. Award two points to every player who can get a serve in the service box.
  - d. Have relays involving balance and concentration. Have them work as a team and carry the ball on their racquet up and down the doubles alley one at a time in relay fashion. Award 10 points to the winning team and 5 points to the runner-up team.
- 10 **In the event of a tie (for all divisions) score, there will be a one-rally tie-break.**
- 11 **In the event not all 6 players are present for the match,** any team members present will play the Match, in any combination of two players. As long as there are two players from a team present on Match day, the Match may be played. If only one player is present the Match is forfeited for the purpose of the standings, but the Match should be played by pulling players from the other team and having a scrimmage for fun.

**Note:** Season standings may be recorded and displayed for teams and players to view each week. Scores for the team standings may be kept by a win/loss record based on a win by most total points in the match, or as an alternative, the number of sets won can be used for season standings, whereas the weekly match may be won by best 2 of 3 sets with the overall standings calculated by total sets won during the season.

Awards may be given to the top three teams, as determined by their win-loss record, and further, head to head record, then total points in the event of any ties. There are participation awards for fourth place and beyond in the 8 & Under Age Division.

In the event of a forfeit the points awarded to the team present for the forfeited match should be an average of their weekly match scores over the season.

## **Tennis Games and Drills**

### **A Basic Warm-Up**

**Step 1.** Players grip their racquets by the throat with one hand. They rally first from the service line, gradually moving to three-quarter court, and ending at the baseline. The drills emphasis is on controlling the racquet head.

**Step 2.** Players use their regular grip to rally from the service line, three-quarter court, and finally from the baseline. The drills emphasis is on hitting through the ball.

### **Learning Control**

To teach players the importance of racquet control and point of contact, have them intentionally drop-hit five balls into the net, five balls over the net (any place within reason), five balls high in the air, five balls cross-court, and five balls straight ahead.

### **Underhand Throw to Target**

Place a hula-hoop on the ground. One player is on each side of the circle. One player attempts to toss the ball underhand into the hoop while the other player tries to catch the ball on one bounce and send it back. Variation: One player remains on one side and bounces back continuously to a line of players. Players rotate to the back of the line after their turn.

### **Pass the Ball Relay**

Have teams line up single file. Have players first in line stand with a single ball balanced on each racquet. When the team leader calls "go", the ball is passed from racquet to racquet until it reaches the last person in line. The contest can end there or the last person in line can run to the beginning of the line and continue the relay. If this variation is used, have students pass the ball until the original starter returns to the front of the line.

### **Ball-on-Racquet Relay**

Divide players into two teams (Team A and Team B). Have Team A line up on one side of the net while Team B lines up on the opposite side. Have the first person in line on Team A approach the net, balancing the ball in the center of the racquet. The first person in line on Team B also approaches the net. The drills object is for players to exchange balls at the net without it falling from their racquets. If the ball hits the ground, a miss is recorded. The player receiving the ball must relay it back to his line. Have

players repeat the process. When players complete their tasks, the team sits down on the court. The team with the least number of misses wins.

### **Toss-Hit-Catch**

Arrange players into pairs. The first exercise is a quick game of catch, with players catching the ball on one bounce. After the first exercise is mastered, one player should use a racquet to bump or tap the ball into the hands of his or her partner.

### **Drop-Hit-Catch**

Arrange players into pairs. Assign one player the role of hitter and the other the role of catcher. Have catchers stand against a fence. Have hitters stand about 15 to 20 feet away from catcher. The hitter then drops the ball and gently hits it to the catcher. Key words: bump, tap, and bunt. Make the exercise into a game and see who can get 10 successful catches first. Have partners switch roles after five consecutive catches.

### **Little Game of Tennis**

Have partners stand on opposite sides of the net in the service court area where they will rally gently to each other. The ball must bounce inside the service box area. See which players can sustain a rally the longest. Tell youngsters to hit the ball as gently as possible. Have them shoot for a goal of 10, 15, or 20 consecutive hits over the net. Keep score. One variation of the drill is to have each player bounce the ball on his or her racquet three times and hit the ball over the net on the third bounce. Put five kids on each side of the net and have them alternate.

### **Alley Rally**

This game is played in pairs and requires two racquets and three balls. Place two balls approximately four feet apart on the court. Each student stands next to a ball and faces his or her partner. The third ball is put into play gently with a bounce-hit. The object is to hit partners ball.

Key cues: bump, tap, or just touch the ball.

Rules: No spiking or hitting down. The first shot (serve) does not count.

## **Tennis Baseball II**

Divide the team into two equal halves. Have one team at bat, while another fields from across the net. The pitcher throws the ball underhanded to the batters forehand or backhand. The batter tries to hit the ball across the net into certain parts of the court that are designated as a single, double, triple, or home run. The fielding team then tries to hit the ball back to the batter. If the ball is returned into the singles court to the batter, the batter must try to return the ball again. A hit is registered when the fielding team cannot return a shot to the batter. The last shot hit by a batter counts as a single, double, triple, or home run. When court space is limited, this game can be played in a field or playground.

## **Tennis Volleyball**

Divide the team into halves. The server, standing at the baseline, hits the ball over the net. Once the ball lands in the appropriate half of the court, anyone on the opposite team may hit the ball to a teammate or directly over the net. The ball can be hit any number of times on one side on any number of bounces. The ball is dead when it begins to roll. No boundaries make this an interesting and exciting game. Points can be scored on or off serve. The first team to score 21 points wins.

## **Tennis Sandwich**

Four or more players make a sandwich by starting with one player holding out a racquet, placing a ball on this racquet, and having another player put a racquet on the ball. Eventually, four racquets will be piled atop three balls. Players then attempt to move to the net and back as a unit without dropping a ball.

## **Team Control Contest**

Teams consist of three players: a tosser, a hitter, and a catcher. The tosser is positioned outside the court and near the net post. He or she tosses the ball to the hitter, who attempts to hit a controlled shot that the third player must catch from a sitting position. After a predetermined number of successful hit and catch sequences, players rotate positions. The first team finishing the cycle wins. Variations might allow the catcher to move as long as one foot is behind the service line. Other restrictions might have the catcher using two hands or only his right or left hand.

## **Volleyball Lead Up Game**

Stations #1 Bump Station Form two lines facing one another, approximately 8 to 10 feet apart. One line is the feeding line. The students in the feeding line toss the volleyballs to the receiving line, who receive the volleyball by "bumping" it. This is the basic form

used to receive the volleyball. With knees bent, the ball is received with arms extended, forearms open, and both hands clasped. The ball is lifted relatively high, hopefully with control to be returned to the feeding line. This activity is repeated, and lines switched to both feed and receive.

Station #2 Setting station Again, form two lines facing each other. One line will feed the ball and the line that receives the ball will practice the overhead set. Students are discouraged from lifting or carrying the ball and this will take some practice. The ball is set with the fingers, trying to avoid the palms. Spring the ball into the air, with some height and hopefully, control, to return the ball to the feeding line.

### **One Base Volleyball**

Two teams are needed - one mat as the only base. Players throw the volleyball anywhere in the area and run up to the mat. If it is a long throw, they may try to tag the mat with their foot and come right back to home base (cone) and score a run. If the throw is not far, the can remain on the mat for as long as they wish until the last batter is up, but then they must come "home. Sometimes there are 15 people on the base waiting for a good throw. If the ball thrown by the last batter is caught, all on the mat are out. If the ball is thrown and hits a player before he makes it to the mat, the player is out. If they tag the mat with the ball held in their hands before the runner gets there, the runner is out. Everyone gets a turn to bat on a team. The inning is over when the last player throws and the fielders run home and tag the home base with the ball before the runner gets back. If a player is waiting on the mat and the last thrower's ball is caught in the air, all players on the mat are out. It is not good to wait for the last thrower. The last player is not out until home base is tagged. If the ball is caught, the player still is not out. If a player is on the mat and another player's ball is caught the player cannot run home on a caught ball.

### **Circle Volley**

Give out a volleyball for each team. Two circles - each with a ball. The player in the middle hits ball - keeps volleying - tries to keep it up. The team whose ball doesn't hit the floor first is the winner.

### **Volley Basketball**

One team is in scatter formation. Four of the field players are designated as "shooters." Object - to come up to "home" and serve the volleyball into fair territory, run the bases and get home before fielders retrieve the ball, make 3 passes, shoot and make a basket. If the server gets home before a basket is made, a run is scored for their team.

## **Throw and Catch**

Two teams are in 2 lines facing the volleyball net. First player in line runs forward to net, throws ball over net, goes under the net, catches ball and runs back to the line. Each player repeats this until all are finished their turns.

## **Newcomb**

A large ball such as a volleyball or basketball is used. The players form two teams with ten to twelve players on each team. Each team is scattered over one of two courts separated by a net or rope from six to eight feet high. Side and end boundary lines enclose the courts. A player on one team, chosen by chance, starts play. The players throw the ball back and forth over the net attempting to hit the floor of the opponent's court with the ball. A point is made if the ball thrown over the net hits the floor of the opponents court provided the ball does not touch the net as it goes over. The ball must be thrown and cannot be batted over the net. No point is made if the opponents catch the ball before it hits the floor. Play is continuous; after a point is made, the ball is recovered and put into play immediately. Any ball going outside the boundary lines is recovered by the nearest player, who brings it into the court at the point where it went out and puts it back into play.

The game is played in halves of from four to six minutes with a rest period between halves. The teams change courts for the second half and the opposite team starts play.

### **Teaching suggestions:**

- Appoint a scorekeeper, or teach the children to referee the game as you keep the score.
- Teach the players to pass the ball among their team members to obtain an advantage in scoring, but discourage wasting time by passing among team members. Stress the importance of covering the court and playing their places on the court Discourage holding the ball.
- Add features from volleyball and make additional rules according to the skill of the players. For example, acquaint players with rotation, scoring, set-up, and serving.

### **Try these variations:**

- Mark a neutral area extending six feet on both sides of the net and prohibit throws and scores within this area.
- Use two balls rather than only one.