

**INTERNATIONAL SCHOOL OF HAMBURG.**

**CURRICULUM GUIDE FOR THE TEACHING OF**

**PHYSICAL EDUCATION**

**IN GRADES 6 to 12.**

**CONTAINS SECTIONS ON MINI-VOLLEYBALL,  
MINI-BASKETBALL, SOCCER, FLOOR-HOCKEY, MINOR GAMES AND HEALTH-  
RELATED FITNESS FOR USE IN GRADES 4 AND 5.**

**2009**

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## **STATEMENTS OF BELIEF ON PHYSICAL EDUCATION:**

**Our main belief in Physical Education is that students should enjoy being physically active.**

**In physical education lessons students should be taught to:**

- appreciate the benefits of being physically active with a view to maintaining a lifetime interest in physical fitness and sports.
- demonstrate knowledge and understanding mainly through physical actions rather than verbal explanations.
- be aware at the same time of terminology relevant to activities undertaken.
- engage in activities that involve the whole body, maintain flexibility and develop strength and endurance.

**In order to become independent learners students should be enabled to:**

- solve for themselves the problems that they will encounter in the course of their physical activities.
- evaluate initial attempts and decide how to modify subsequent attempts.
- consolidate particular skills through practice and repetition.

**In order to develop positive attitudes students should be encouraged to:**

- observe the conventions of fair play, honest competition and good sporting behaviour.
- understand and cope with a variety of outcomes, including both success and failure.
- be aware of the effects and consequences of their actions on others and on the environment.
- appreciate the strengths and be aware of the weaknesses of both themselves and others in relation to different activities.

**To ensure safe practice students should be taught to:**

- be concerned with their own and others' safety in all activities undertaken.
- understand the importance of warming up for, and recovery from, exercise, thus preventing injury.
- adopt good posture and the correct use of the body at all times.
- lift, carry and place equipment safely.
- observe the rules of good hygiene.
- understand why particular clothing, footwear and protection are worn for different activities.
- understand the safety risks of wearing inappropriate clothing, footwear and jewellery.

- respond readily to instructions and signals within established routines and follow relevant rules and codes.

**SPECIFIC AIMS AND OBJECTIVES AND PROGRAMME OF STUDY FOR PHYSICAL EDUCATION IN GRADES 6 TO 8:**

**A. AIMS AND OBJECTIVES:**

**1. To enable the students to devise and adapt strategies and tactics across appropriate activities within the Programme of Study:**

The students should:

- be helped to select, apply and vary simple team, group and individual tactics.

**2. To provide opportunities for the students to adapt and refine existing skills and develop new skills safely across the activities in the Programme of Study:**

The students should:

- be taught to refine more complex skills and to develop an understanding of simple mechanical principles which lead to efficient movement.
- be guided and encouraged to devise, develop and adapt responses to tasks in changing environments taking account of their own and others' level of skill.
- be taught to plan and carry out programmes for the safe development of skill in the activities undertaken.
- experience a variety of roles in each activity and be guided to evaluate those roles.
- be shown how to gain access to local leisure opportunities for different areas of activity.

**3. To provide opportunities for practising and performing movement compositions devised by themselves and others in appropriate activities in the Programme of Study:**

The students should:

- be helped to plan/compose, perform and appraise longer sequences of movement created by themselves and others.
- be encouraged to persevere with practising an activity in order to have the satisfaction of refining performance.

**4. To enable the students to understand and evaluate how well they and others have achieved what they set out to do, appreciate strengths and weaknesses and suggest ways of improving:**

(3)

The students should:

- be enabled to make informed comment on their own and others' work including assessment of specific techniques, composition, tasks and strategies.
- be taught the importance of team work and the contribution made by each individual.
- be taught the etiquette and safety requirements in particular activities and to be aware of the dangers inherent in thoughtless actions.

**5. To enable the students to understand the short and long term effects of exercise on the body systems and decide where to focus their involvement in physical activity for a healthy and enjoyable lifestyle:**

The students should:

- be given the opportunity to plan and undertake simple health related exercise in the context of different areas of exercise, understanding the principles involved.
- be taught to understand the short and long term effects of exercise on the body systems.
- be made aware of the increasing need for personal hygiene in relation to vigorous activity.
- be taught how to prepare for and recover from specific activity.

**6. To provide opportunities for the students to learn to swim unaided at least 25 metres and subsequently, by providing a continuous and progressive programme of work, develop their ability in survival swimming, life-saving, recreative and competitive swimming and knowledge of water safety.**

**B. PROGRAMME OF STUDY.**

**1. Gymnastic Activities.**

The students should:

- be enabled to increase their range of, and refine, gymnastic actions involving:
  - twisting, turning and spinning;
  - balancing skills, including the ability to move fluently in and out of balance;
  - travelling by stepping, rolling, sliding, wheeling;
  - flight;
  - swinging, circling, lifting and lowering the body.
- be guided towards an understanding of factors which influence quality in gymnastic performance including extension, body tension and clarity of body shape.
- using both the floor and apparatus, be given opportunity and guidance to develop and refine a series of gymnastic actions into complex sequences which show aesthetic qualities including variety, contrast and repetition.

(4)

- with a partner, be given opportunity and guidance to develop and refine a series of actions with and without contact with the partner.

## **2. Games.**

The students should:

- extend the skills and principles learned in earlier years to develop techniques, tactics and strategies that are specific to each game played.
- be given opportunities to make up, play and refine their own games, considering and developing rules, scoring systems and tactics.
- experience a variety of games, working from small sided and modified versions towards the recognised form, covering invasion, net/wall and striking/fielding games.
- be taught to understand and observe the etiquette and the rules/laws of each game they play.
- experience a variety of roles in each game played, including officiating.

## **3. Dance.**

The students should:

- be taught how to develop and use appropriate methods of composition, styles and techniques to communicate meanings and ideas.
- be guided to create and perform short dances showing sensitivity to the style of accompaniment.
- be taught to perform short dances, showing an understanding of style.

## **4. Athletic Activities.**

The students should:

- be taught techniques and skills which are specific to the events undertaken.
- individually and with others, be given opportunities to make up, take part in and refine competitions.
- be enabled to improve speed, strength, stamina and flexibility through striving for maximum personal performance.
- experience the effects of taking part in a sustained event compared with those of a more explosive nature.
- be encouraged to exert maximum effort and improve performance in order to gain personal satisfaction.
- be taught relevant mechanical principles and gain an understanding of the relationship between body type and performance.

(5)

- be taught the rules of events for competition purposes.

## **5. Swimming.**

The students should:

- if they are beginners, have the opportunity to learn to swim to swim.
- have the opportunity to learn the four main strokes - Breast Stroke, Back Crawl, Front Crawl and the Butterfly Stroke.
- be taught Recreative Swimming to include Side Stroke, Life Saving, Back Stroke, Sculling, floating and surface dives. The mastery of these skills is a pre-requisite to learning life saving methods of rescue.
- have the opportunity to learn diving to the stages of Plunge Dive and Plain Header. Spring board and firm board diving may be included when time permits although this activity is excluded from the scope of this curriculum.
- be guided towards a knowledge of Water Safety Rules as promoted by the Royal Life Saving Society (UK).
- have opportunities to learn Personal Survival Skills for survival in an emergency.
- have opportunities to learn Life Saving Skills to include Principles and Methods of Rescue and Expired Air Resuscitation using the Royal Life Saving Society Handbook as the major reference.
- have opportunities to be introduced to competitive skills such as starts, turns and relay take-overs to the more able swimmers.
- experience water games and fun-type activities which are useful as a means to offer variation and to develop versatility in water.
- experience enjoyment and be enabled to benefit from the fitness aspects inherent in swimming, thereby promoting a feeling of general well-being. By so-doing we would hope to motivate the students to continue with swimming as a recreational pursuit into adulthood.

## **6. Outdoor and Adventurous Activities.**

The students should have opportunities to:

- experience at least two outdoor/adventurous activities.
- be taught the techniques and skills which are specific to the activities undertaken.
- be encouraged to appreciate and respect the environment in which the activity takes place and be taught the appropriate codes of practice.
- experience a variety of roles in each activity, including leading, being led and sharing.
- be taught to recognise and adapt to potentially hazardous or changing situations.

**\*\*\* At the present time, students in grades 6 to 8 have the opportunity to take part in the annual I.S.H. Ski Trip to Austria and in an extra-curricular canoeing course on the Alster lake, both activities organised by the Physical Education Department. Students in grade 8 participate in an annual 5-day Outdoor Education class trip to the Hartz Mountains while students in grade 7 participate in an annual 5-day sailing trip to Heiligenhafen \*\*\***

**SPECIFIC AIMS AND OBJECTIVES AND PROGRAMME OF STUDY FOR PHYSICAL EDUCATION IN GRADES 9 TO 12:**

**A. AIMS AND OBJECTIVES:**

**1. To enable the students to show increased knowledge, improved competence and safe performance in their selected activities:**

The students should:

- be taught how to apply and extend existing skills safely to meet the demands of new situations.
- be taught how to structure their practices in the most efficient way to achieve particular results.
- be given opportunities to develop a depth of practical ability, knowledge and understanding in their chosen activities.
- be made aware of the historical, social and cultural issues associated with the activities undertaken.

**2. To enable the students to understand and undertake different roles in their selected activities:**

The students should:

- be expected to undertake a range of different roles in the activities selected, including officiating, and evaluate those roles.
- be helped to understand the importance of the roles of responsible participants and spectators.
- be helped to assess vocational opportunities in the sports and leisure industries.

**3. To enable the students to develop and apply their own criteria for judging performance:**

The students should:

- be helped to evaluate critically by developing and applying a range of criteria for their own and others' performance and suggest ways of making improvement.
- be taught how to judge performance in their chosen activities.

**4. To provide opportunities for the students to prepare, carry out and monitor personal programmes for a healthy and enjoyable lifestyle, considering the use of community resources where appropriate:**

The students should:

- be shown how to use the various opportunities for physical activity in the local area.
- be encouraged to show that they undertake regular physical activity conducive to a healthy and enjoyable lifestyle.
- be taught to understand how to organise and monitor an activity schedule that leads to an improvement in fitness.

## **B. PROGRAMME OF STUDY.**

### **1. Gymnastic Activities.**

The students should:

- be taught more advanced techniques and how to analyse them to improve performance.
- be taught the principles and rules for judging performance and planning for performance.

### **2. Games.**

The students should:

- be taught the advanced strategies and tactics of play and be encouraged to adapt these to the strengths and weaknesses of other players.
- be taught more advanced techniques in their selected games, and how to analyse them to improve performance.
- be taught the rules/laws of the games followed, including those of specific competitions, and observe the concepts of fair play.
- be given opportunities to co-operate with others in regular practice to refine their techniques.
- be given opportunities to play different positions in competitive situations and experience the full recognised version of the game.
- be given an introduction to and opportunities to participate in lifetime sports.

### **3. Dance.**

The students should:

- be given opportunities to dance in a range of styles.
- be given opportunities to perform more complex and technically more demanding dances.
- be given opportunities to create dances.

#### **4. Athletic Activities.**

The students should:

- be taught more advanced techniques in their selected events, and how to analyse them to improve performance.
- be taught the need for strategies/tactics in their chosen events and to appraise their use by others in different events.
- learn to plan and carry out an effective personal training schedule for their selected events.
- be taught the basic principles of aerobic and anaerobic training appropriate to their chosen events.
- set performance targets, stretch their personal capabilities and evaluate their performance.

#### **5. Health-Related Fitness.**

The students should:

- be taught to enjoy and value the role of exercise in life.
- learn why exercise is important.
- understand what "fitness" is in all its component parts i.e. HRF and Skills-Related Fitness, but with special reference to HRF.
- appreciate that "excellence" is not a pre-requisite for fitness; it is "involvement" in a sport that is paramount. Further, to appreciate that athletic excellence is NOT necessary to maintain cardiorespiratory fitness and health.
- be taught to operate a wide variety of lifetime fitness skills, with specific reference to :-
  - (i) Self-evaluation of cardiorespiratory, strength, muscular endurance and flexibility components.
  - (ii) Self-evaluation of stress levels and coping skills, body composition, nutrition and overall lifestyle changes.
  - (iii) Diagnosis and prescription of appropriate action related to the self-evaluation.
- participate in a selection of activities associated with the components of HRF, thereby demonstrating the effects of exercise on the body systems. These activities should be selected for their "intensity of effort" element and have a "carry-over" into adult life.
- be taught to exercise safely with correct and appropriate techniques and knowledge of good exercise practice.
- be taught to plan a programme of balanced fitness activities based on safe and correct use of training principles and incorporating the self-assessment procedures mentioned above.

#### **6. Outdoor and Adventurous Activities.**

The students should have the opportunity to:

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- experience one outdoor/adventurous activity.
- be taught the techniques and skills which are specific to the activity undertaken.
- be encouraged to appreciate and respect the environment in which the activity takes place and be taught the appropriate codes of practice.
- experience a variety of roles in each activity, including leading, being led and sharing.
- be taught to recognise and adapt to potentially hazardous or changing situations.

**\*\*\* At the present time, students in grades 9 to 12 have the opportunity to take part in the annual I.S.H. Ski Trip to Austria which is organised by the Physical Education Department**

**\*\*\***

#### **4. CURRICULUM GUIDE FOR THE TEACHING OF VOLLEYBALL IN GRADES 7 to 12.**

##### **A. Aims**

1. Mastery of the basic skills
2. Introduction to advanced ball handling fundamentals.
3. Knowledge of basic offensive and defensive patterns.
4. Knowledge of the basic rules necessary for participation in Volleyball at school level but not to include the more advanced refinements.
5. To instil in the students an appreciation of the teamwork, volleyball etiquette and sportsmanship that are desirable elements of the game.
6. To provide enjoyment and fitness and to instil an interest in volleyball that will motivate the students to join a team and to continue playing one of the most popular of life-time team sports long after they have finished their school careers.

##### **B. Methods.**

1. Warm-up exercises which may also include a revision of the previous lesson's skill work.
2. Skill development using the following methods:
  - ( i) Demonstration.
  - ( ii) Discussion.
  - (iii) Introduction of a skill in parts, ie. building the skill up slowly.
  - ( iv) Introduction of a skill as a whole, then breaking it down into its finer points before building it up again, i.e. whole-part-whole learning.
3. Whole or part game situation

The climax to the lesson during which time the new skills are reinforced in a game situation. Other elements of the game such as etiquette, the rules, sportsmanship and offensive and defensive patterns can be taught here.

### **C. Content.**

1. Receiving the serve - the Overhead Volley (the Set)
  - the Forearm Pass (the Bounce Pass or the Dig)
2. The Serve
  - the Underhand Serve
  - the Overhead Serve (Tennis Serve)
3. The Set - Up
4. The Spike
5. The Block
6. Basic Offensive Patterns
  - ( i) Service Reception - the Crescent or "W" formation
  - ( ii) Offensive Pattern
    - 4 - 2 system involving 4 spikers and 2 setters
    - 4-2 system involving all 6 players as spikers and 2 players as spikers and setters
7. Basic Defensive Patterns - the 3-2-1 system or the 3-1-2 system both involving a two-man block, a one-man cover of that block and a three-man defence of the rest of the court.
8. Advanced Ball Handling Fundamentals
  - the Windmill Serve
  - the Japanese Serve
  - Dives and Rolls
  - Overhead setting and fake spiking
9. Rules of the game

With special attention being paid to those rules which deal with playing the ball, service faults, scoring, server and player positions, side-out for serving team and a point for the serving team.

**N.B. A SCHEME OF WORK IS AVAILABLE TO SUPPLEMENT THE CONTENT SECTION. THIS SCHEME DETAILS TEACHING POINTS AND DRILLS.**

## **D. Relevant Resources.**

- Descriptive charts detailing teaching points and published by the English Volleyball Association:
  - Basic Tactics
  - The Service
  - The Volley Pass
  - The Dig Pass
  - The Block
  - The Smash.
- Rule books detailing the International Rules and published by the British Volleyball Federation.
- Scheme of Work (see above).
- "Success in Volleyball" - Don Anthony.
- "Know the Game" Volleyball.
- Curriculum Units and Lesson Plans for Grades 7 & 8.
- Curriculum Units and Lesson Plans for Grades 9 to 11.
- Baacke, H.; „ Playing Mini-Volleyball“; -
- Blackall, B.; “Volleyball”; Heinemann Library
- Bucher, W.; “1005 Spiel- und Übungsformen im Volleyball”; Verlag Hofmann Schorndorf
- English Volleyball Association; „ Volleyball – Notes for Teachers“
- Heck, A.; Schaafsma, F.; “Volleyball for Coaches and Teachers”; WM. C. Brown Company Publishers
- Stokes, R.; Haley, M.; “Volleyball Everyone”; Hunter Textbooks Inc
- The British Volleyball Federation; “Volleyball International Rules.”
- The English Volleyball Association; „The Rules of Mini Volleyball“; The English Volleyball Association
- Viera, B.; Ferguson, B.; “Volleyball - Steps to Success”; Leisure Press
- Westphal, G.; “Volleyball-Kartothek 1 – Ausdauerschulung mit Ball”; Philippka

**Table to show the teaching of Volleyball at different grade levels.**

CONTENT/SKILLS	Grade	7	8	9	10	11	12
<b>1. <u>Skills.</u></b>							
Overhead Volley (Set)			x	x	x	x	x
Forearm Pass (Bounce Pass or Dig)			x	x	x	x	x
Underhand Serve			x	x	x	x	x
Overhead Serve (Tennis Serve)			x	x	x	x	x
Windmill Serve						x	x
Japanese Serve						x	x
Setting			x	x	x	x	x
Spiking			x	x	x	x	x
Blocking			x	x	x	x	x
Dives & Rolls					x	x	x
<b>2. <u>Patterns of Play.</u></b>							
Service Reception - Crescent or "W" formation			x	x	x	x	x
Offensive Patterns			x	x	x	x	x
Defensive Patterns			x	x	x		
<b>3. <u>Rules &amp; Etiquette.</u></b>							
(to include scoring)			x	x	x	x	x

## **5. CURRICULUM GUIDE FOR THE TEACHING OF MINI-VOLLEYBALL IN GRADES 4 to 6.**

### **A. Aims.**

1. To introduce the students to the game of volleyball by playing a simplified version of the senior game.
2. To enable the students to master the basic skills of volleyball in preparation for playing the full recognised version of the game from grade 7 onwards.
3. To instil a knowledge of basic offensive and defensive patterns.
4. To instil a knowledge of the basic rules necessary for participation in Mini-Volleyball at school level.
5. To instil in the students an appreciation of the teamwork, volleyball etiquette and sportsmanship that are desirable elements of the game.
6. To provide enjoyment and fitness and to instil an interest in volleyball that will motivate the students to join a team and to continue playing one of the most popular of life-time team sports long after they have finished their school careers.

### **B. Methods.**

1. **Warm-up exercises** which may also include a revision of the previous lesson's skill work.
2. **Skill development** using the following methods:
  - ( i) Demonstration
  - ( ii) Discussion
  - (iii) Introduction of a skill in parts, ie. building the skill up slowly.
  - ( iv) Introduction of a skill as a whole, then breaking it down into its finer points before building it up again, i.e. whole-part-whole learning.

### **3. Whole or part game situation.**

The climax to the lesson during which time the new skills are reinforced in a game situation. Other elements of the game such as etiquette, the rules, sportsmanship and offensive and defensive patterns can be taught here.

### **C. Content.**

1. Receiving the serve - the Overhead Volley (the Set)
  - the Forearm Pass (the Bounce Pass or the Dig)
2. The Serve
  - (begin with) the Underhand Serve
  - (progress to) the Overhead Serve (Tennis Serve) with the more-able.
3. The Set - Up
  - as relevant to the game of Mini-Volleyball - see the N.E.C.I.S. rules below.
4. The Spike
  - introduce this skill in grade 6 depending on the average ability of the class.
5. The Block
  - introduce this skill in grade 6 if you introduce 'spiking' - see 4 above.
6. Service Reception - the Crescent or "W" formation

**NB. A SCHEME OF WORK IS AVAILABLE TO SUPPLEMENT THE CONTENT SECTION. THIS SCHEME DETAILS TEACHING POINTS AND DRILLS.**

### **D. Relevant Resources.**

- "Volleyball: Steps to Success" - Barbara Viera and Bonnie Ferguson.
- "Teaching Volleyball: Steps to Success" - Barbara Viera and Bonnie Ferguson.
- Descriptive charts detailing teaching points and published by the English Volleyball Association:
  - Basic Tactics
  - The Service
  - The Volley Pass
  - The Dig Pass
  - The Block
  - The Smash.
- Rule books detailing the International Rules and published by the British Volleyball Fed.
- Scheme of Work (see above).
- "Success in Volleyball" - Don Anthony.
- "Know the Game" Volleyball.
- Curriculum Units and Lesson Plans for Grades 4 to 6.
- "Volleyball Notes for Teachers" - E.V.A.
- "Mini-Volleyball" - Dr. Horst Backe.
- "Mini Sport" - Mike Sleaf.

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**N.E.C.I.S. MINI-VOLLEYBALL RULES.**

## **6. CURRICULUM GUIDE FOR THE TEACHING OF BASKETBALL IN GRADES 6-12 AND IN GRADES 4 AND 5.**

### **A. Aims.**

1. To enable the students to master the basic skills of basketball.
2. To introduce the students to advanced skill fundamentals.
3. To instil a knowledge of basic team plays (Offence and Defence).
4. To instil a knowledge of the basic rules necessary for participation in basketball at school level but not to include the more advanced refinements.
5. To instil in the students an appreciation of teamwork, sportsmanship and basketball etiquette.
6. To provide enjoyment and fitness and to instil an interest in basketball that will motivate the students to play on a team and to continue playing at club level once their school days are over.

### **B. Methods.**

1. **Warm-up exercises** which may also include a revision of the previous lesson's skill work.
2. **Skill-development** using the following methods:
  - ( i) Demonstration
  - ( ii) Discussion
  - (iii) Introduction of a skill in parts, i.e. building the skill up slowly.
  - ( iv) Introduction of a skill as a whole, then breaking it down into its finer points before building it up again, i.e. whole-part-whole learning.
  - ( v) Drills and small-sided games (eg. 2 v 2, 3 v 3)
3. **Lead-up Games**
  - "Highest number of passes" game
  - Mat Goals
  - Bench Goals
  - Beam Basketball
4. **Whole or part game situation.**
  - Half-court play
  - Full-court play. The climax to the lesson during which time the new skills are

reinforced in a game situation. Other elements of the game such as etiquette, the rules, sportsmanship and offensive and defensive patterns can be taught here.

## **C. Content.**

### **INDIVIDUAL SKILLS**

#### **1. Passing & Catching**

- Chest Pass
- Bounce Pass
- Two-handed Overhead Pass
- One-handed Javelin Pass
- Hand-Off Pass
- Catching

#### **2. Shooting**

- Lay-Up Shot
- One-handed Set Shot
- Jump Shot
- Hook Shot
- Pivot Shot

#### **3. Dribbling**

- Purposes of Dribbling
- DO NOT
- Rules about dribbling
- Action

#### **4. Footwork**

- "One-Two" Rhythm
- Pivoting

#### **5. Individual Offence**

- Fake and Drive
- Feinting
- Rebounding

#### **6. Individual Defence**

- Guarding the Ball Handler
- Guarding the Dribbler
- Blocking out and Rebounding

## **TEAM SKILLS.**

### **1. Team Offence**

- Zone Attack
- Screening
- Attacking a Zone Defence
- Fast Break

### **2. Team Defence**

- Man-to-Man Defence
- Switching in Defence
- Sagging Man-to-Man Defence
- Zone Defence

## **RULES OF THE GAME.**

With special attention being paid to those rules which deal with playing regulations (rule 5), players' regulations (rule 7), infractions and penalties (rule 8) and rules of conduct (rule 9). Sportsmanship should also be stressed.

**NOTE: A SCHEME OF WORK IS AVAILABLE TO SUPPLEMENT THE CONTENT SECTION. THIS SCHEME DETAILS TEACHING POINTS AND DRILLS.**

## **D. Relevant Resources.**

- Descriptive charts detailing teaching points and published by the English Basketball Association.

- One on One
- The Post Player
- Defending the Post Player
- Blocking Out and Rebounding
- Getting Free for a Pass
- Setting a Screen

“ Mini-Basketball – A ball game for the 8 to 12 years old”; -

English Basketball Association; „ Basketball Curriculum Guide“; English Basketball Association

English Basketball Association; „ Basketball National Award Schemes for ... Coaching, Officiating, Table Officiating, Leaders, Proficiency“; English Basketball Association

English Basketball Association; „ Basketball Officiating Manual – A guide to the Technique of Basketball Refereeing“; English Basketball Association

Hagedorn, G.; Mesek, U.; “Basketball-Kartothek 1 – Allgemeine Ausdauer“; Philippka

Isaacs, L.; “Basketball Everyone“; Hunter Textbooks Inc.

Kränze, P.; „Basketball - mit Streetball“; Corpress Sport

Krause, J.; “ Basketball Skills & Drills“; Leisure Press

Mikes, J.; „Handbuch für Basketball – Fundamentales Training“; Meyer & Meyer Verlag

Niedlich, D.; Krüger, A.; „200 neue Basketball-Drills“; Verlag Hofmann Schorndorf

Smith, A.; “ Essential Sports – Basketball“; Heinemann Library

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Stimpson, P.; "Basketball – The Skills of the Game"; The Crowood Press

Vary, P. et al; " 1006 Spiel- und Übungsformen im Basketball"; Verlag Hofmann Schorndorf

Waldowski, L.; „Basketball – Training, Technik, Taktik“; Sachbuch rororo

- **A SCHEME OF WORK (SEE ABOVE) AND A COMPLETE TEACHING PROGRAMME FOR STUDENTS WITH LITTLE BASKETBALL EXPERIENCE** - detailing how skills should be taught, lead-up games and full-court play.

**Table to show the teaching of Basketball at different grade levels.**

CONTENT/SKILLS	MINI-BASKETBALL									
	Grade	4	5	6	7	8	9	10	11	12
<b>1. <u>INDIVIDUAL SKILLS</u></b>										
<b>a. <u>Passing &amp; Catching</u></b>										
Chest Pass		x	x	x	x	x	x	x	x	x
Bounce Pass		x	x	x	x	x	x	x	x	x
Two-Handed Overhead Pass					x	x	x	x	x	x
One-Handed Javelin Pass						x	x	x	x	x
Hand-Off Pass					x	x	x	x	x	
Catching		x	x	x	x	x	x	x	x	x
<b>b. <u>Shooting</u></b>										
Lay-Up Shot		x	x	x	x	x	x	x	x	x
One-Handed Set Shot		x	x	x	x	x	x	x	x	x
Jump Shot					x	x	x	x	x	
Hook Shot					x	x	x	x	x	
Pivot Shot					x	x	x	x	x	
<b>c. <u>Dribbling</u></b>										
		x	x	x	x	x	x	x	x	x
<b>d. <u>Footwork</u></b>										
"One-Two" Rhythm			x	x	x	x	x	x	x	x
Pivoting		x	x	x	x	x	x	x	x	x
<b>e. <u>Individual Offence</u></b>										
Fake & Drive			x	x	x	x	x	x	x	
Feinting				x	x	x	x	x	x	x
<b>f. <u>Individual Defence</u></b>										
Guarding the Ball Handler				x	x	x	x	x	x	x
Guarding the Dribbler				x	x	x	x	x	x	x
<b>2. <u>TEAM SKILLS</u></b>										
<b>a. <u>Team Offence</u></b>										
Zone Attack				x	x	x	x	x	x	
Screening					x	x	x	x	x	
Attacking a Zone Defence						x	x	x	x	x
Fast Break					x	x	x	x	x	

---

CONTENT/SKILLS	MINI-BASKETBALL									
	Grade	4	5	6	7	8	9	10	11	12
b. <u>Team Defence</u>										
Man-to-Man Defence		x	x	x	x	x	x	x	x	x
Switching in Defence							x	x	x	x
Sagging Man-to-Man Defence							x	x	x	x
Zone Defence				x	x	x	x	x	x	
3. <u>RULES &amp; ETIQUETTE</u>										
(at the lower grade levels the rules learnt will be those that specifically apply to the lead-up games)		x	x	x	x	x	x	x	x	x

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**NOTE:** The Complete Teaching Programme mentioned earlier should be roughly subdivided as follows:

Phase 1 - Grades 4 and 5

Phase 2 - Grades 6 & 7

Phase 3 - Grades 8 to 12

However, it is fully recognized that the very migrant nature of international schools will necessitate constant revision and re-learning so that the above recommendations should not be taken as binding.

A "Table of Contents" for the Teaching Programme now follows:

**CONTENTS**

General Considerations

How to Begin

Making possession easier

Improving the pivot movement

No running with the ball

**PHASE 1**

Mat goals - game

Bench goals - game

Variations on the bench goals game

Improving some basic skills

Recapitulation

---

Introducing half-court Basketball

Introducing a zone defence (grade 7 only)

Introducing a pattern for the attack

Achieving more fluidity in half-court play

Beam basketball - a competitive game

**PHASE 2**

Practising set and lay-up shots

Practising the tip-off

An alternative to "lives" in half-court play

Full court play

---

(24)

Further development through additional skills

Two-handed overhead pass

A variation practice for the overhead pass

The javelin pass

**PHASE 3**

The underhand pass

The "give" pass

Combined three pass practice

Passing signals

Rebounding

Dribbling

Standing still on court

Summarising

In conclusion

---

### **UNDER 12 MINI-BASKETBALL RULES.**

**Teachers are reminded that N.E.C.I.S. has adopted certain rules in addition to / instead of those in the official version. Please refer to the N.E.C.I.S. By-Laws for a copy of these rules.**

## **7. CURRICULUM GUIDE FOR THE TEACHING OF SOCCER IN GRADES 6-12 AND IN GRADES 4 AND 5.**

### **A. Aims.**

1. To enable the students to master the basic skills of soccer.
2. To introduction the students to advanced techniques.
3. To instil a knowledge of basic principles of team play and systems of play.
4. To instil a knowledge of the basic rules necessary for participation in soccer at school level but not to include the more advanced refinements.
- 5.\* To instil in the students an appreciation of teamwork, correct conduct and sportsmanship. These are the more desirable elements of the modern game and every effort should be made to put a stop to dissent, gesturing and unsporting behaviour that are the unfortunate trademarks of the modern professional player with whom our young people all too readily associate and worship via the medium of TV.
6. To provide enjoyment and fitness and to instil an interest in soccer that will motivate the students to join a team and to continue playing at club level once their school days are over.

### **B. Methods.**

1. Warm-up exercises which may also include a revision of the previous lesson's skill work.
2. Skill development using the following methods:
  - ( i) Demonstration
  - ( ii) Discussion
  - (iii) Introduction of a skill in parts, i.e. building the skill up slowly.
  - ( iv) Introduction of a skill as a whole, then breaking it down into its finer points before building it up again, i.e. whole-part-whole learning.
  - ( v) Drills, practices and small-sided games (eg. 2 v 2, 3 v 3, 2 v 1, 3 v 1, 3 v 2 etc.) often utilizing confined grid areas.
3. Whole or part game situation

The climax to the lesson during which time the new skills are reinforced in a game situation. Other elements of the game such as the rules, sportmanship, principles of team play, etc. can be taught here.

## **C. Content.**

### **INDIVIDUAL SKILLS.**

#### 1. Passing & Support

- Side-foot pass
- Chipped pass
- Lofted pass
- Heel pass
- Support the man on the ball

#### 2. Kicking & Shooting

- Shooting for goal
- Volleying
- Long Kick (corners, goal kicks, etc.)

#### 3. Running with the ball and Dribbling

#### 4. Tackling

- Block Tackle
- Sliding Tackle

#### 5. Heading

- Defensive heading
- Heading for goal

#### 6. Ball Control

- Using the sole of the foot, the instep, the outside of the foot, the thigh, the chest and the head.
- Shielding the ball

#### 7. Marking

- Jockeying
- Covering
- Goalside marking

## 8. Goalkeeping

- Basic principles
- Diving to save
- Diving at feet
- Catching high crosses
- Punching clear
- Turning over the bar
- Distribution - kicking and throwing
- Positioning

## **PRINCIPLES OF TEAM PLAY.**

### 1. Attack

- Possession and support (Depth)
- Penetration (Speed)
- Width
- Mobility

### 2. Defence

- Delay
- Cover
- Balance

### 3. Whole Team

- The Team as a Unit
- Numerical Superiority

### 4. Systems of Play (use sparingly!)

4-3-3

4-2-4

4-4-2

3-5-2

## **RESTARTS.**

- Corner
- Throw-ins
- Free kicks
- Penalties
- Goal kicks

## **RULES OF THE GAME.**

With special attention being paid to those rules which deal with fouls (direct & indirect) and misconduct, offside and the laws of play (start of play, throw-ins, ball in and out of play, scoring a goal, goal kicks, corner kicks, free kicks, penalty kicks, etc.). Sportsmanship should be stressed.

**NOTE: A SCHEME OF WORK IS AVAILABLE TO SUPPLEMENT THE CONTENT SECTION. THIS SCHEME DETAILS TEACHING POINTS AND DRILLS.**

### **D. Relevant Resources.**

- DFB; "Mädchen Spielen Fußball"; DFB
- Hargreaves, A. "Skills and Strategies for Coaching Soccer"; Leisure Press
- Inglis, S.; "Soccer – Skills, Tricks & Tactics"; Susan Meredith
- Jarman, John "Junior Soccer."
- IFAB; "Laws of Association Football 1993 – 1994 – Guide for the Players and Referees"; Pan Books
  
- Luxbacher, J.; "Soccer – Steps to Success"; Leisure Press
- Luxbacher, J.; "Teaching Soccer – Steps to Success"; Leisure Press
- The Football Association; "Referees' Chart and Players' Guide to the Laws of Association Football 1992 – 1993"; Pan Books
- Smith, A.; "Essential Sports – Football"; Heinemann Library
- Smith, Mike "Success in Football."
- Woods, P.; „Improve your Soccer Skills“; Usborne Publishing Ltd
- Curriculum Units & Lesson Plans for Grades 6/7, 8/9, 10/11.

**Table to show the teaching of Soccer at different grade levels.**

CONTENT/SKILLS	GRADE	4	5	6	7	8	9	10	11	12
<b>1. <u>INDIVIDUAL SKILLS</u></b>										
<b>a. <u>Passing &amp; Support</u></b>										
- Side foot pass		x	x	x	x	x	x	x	x	x
- Chipped pass						x	x	x	x	x
- Lofted pass		x	x	x	x	x	x	x	x	x
- Heel pass				x	x	x	x	x	x	x
- Support		x	x	x	x	x	x	x	x	x
<b>b. <u>Kicking &amp; Shooting</u></b>										
- Shooting for goal		x	x	x	x	x	x	x	x	x
- Volleying				x	x	x	x	x	x	x
- Long Kick		x	x	x	x	x	x	x	x	x
<b>c. <u>Running with the Ball &amp; Dribbling</u></b>										
<b>d. <u>Tackling</u></b>										
- Block Tackle		x	x	x	x	x	x	x	x	x
- Sliding Tackle				x	x	x	x	x	x	x
<b>e. <u>Heading</u></b>										
- Defensive Heading			x	x	x	x	x	x	x	
- Heading for goal				x	x	x	x	x	x	x

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CONTENT/SKILLS	GRADE	4	5	6	7	8	9	10	11	12
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f. Ball Control

- |                      |  |   |   |   |   |   |   |   |   |   |
|----------------------|--|---|---|---|---|---|---|---|---|---|
| - Foot, thigh, chest |  | x | x | x | x | x | x | x | x | x |
| - Head               |  |   |   |   | x | x | x | x | x | x |
| - Shielding the ball |  | x | x | x | x | x | x | x | x | x |

g. Marking

- |  |  |  |   |   |   |   |   |   |   |   |
|--|--|--|---|---|---|---|---|---|---|---|
|  |  |  | x | x | x | x | x | x | x | x |
|--|--|--|---|---|---|---|---|---|---|---|

h. Goalkeeping

- |  |  |   |   |   |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|---|---|---|
|  |  | x | x | x | x | x | x | x | x | x |
|--|--|---|---|---|---|---|---|---|---|---|
- 

2. Principles of Team Playa. Attack

- |                        |  |   |   |   |   |   |   |   |   |   |
|------------------------|--|---|---|---|---|---|---|---|---|---|
| - Possession & Support |  | x | x | x | x | x | x | x | x | x |
| - Penetration          |  |   |   |   | x | x | x | x | x | x |
| - Width                |  | x | x | x | x | x | x | x | x | x |
| - Mobility             |  |   |   |   |   | x | x | x | x | x |

b. Defence

- |           |  |  |  |  |   |   |   |   |   |   |
|-----------|--|--|--|--|---|---|---|---|---|---|
| - Delay   |  |  |  |  | x | x | x | x | x | x |
| - Cover   |  |  |  |  | x | x | x | x | x | x |
| - Balance |  |  |  |  | x | x | x | x | x | x |

c. Whole Team

- |                         |  |   |   |   |   |   |   |   |   |   |
|-------------------------|--|---|---|---|---|---|---|---|---|---|
| - Team as a Unit        |  | x | x | x | x | x | x | x | x | x |
| - Numerical Superiority |  | x | x | x | x | x | x | x | x | x |

d. Systems of Play

- |  |  |  |  |  |  |   |   |   |   |   |
|--|--|--|--|--|--|---|---|---|---|---|
| (4-2-4; 4-3-3; 4-4-2; 3-5-2)<br>used sparingly |  |  |  |  |  | x | x | x | x | x |
|--|--|--|--|--|--|---|---|---|---|---|
- 

3. RESTARTS

- |   |  |  |   |   |   |   |   |   |   |   |
|---|--|--|---|---|---|---|---|---|---|---|
| - Corners, throw-ins<br>free kicks, penalties<br>goal kicks |  |  | x | x | x | x | x | x | x | x |
|---|--|--|---|---|---|---|---|---|---|---|
- 

4. RULES

- |  |  |   |   |   |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|---|---|---|
|  |  | x | x | x | x | x | x | x | x | x |
|--|--|---|---|---|---|---|---|---|---|---|
- \kept simple/**
-

## **8. CURRICULUM GUIDE FOR THE TEACHING OF GYMNASTICS IN GRADES 6-12.**

### **A. Aims.**

1. To help the student maintain and develop the natural strength and suppleness of his/her body - attributes which are all too readily lost if neglected.
2. To teach control of the student's body weight and movements i.e. co-ordination.
3. To help the student discover and experience the wide range of movement of which his body is capable.
4. To enable the student to take a pride in the confident, controlled and imaginative use of his body in a wide range of challenging physical situations.
5. To help the student gain an understanding and appreciation of good movement in himself and in others.
6. To enable the student to derive a sense of fun and enjoyment from his activities and to develop his courage and determination.
7. To help the student develop a sense of trust when working with others, for example when being supported.
8. Where necessary, to stress the need for quality in movement rather than speed of movement.
9. To instil an interest in gymnastics that will motivate the students to join an outside club.

### **B. METHODS.**

1. Warm-up exercises which may also include:
  - activities in pairs
  - free practice of movements/agilities on which they have been working previously
  - free practice of any activity.

These activities should include use of the WHOLE body.

2. Movement/Agility Development using the following methods:

- ( i) Demonstration
- ( ii) Discussion/Lecture
- (iii) Introduction of a movement in parts, ie. building the skill up slowly.
- ( iv) Floor-work only
- ( v) Transference of previously-learned skills onto apparatus.
- ( vi) Individual or group work using apparatus or for floor exercises.
- (vii) Techniques for supporting and safety considerations.

3. Conclusion to lesson

- ( i) Review of work done which could also include a demonstration by students who have mastered the lesson's work particularly well.
- ( ii) Storage of equipment in a safe manner.
- (iii) If time permits, relay races or some other type of simple activity can be organized.

**C. CONTENT.**

- See attached sheet

**D. RESOURCES.**

- "AGILE Pack - Aspects of Gymnastics and Independent Learning Experiences"
  - Workcards (x96)
  - Teacher's Guides with Copymasters
  - Record Books (x10)
  - Video.
- Scheme of Work detailing teaching points for some of the activities mentioned in the "Contents" section.
  - "Gym Cards"; Agil
  - "Gym Video"; Agil
  - "Ausschreibungen Geratten – Ausgabe 3" Pohl-Verlag
  - Amateur Gymnastic Association; "Know the Game – Simple Gymnastics"; The Niblick Publishing Co.
- Braecklein, H.; "Trampolin Turnen 1"; Limpert
- British Trampoline Federation; "Know the Game – Trampolining for all Ages"; E.P. Publishing Limited
- Brown, M.; Myers, L.; "Gymnastics in the Primary School"; Nottingham Group
- Brucckmann, M.; " Praktische Anleitungen zum Hilfegeben"; -
- Cooper; A.; Junior, T.; „Gymnastics for Juniors“; Elm Bank Teachers Centre
- County Education Officer; „ Teaching Gymnastics in the Primary School“; -
- Lancashire County Council; "Gymnastics in the Primary School – Notes for Teachers and Curriculum Leaders".

- Long, B.; "Educational Gymnastics – Step by Step"; Edward Arnold
- Long, B.; "Educational Gymnastics – Step by Step"; Hodder & Stoughton
- Manners, H.K.; Carroll, M.E.; "Gymnastics 7 – 11: A lesson by lesson approach"; The Farmer Press -  
Manners, H.K.; Carroll, M.E.; "Gymnastics 7 – 11: A lesson by lesson approach to key – Stage 2"; The  
Farmer Press
- Manners, H.K.; Carroll, M.E.; "Movement Education leading to Gymnastics 4 – 7"; The Farmer Press
  
- Martin, B. et al; "Dice and Spinners – New Ideas for Teaching Gymnastics"; Nes Arnold
- Mckail, G. et al.; "A Hands-On Teaching Resource – Gym Kit"; Vic Health Foundation
- Schembri, G.; "Gym Skills"; Australian Gymnastic Federation
- Sponholz, K-H.; Buchmann, G.; „Trampolinspringer“; Sportverlag Berlin
- Sponholz, K-H.; Buchmann, G.; „Frauenturnen 400 Übungen“; Sportverlag Berlin
- Schwope, F.; „Theorie und Praxis des Turnens“; Verlag Andreas Achenbach Gissen/Lollar
- Walker, R.; "Trampolining for Coaches and Performers"; A & C Black
- Williams, J.; "Themes for Educational Gymnastics"; A & C Black
- Williams, A.; "Curriculum Gymnastics"; Hodder & Stoughton

## **Contents Table for the Teaching of Gymnastics in Grades 6-12.**

### **1. Activities on Ropes.**

- climbing using the "crossed legs" methods
- climbing using the "stand on the rope" method
- climbing using hands only
- making fast on ropes
- making an upward circle whilst holding two ropes
- heave vault using two ropes
- heave vault using one rope

### **2. Activities on the Beam.**

- lateral swinging with hand shifting
- lateral swinging with rotation and hand-shifting
- heave vault (using two beams)
- upward and downward circles
- gate vault (using two beams)
- face fault
- vault with foot assisting
- oblique back vault

### **3. Activities using window ladders.**

- vertical twist upwards
- horizontal twist
- vertical climb
- diagonal twist downwards with head leading
- diagonal twist upwards with head leading

### **4. Activities using Wallbars.**

- knee raising whilst hanging
- leg raising whilst hanging
- reverse hanging

### **5. Agilities.**

- crouch balance
- crouch jump

- forward roll
- backward roll
- tank roll (with partner)
- cartwheel
- headstand and angled headstand
- handstand
- headspring
- handspring
- flik-flak
- forward somersault (mini trampoline can be used here)
- backward somersault (mini trampoline can be used here)
- throw-back somersaults (with partner)
- simple balances with and without partner
- arab spring
- shoulder spring (with partner)
- neckspring

#### **6. Vaulting.**

- through vault
- thief vault
- side vault
- vertical astride vault (the 'simple' vault)
- reverse astride vault
- overswing vault
- catspring
- neckspring vault
- horizontal astride vault

#### **7. Parallel Bar Activities.**

- straight arm support
- jump to straddle seat
- upper arm support
- swinging
- dipping
- swinging to bent arm hand balance
- swinging to straddle, dismount forward
- swinging to straight arm handstand

**8. Uneven Parallel Bar Activities.**

- shoot over low bar from hang on high bar
- jump to hang on high bar and place feet on low bar; kick off low bar and upward circle over high bar to arm support on high bar.
- back pullover mount
- back hip circle
- simple dismounts

**9. Balance Beam Activities.**

- simple mounts and dismounts
- duck walk
- jumps on beam
- pivot turn
- pirouette
- simple balance positions

**NOTE: A SCHEME OF WORK IS AVAILABLE TO SUPPLEMENT SEVERAL PARTS OF THIS CONTENTS SECTION. THIS SCHEME DETAILS TEACHING POINTS.**

**IMPORTANT:**

It should be fully realised by teachers that quite a large proportion of the class will not be able to perform all of the activities mentioned above. They should be encouraged to perform to the limit of their abilities, however. Furthermore, it should be realised that many of the activities cannot be attempted before previous skills have been mastered, for example it is first necessary to master the angled headstand before attempting the full headspring. For this reason individual students will proceed at different rates of progress and one class, taken as a whole, may well be completely different from another class of similar age. To set down hard-and-fast time and progress recommendations, therefore, is wholly impractical.

## 9. CURRICULUM GUIDE FOR THE TEACHING OF TRAMPOLINING IN GRADES 6-12.

### A. AIMS.

- as for the teaching of Gymnastics.

### B. METHODS.

1. Warm-up exercises - especially working on suppleness and agility.

2. Skill Development using the following methods

- ( i) Demonstration
- ( ii) Discussion/Lecture
- (iii) Introduction of a skill in parts, i.e. building the skill up slowly.
- ( iv) Individual work on the trampoline with/without support but ALWAYS with spotters.
- ( v) Techniques for supporting and safety considerations.

3. Conclusion to lesson

- ( i) Review of work done which could also include a demonstration by students who have mastered the lesson's work particularly well.
- ( ii) Storage of trampoline in a safe manner.
- (iii) If time permits, relay races or some other type of simple activity can be organised.

### C. CONTENT.

#### 1. **SAFETY CONSIDERATIONS - to be STRICTLY adhered to without exception!**

- never bounce off a trampoline; stop bouncing, walk to the side, sit down and dismount by swinging the legs over the side.
- forward and backward somersaults may only be attempted after permission has been given by the teacher **AND WHILE WEARING THE SUPPORT GIRDLE.**
- spread mats on the floor around the periphery of the trampoline.
- take the utmost care when siting the trampoline with respect to other groups in the gym and fixed equipment.
- there should be only one student on the trampoline at a time unless the teacher is instructing in partner work.
- spotters should be stationed around the trampoline at regular intervals. These spotters should be instructed to pay attention to the performer at all times and to stand with arms outstretched towards the performer. If a performer strays towards the side of the trampoline the spotter should check his progress with both arms by gently stopping him/her and/or gently pushing

him back onto the trampoline.

- the learning process should be carried out in a natural progression and the next stage should not be attempted before the performer has mastered the previous stage.
- the teacher should never leave the gym while a trampolining class is in progress.

2. Learning how to set the trampoline up and put it away safely BUT only under the supervision of the teacher.

3. Climbing on and getting off the trampoline.

4. SKILLS

- vertical foot bouncing
- checking the bounce
- variations of the foot bounce (tuck jumping, piked jumping, and piked straddle jumping)
- landing positions (seat landing, knee landing, hands and knees landing, front drop landing, back drop landing).
- feet to seat bouncing
- feet to knees bouncing
- feet to hands-and-knees bouncing
- feet to front bouncing
- feet to back bouncing
- twisting
- swivel hips
- forward somersault ) STUDENTS MAY PERFORM THESE TWO  
AGILITIES ONLY AFTER PRIOR
- backward somersault ) PERMISSION FROM THE TEACHER  
AND WEARING THE SUPPORT GIRDLE.

**IMPORTANT:** The trampoline, if abused, is a potential source of danger and injury to the students. Safety considerations should be stressed and put into practice at all times! Never leave a trampoline in a state of readiness unattended.

**FORWARD AND BACKWARD SOMERSAULTS MAY ONLY BE ATTEMPTED WHILE WEARING THE SUPPORT GIRDLE.**

**D. RESOURCES.**

- "Trampolining" - C. Carter and B. Phelps.
- "Trampolining" - D. Horne.
- "Know the Game - Trampolining for All Ages."
- "Trampolining for Coaches and Performers" - Rob Walker.

## **10. CURRICULUM GUIDE FOR THE TEACHING OF FLOOR HOCKEY IN GRADES 6-12.**

### **A. Aims.**

1. To enable the students to master the basic skills of floor-hockey; the skills of control, striking and manipulation.
2. To instil a knowledge of the rules necessary for participation in a game.
3. To instil in the students an appreciation of teamwork and sportsmanship.
4. To provide opportunities for enjoyment and a means to achieve fitness in this recreational sport.

### **B. Methods.**

1. Warm-up exercises which may also include a revision of the previous lesson's skill work.
2. Skill development using the following methods:
  - ( i) Demonstration
  - ( ii) Discussion
  - (iii) Introduction of a skill in parts, i.e. building the skill up slowly.
  - ( iv) Introduction of a skill as a whole, then breaking it down into its finer points before building it up again, i.e. whole-part-whole learning.
  - ( v) Drills, practices and small-sided games.
3. Whole or part game situation

The climax to the lesson during which time the new skills are reinforced in a game situation. Other elements of the game such as the rules, sportmanship, principles of team play, etc. can be taught here.

### **C. Content.**

#### **INDIVIDUAL SKILLS.**

- handling the stick.
- receiving a pass.
- moving with the puck or ball.
- passing the puck or ball.

- shooting the puck or ball.
- goalkeeping skills.

### **TEAM SKILLS.**

- positional play.
- defensive skills, eg. marking your opponent.
- attacking skills, eg. finding space, quick passing.

### **RULES OF THE GAME.**

- play the puck or ball and not the opponent.
- sticks must be carried and used below the waist, never above.
- body checking is forbidden.
- play is continuous; players should be in constant movement.
- when playing across the gym teams should consist of 1 goalkeeper and 4 outfield players; the rest of the team are substitutes.
- the ball or puck may not be caught or held in the hand, except by the goalkeeper. It may be stopped by the hand but cannot be held, passed or advanced by hand.
- a player may advance the puck or ball with his feet but he cannot kick it directly into the net to score; unless it is deflected off a defensive player into the net in which case the goal stands. - the ball/puck may not be thrown into the net to score a goal.
- the goalkeeper should be instructed to stay on his feet.
- when the goalkeeper catches the ball/puck, he must be given room to release it to one of his team-mates by hand or with his stick.
- if the goalkeeper falls on the ball/puck and is unable to release it, a face-off is called to the side and in front of the goal.
- if the ball/puck goes out-of-bounds, the last team to have contact with it loses possession. The team which gains possession resumes play where the ball/puck went out of play. If possession is unclear, a face-off is called at the centre line.
- the game begins with a face-off at the centre line and resumes there after a goal has been scored.
- if the puck/ball becomes stuck in the netting of the goal, a face-off is called to the side and in front of the goal.
- **NO SLAP SHOTS ARE PERMITTED !!!**
- loss of possession is assessed for:-
  - catching or carrying the ball/puck in the hand.
  - throwing the ball/puck except the goalkeeper.
  - out of bounds.
  - hanging around the goal.

- a two minute time penalty is assessed for:-
  - tripping and hooking with the stick.
  - elbowing.
  - butt ending with the stick.
  - interference and charging.
  - high sticking.
  - checking and slashing with the stick.

**A team must play shorthanded during a time penalty.**

**PRACTICES AND DRILLS.**

- Line Hockey
  - shooting practice
  - one-handed passing
  - passing co-ordination
  - Keep it Rolling
  - stick handling.
- SEE PAGES 10 AND 11 OF THE  
"SHIELD FLOOR-HOCKEY GUIDE."**

**D. Resources.**

- "Shield Gym and Street Hockey Guide - Instruction Manual and Rule Book."
- "Hockey Without the Ice."

## **11. CURRICULUM GUIDE FOR THE TEACHING OF BADMINTON IN GRADES 9-12 AND SQUASH IN GRADES 10-12.**

### **A. Aims.**

1. To enable the students to master the basic skills.
2. To introduce the students to advanced techniques and tactics.
3. To instil a knowledge of the rules to enable participation in a game and of court etiquette.
4. To provide enjoyment and a means to fitness.
5. To instil an interest in two lifetime sports that will motivate the students to continue playing for many years.

### **B. Methods.**

1. Warm-up exercises
2. Skill development using the following methods:
  - ( i) Demonstration
  - ( ii) Discussion
  - (iii) Introduction of a skill in parts, ie. building the skill up slowly.
  - ( iv) Introduction of a skill as a whole, then breaking it down into its finer points before building it up again, i.e. whole-part-whole learning.
  - ( v) Drills and practices.
3. Game situation

The climax to the lesson during which time the new skills are re-enforced in a game situation. Other elements of the game such as the rules, etiquette, common faults and tactics can be taught here.

## **C. Content.**

### **1. BASIC SKILLS.**

#### **Badminton**

- the grip (forehand/backhand)
- footwork and movement
- short service
- long service
- forehand smash
- forehand overhead clear
- forehand overhead dropshots
- underarm shots(forehand/backhand)
- backhand overhead clear
- backhand overhead dropshots
- backhand overhead smash
- drive (forehand/backhand)
- net shots
- return of service
- return of smashes
- flick service

#### **Squash**

- the grip
- foot position and racket swing
- forehand drive
- backhand drive
- angled shots (the boast)
- the lob
- the service
- returning serve
- the drop shot
- the volley

### **2. RULES AND COURT ETIQUETTE.**

#### **Badminton**

- singles game
- the doubles game
- service
- service faults
- order of service
- scoring
- receiving the service
- faults in play
- lets in play
- service lets

#### **Squash**

- safety on court!
- the court
- scoring
- service
- service faults
- faults in play
- lets in play
- service lets
- court behaviour

### 3. TACTICS.

#### Badminton

- Men's and ladies' doubles
- Mixed Doubles
- Varying one's play
- Changing the tempo of the match

#### Squash

- Domination of the centre of the court
- Watching the ball

### D. RESOURCES.

- "Notes for Badminton Coaches" published by Badminton Association of England.
- "Know the Game" Badminton.
- "How to Coach Badminton" - Jake Downey.
- "The Right Way to Play Badminton" - Cyril Rangecroft.
- "Badminton" - Black's Picture Sports.
- "Badminton" - Roger Mills.
- Set of Descriptive Badminton Charts detailing teaching points and published by the B.A.E. - "Squash Rackets" - Richard Hawkey.
- "The Complete Book of Squash" - by Dick Hawkey.
- "How to Coach Squash" - Graham Stevenson.

## **12. CURRICULUM GUIDE FOR THE TEACHING OF TRACK & FIELD IN GRADES 6-12.**

### **A. Aims.**

1. To impart the skills and theoretical knowledge necessary for each event.
2. To discover and experience a wide range of movement.
3. To improve the physiological functions of the body.
4. To provide fun, enjoyment and a means to fitness.
5. To maintain and develop the natural strength, suppleness and stamina of the body.
6. To prepare students for the Annual Sports Day.
7. To instil an interest in athletics that will motivate the students to participate in extra-curricular athletics and/or to join an outside club.

### **B. Methods.**

1. Warm-up exercises - including plenty of stretching exercises and jogging working up to running.
2. Skill development using the following methods:
  - ( i) Demonstration
  - ( ii) Discussion/Lecture
  - (iii) Introduction of a skill in parts, ie. building the skill up slowly.
  - ( iv) Introduction of a skill as a whole, then breaking it down into its finer points before building it up again, i.e. whole-part-whole learning.

### **C. Content.**

- see attached sheet.

#### **D. Resources.**

- Scheme of Work detailing teaching points.
- Descriptive charts detailing teaching points and published by the British Amateur Athletic Association.
  - Sprint Start
  - Middle Distance Running
  - Long Distance Running
  - Sprinting
  - Relay Racing
  - Discus
  - Shot Put
  - Long Jump
  - High Jump
- Handbooks on various athletic events published by the B.A.A.B.
- Rule Books (Handbooks) published by I.A.A.F.
- "Know the Game - Track and Field Athletics.
- "Fundamentals of Track and Field" - Gerry Carr.
- "Teaching Athletics 8-13 years old" - David Evans.
- "Improve Your Running Skills" - Susan Peach.
- "Track and Field Athletics" - C. Johnson.
- "Athletics Victoria (Australia) - an Introductory Athletics Unit for Teachers.

**IMPORTANT: TEACHERS SHOULD REFER TO THE PAMPHLET "SAFETY MEASURES IN ATHLETICS" PUBLISHED BY THE B.A.A.B. AND WHICH CAN BE FOUND IN THE SCHEME OF WORK. CORRECT SAFETY PROCEDURES SHOULD BE ADHERED TO AT ALL TIMES, ESPECIALLY WITH THROWING EVENTS.**

**Table to show the teaching of Track & Field (Athletics) in Grades 6-12.**

GRADE	U13yrs		U15yrs		15+ years		
	6	7	8	9	10	11	12
<b><u>EVENT</u></b>							
100 m	x	x	x	x	x	x	x
200 m	x	x	x	x	x	x	x
400 m	x	x	x	x	x	x	x
800 m	x	x	x	x	x	x	x
1500 m	x	x	x	x	x	x	x
3000 m	x	x	x	x	x	x	x
<u>Relays</u>							
4 x 100m	x	x	x	x	x	x	x
4 x 400 m	x	x	x	x	x	x	x
High Jump	x	x	x	x	x	x	x
Long Jump	x	x	x	x	x	x	x
Triple Jump (boys only)	x	x	x	x	x	x	x
Shot Put			x	x	x	x	x
Discus			x	x	x	x	x

**SPECIFICATIONS FOR DISCUS AND SHOT PUT**

	BOYS	GIRLS
DISCUS	15+ = 1,5 kg U15 = 1 kg	15+ = 1 kg U15 = 1 kg
SHOT	15+ = 5 kg U15 = 4 kg	15+ = 4 kg 15+ = 4 kg

(48)

**13. CURRICULUM GUIDE FOR THE TEACHING OF MINOR GAMES IN GRADES 6-8.**

**A. Aims.**

1. To provide the maximum amount of physical activity for all.
2. To provide a good general games training.
3. To train the students in co-operative and simple tactical play.
4. To provide fun and enjoyment for all.
5. To provide for games employing a wide variety of equipment.
6. To provide a means to fitness.
7. To provide activities which are suited to the students at their particular stage of growth.
8. To provide an opportunity of obtaining skills which are invaluable in major team sports.

**B. Examples of Minor Games suitable for students in Grades 6-8.**

Skittle Ball  
Mat Ball  
Quoit Tennis  
Heading Volley Ball  
Medicine Ball Tennis  
Team Passing  
Dodge Ball  
Ground Handball  
Handball  
Long Ball  
Rounders  
Softball  
Stool ball  
Benchball  
Birmingham Handball  
Ring the Stick  
Scramball  
Relays  
5-a-side Soccer

5-a-side field hockey

"New Games" as introduced in the USA (see book published by Fluegelman & S. Orlick.)

**\*\*\* Teachers should NOT cover the major team games taught at I.S.H. during Minor Games lessons \*\*\***

**C. MAJOR REFERENCES:**

- For rules and methods of play for all the above games see "Small Side Team Games and Potted Sports", published by the British Ministry of Defence.
- "Mini Sport" - Mike Sleaf.
- "Physical Fitness, Games and Activities Kit" - Mary Kotnour.
- "Great Games for Young People" - Gustafson/Wolfe/King.
- "Physical Education for Children - daily lesson plans" - Thomas/Lee/thomas.

**See P.E. Catalogue of Books for a more comprehensive list of games books.**

**NOTE:**

**Many of the above games can be played during the Games Lesson for Grades 4 and 5.**

**REMEMBER:**

**KEEP THE RULES SIMPLE!**

## **14. CURRICULUM GUIDE FOR THE TEACHING OF SWIMMING IN GRADES 6-8.**

Very few, if any, aspects of Physical Education can offer the imposing list of values that Swimming is able to offer. Not only is it one of the most complete forms of exercise - stimulating the Circulatory and Respiratory systems, improving stamina and taking muscles and joints beyond their normal working capacity without undue stress - it is also a form of physical recreation that can be continued well into old age. It is particularly suited to the overweight student whose obesity is not so noticeable in water; similar exercise attempted on land would be stressful.

### **A. General Aim.**

Safe participation in other water sports is conditional upon the ability to swim. Bearing this in mind, our general aim is to ensure that all students in grades 6 to 8 are given the opportunity of learning to swim and subsequently, by providing a continuous and progressive programme of work, develop their ability in survival swimming, life-saving, recreative and competitive swimming and knowledge of water safety. In recognition of this general aim the following teaching objectives are now stated.-

### **B. Objectives.**

1. To teach beginners to swim.
2. To teach the four main strokes - Breast Stroke, Back Crawl, Front Crawl and the Butterfly Stroke.
3. To teach Recreative Swimming to include Side Stroke, Life Saving Back Stroke, Sculling, floating and surface dives. The mastery of these skills is a pre-requisite to learning life saving methods of rescue.
4. To teach diving to the stages of Plunge Dive and Plain Header. Spring board and firm board diving may be included when time permits although this activity is excluded from the scope of this curriculum.
5. To instil a knowledge of Water Safety Rules as promoted by the Royal Life Saving Society (UK).
6. To teach Personal Survival Skills for survival in an emergency.
7. To teach Life Saving Skills to include Principles and Methods of Rescue and Expired Air Resuscitation using the Royal Life Saving Society Handbook as the major reference.

8. To introduce competitive skills such as starts, turns and relay take-overs to the more able swimmers.

9. To organise water games and fun-type activities which are useful as means to offer variation and to develop versatility in water.

10. To provide enjoyment and to enable the students to benefit from the fitness aspects inherent in swimming, thereby promoting a feeling of general well-being. By so-doing we would hope to motivate the students to continue with swimming as a recreational pursuit into adulthood and old-age.

### **C. Content (including reference advice).**

#### **1. For Beginners.**

- entry into the pool.
- movement in the water.
- submerging and breathing activities.
- getting the feet off the bottom of the pool.
- regaining the standing position.
- partner support.

See pages 33 - 36 "The Teaching of Swimming" by The Amateur Swimming Association (U.K.)

#### **2. Four Main Strokes.**

- Breast Stroke (pages 39-44 of the A.S.A. Handbook)
- Back Crawl (pages 47-51).
- Front Crawl (pages 53-59).
- the Butterfly Stroke (pages 61- 65).

**with reference to body position, leg action, arm action, breathing and co-ordination.**

#### **3. Recreative Swimming (pages 93-98 of the A.S.A. Handbook).**

- Elementary / Life Saving Back Stroke.
- Side Stroke.
- Sculling (on the back) - stationary
  - head first
  - feet first.
- Floating.

- Surface Diving - head first
- feet first.

#### **4. Diving.**

- the Plunge Dive (page 71 of the A.S.A. Handbook).
- the Plain Header (pages 72-73).

It is recognised that some preliminary diving activities will have to be undertaken (see pages 67-70 of the A.S.A. Handbook) before the Plunge Dive and the Plain Header are attempted.

#### **5. Water Safety Rules (see pages 12-31 of the Royal Life Saving Society, U.K. Handbook).**

- causes of drowning accidents.
- the dangers of open water.
- prevention of accidents.
- action in dangerous situations.

#### **6. Personal Survival Skills (see pages 89-92 of the A.S.A. Handbook)**

- entering the water.
- treading water.
- undressing in the water.
- Heat Escape Lessening Posture (HELP).
- the Huddle.
- climbing out.

#### **7. Life Saving Skills (see pages 32-64, 67-71 and 74 of the R.L.S.S. Handbook and pages 101-103 of the A.S.A. Handbook).**

- principles of rescue.
- methods of rescue.
- sequence of a swimming rescue.
- rescue skills.
- Expired Air Resuscitation and after-care.

#### **8. Competitive Swimming Skills (see pages 75-87 of the A.S.A. Handbook).**

- the Forward Start.
- The Back Stroke Start.
- the Freestyle Turn.
- the Back Stroke Turn.
- the Breast Stroke and Butterfly Turns.
- relay take-overs.

## **9. Water Games.**

- simple races and relays.
- slalom type activities.
- "follow my leader".
- partner activities.
- ball games (e.g. water polo, volleyball etc.)

### **D. Instructions to Teachers (to be adhered to without exception).**

1. Teachers of swimming at I.S.H. are required to study The Scientific Principles of Swimming (see pages 9-12 of the A.S.A. Handbook), namely flotation and density, upthrust, propulsion, body shape and streamlining, and resistance to motion in order to better understand the subject and the problems that students may encounter; and Anatomy and Physiology (see pages 15-18), namely circulation, breathing, respiration, adaptations of the body to exercise, muscles and performance, relaxation, training and the physiological effects on the body produced by swimming.

2. Teachers of swimming at I.S.H. are required to be up-to-date with the methods of the application of artificial respiration (this is best done by Expired Air Resuscitation) and the after-care of casualties.

3. There should always be at least one I.S.H. teacher with a recognised life-saving qualification in attendance at the pool-side whenever our students are in the water. This teacher should not leave the pool-side for any reason if our students are in the water. Whenever more than one I.S.H. teacher is on duty at the pool, it is not necessary for both of them / all of them to hold life-saving qualifications but at least one should. An I.S.H. teacher who does not hold a life-saving qualification should NOT teach a class at the pool by him/herself. A substitute teacher should NOT teach a class at the pool by him/herself, regardless of whether he/she holds a life-saving qualification.

4. The maximum teacher / student ratio at the pool should be 1:20.

5. For effective teaching, as well as safety, the teacher's place during the lesson should be on the pool-side. For demonstrations in the water, a pupil should be used with the rest of the class watching. If it is absolutely necessary for a teacher to enter the water, for example to support a timid student, the teacher / student ratio of 1:20 on the pool-side MUST be maintained. At least one teacher with a life-saving qualification must remain on the pool-side at all times,

6. It is the responsibility of each teacher to acquaint him/herself with the normal emergency arrangements provided at the pool, and the locations of first-aid equipment and telephone.

7. It is the responsibility of each teacher to ensure that no student under his/her charge is allowed free access to the deep end of the pool before he/she is an adequately strong swimmer.
8. It is the responsibility of each teacher to ensure that the students under his/her charge are made aware of the Safety and Hygiene Instructions (see Section E) and that these instructions are always implemented and adhered to.
9. Each teacher should check the number of students in his/her group prior to entry into the water, on leaving the water and on leaving the building.
10. When a teacher has non-swimmers under his/her charge, a rope should be positioned and secured showing the limit of shallow water appropriate for the class.
11. Strict supervision should be exercised while students are using changing accommodation.
12. On their first visit to the pool, all students must be made familiar with the geography of the building including emergency exits. It is essential that deep and shallow water areas are carefully pointed out to the students.

### **E. Safety and Hygiene Instructions.**

A swimming pool is a place of potential danger and the teacher must take every precaution to minimise this, without being over-restrictive. Certain rules and routines must be established, leading to acceptable behaviour by the class :-

1. Good discipline must be observed at all times.
2. No student should be allowed in the water until the teacher has given permission and until the teacher with the life-saving qualification is in attendance at the pool-side.
3. No running along the pool-side, pushing others into the water, rough play or shouting should be allowed.
4. Signals should be obeyed promptly, especially those indicating stopping and getting out of the water.
5. Long poles should be placed on both sides of the pool, for use in cases of emergency.
6. Floats and other aids are valuable assets in learning to swim, but they should be used under the direction of the teacher and in a safe depth of water.

7. When diving is in progress, care must be taken by divers to ensure that the entry is clear of swimmers. Swimmers should not be permitted to swim near or under diving boards when they are in use. Teachers should ensure that the water is sufficiently deep for diving activities; when using the diving boards it is recommended to use a system whereby a diver is not allowed to commence his/her dive until the teacher in charge of diving has called out his/her name.

8. Sweets and chewing gum should not be allowed in the pool. It is dangerous to enter the water with these in the mouth.

9. Swim hats should be worn by all students with long hair.

10. Students should be encouraged to play their part in keeping the pool clean :-

- (i) Clothing should be arranged tidily in a locker.
- (ii) Outside shoes should be left outside the changing room.
- (iii) The use of a handkerchief toilet and showers should be an essential part of preparation for the lesson.
- (iv) Students suffering from catarrh, sore throat, foot infection or any kind of open sore should be excluded from swimming.

11. After every lesson, students should dry themselves thoroughly, giving particular attention to hair, ears and feet.

12. Jewellery should not be worn in the pool.

## **F. Organisation.**

The teaching of swimming at I.S.H. is currently undertaken at the VAF Bad, Bertrand-Russell Str. 4, 22761 Hamburg, Tel: 8906010. We are usually required to share the facility with groups from other schools/clubs. We are restricted to 30 minute sessions from 9:00 to 9:30 hours on Mondays and Wednesdays, and from 12:00 to 12:30 hours on Tuesdays. Grades 6, 7 and 8 are timetabled for these sessions on the basis of one session/week/grade.

As we have to share the facility it is not feasible to take every student from a particular grade swimming at the same time. There are usually two teachers on duty at the pool under the existing timetabling arrangements. Remembering that the maximum teacher to student ratio of 1:20 is to be enforced at all times and that one teacher has to remain on duty in the gym, the present policy is to divide a particular grade into three ability groups at the beginning of the school year - Beginners/Learners; Improvers/Intermediate; Advanced.

Whenever possible, it is our policy to have two teachers on duty at the pool, each with a group, so that students participate in two eight-lesson units during the period August to March.

Keeping the above in mind, it is not possible to group a particular grade according to their **ability in the stroke to be taught during that lesson** as is the accepted method of teaching swimming in schools. With this method, students would rotate around the three ability groups according to their ability in a particular stroke. Team-teaching would be predominant with one teacher in overall charge of the lesson. When two teachers are on duty at the pool, the "set-group" method (i.e. one teacher per ability group) is the basis of our teaching programme although movement up or down to a group is possible to a certain extent and is deemed desirable. In order to facilitate this movement, teachers are required to plan their lessons/units together for the benefit of the students and to maximise the use of the pool.

Students are placed into one of the three groups according to the following criteria :-

Beginners/Learners - those students who cannot swim Breast Stroke **and** Front Crawl and **"SHARKS"** who are lacking in watermanship skills and/or confidence.

Improvers/Intermediate - those students who can swim Breast Stroke and Front Crawl but **"WHALES"** who have some major action fault. They should also display a reasonable degree of confidence.

Advanced - those students who can swim Breast Stroke and Front Crawl competently and who display a good degree of watermanship.  
**"DOLPHINS"**

Letters are sent home to inform parents and students of the arrangements for swimming lessons. A permission slip must be signed by the parents and returned to the teacher in charge of the group. Swimming is a compulsory component of the Physical Education Curriculum and non-participation on a regular basis must be excused with a medical certificate.

## **G. Methods of Teaching.**

Each student should be able to work at his/her own level of ability but must be stretched to the limit of his/her capacity. The student should be presented with a series of challenges all aimed at making him water competent. Some beginners are quick to learn and may be able to swim for the first time shortly after entering the water; others may require a long period of patient help and encouragement before attempting their first strokes. Every effort should be made to get the non-swimmer swimming as soon as possible.

### **1. The "Multi-Stroke" Approach for Teaching Beginners.**

Once they can move in the water the students will wish to learn how to modify their initial exploratory activities and to perform movements which will provide more efficient propulsion. Preference is often expressed for one of the main strokes by swimming teachers. Whatever the

merits of any one stroke, it is recommended, in the early stages, to use a "**multi-stroke**" **approach**, whereby students are given an opportunity to experience them all. Following a quick and simple introduction to the propulsive movements of each of the strokes, **with emphasis on the leg action**, each student is allowed to choose and to practice the one which gives her most success in moving through the water. This method of teaching will cater for every possible individual difference and preference. It caters for the student who naturally wants to swim on his back first just as much as it does for the student who wants to kick his legs simultaneously or alternately.

## **2. Stroke Development.**

When students are being taught the basic actions of the various strokes it is recommended that the "**Whole-Part-Whole**" **teaching method** be used. Before this is undertaken, it is essential that students are able to swim across the width of the pool using their chosen stroke (see point 1 above) and that they are able to glide through the water in prone and supine positions and to regain a standing position.

Good stroke technique requires a series of actions to be correctly co-ordinated. Following a demonstration, with appropriate commentary, students are encouraged to attempt their own interpretations of the stroke required. Early efforts may be crude but a feeling for the whole movement will be gained. Thereafter, one part of the stroke is practised and followed by the consolidation of this additional skill in another attempt at the whole stroke. The sequence of whole stroke, part practice, whole stroke is continued until a degree of competence is achieved. This process should normally feature in most lessons.

The following procedure is recommended when teaching the strokes:

- (i) Demonstration of the complete stroke with commentary by the teacher.
- (ii) Students attempt the complete stroke.
- (iii) Attention is focused on the legs whilst using floats for support - glide, propulsion with the leg kick as the momentum of the glide finishes.
- (iv) A demonstration of the leg kick is given by a reasonably successful student.
- (v) Others try to copy.
- (vi) As soon as the students can achieve a reasonable leg kick to enable them to maintain balance and propulsion, arm movements can be incorporated.

**Good technique should be stressed at all times but instructions should not be too technical.**

### 3. Lesson Forms.

There are several lesson forms whereby the "Contents" section of this Swimming Curriculum can be carried out:-

#### a. The Orthodox Teaching Lesson.

In this type of lesson the fundamental swimming skills are taught as a class activity. Whenever possible, the skills can then be practised in ability groups if two groups are at the pool together (see section F - Organisation).

- (i) Explanation of lesson aim (2 minutes).
- (ii) Entry and warm-up or introductory activity (4 minutes).
- (iii) Main section - often concentrating on a particular stroke using the "Whole-Part-Whole" teaching method (14 minutes).
- (iv) Contrasting activity (6 minutes).
- (v) Supervised free practice (4 minutes).

#### b. The Stroke Schedule Lesson.

Having used "orthodox" lessons to teach fundamental swimming skills, some opportunity should be given for more intensive practice of them. The different ability groups can be given an assignment of work which will occupy almost all the entire lesson. This type of lesson should be used only occasionally at the termination of a series of lessons. It is not sufficient to present the same work for each group with variations in distance only - a great deal of thought should be given to the preparation of schedules.

#### c. The Time / Distance Lesson.

Having taught the skills of swimming and having provided opportunities for practising and improving them, using the two types of lesson forms mentioned above, it is desirable that students should be given the opportunity to test their own progress. In general, there are two main criteria of progress:

- (i) The ability to swim for a longer period or a longer distance without stopping.
- (ii) The ability to cover a set distance in a faster time.

The Time / Distance Lesson provides the opportunity for testing but should be used sparingly.

**d. The Recreational Lesson.**

This type of lesson, which should be given occasionally, includes a variety of games and purposeful aquatic activities to include relay races, improvised games in small groups, water polo, survival swimming activities, recreative partner activities and synchronised swimming skills.

**D. Resources.**

- "Keep in the Swim" posters by Helen Elkington and published by the Physical Education Association of Great Britain:-

- (i) The Beginner.
- (ii) Front Crawl.
- (iii) Back Crawl.
- (iv) Breast Stroke.

- "Keep in the Swim- a booklet for teachers" - Helen Elkington.

- **"Life Saving and Water Safety" - Royal Life Saving Society (UK) Handbook.**

- **"The Teaching of Swimming" - The Amateur Swimming Association.**

- "Swimming in the Primary School" - Lancashire County Council Education Committee.

- "Swimming - Steps to Success" - David Thomas.

- "Teaching Swimming - Steps to Success" - David Thomas.

- "Swimming for Health" - Colin Hardy.

- "How to Coach Swimming" - Rick Cross.

- "Improve Your Swimming and Diving Skills" - Emma Fischel.

- "Swimming, Diving and Water Polo Rules" - National Federation of American High Schools.

- "Laws of the Sport" - Amateur Swimming Association.

- "Teach Your Child To Swim" - S. Meredith.

- "Kinder Erleben Wasser" - Baartz, R.

- "Schwimmen Spielend Lernen" - Baartz, R.

## **15. CURRICULUM GUIDE FOR THE TEACHING OF DANCE IN GRADES 6-12.**

Dance can be an enjoyable way of exercising to music and also provides the student with the opportunity for creative expression. Dancing also offers opportunities for a positive lifetime leisure pursuit and provides a positive environment to foster socialization and boy - girl relationships. It is important for the teacher to exhibit a positive attitude towards dance if the lessons are to be successful.

### **A. Objectives.**

- to combine locomotor and non-locomotor skills in a movement sequence. - to perform various dances as selected by the teacher.
- to practice dance etiquette and social skills.
- to develop motor fitness components of strength, flexibility, agility, and coordination

### **B. Methods.**

- review of previous lesson's skills.
- remind students to be polite to all partners.
- selection of partners - either students can choose or the teacher can vary methods of finding a partner.

### **C. Skill Development.**

#### **Basic Steps:**

- |                                   |                 |
|-----------------------------------|-----------------|
| - circle left, circle right       | - do-si-do      |
| - left hand star, right hand star | - promenade     |
| - elbow swing                     | - sashay        |
| - bow/curtsy                      | - grapevine     |
| - bleking                         | - swing partner |
| - step - hop                      | - casting off   |

There are several dance styles in which the instructor can incorporate these basic dance steps. They are as follows:

° Aerobic

° Creative

° Folk

° Line

## **D. Dance Categories:**

### **Aerobic Dancing (Teacher selected music).**

An aerobic dance lesson should consist of at least a 10 minute warm-up and stretching period followed by 20 to 30 minutes of movements which will raise the heartbeat to 75% of maximum heart rate ( $220 - \text{age} \times .75 = \text{number of heartbeats per minute the heart should beat while aerobic dancing}$ ). Following the aerobic section, the teacher should do some strength training exercises for all major muscle groups followed by at least 15 minutes of cool down movements and stretches to slowly lower the heart rate back to normal.

### **Creative Dancing (Teacher Selected Music).**

Using a variety of music the teacher can instruct the students to move in accordance with the sounds of the music. The students might want to use ribbons or balls or hoops to create their dance. The teacher may also use drums, tambourines, and rattles and have the students move

according to the various tempos that are sounded. Encourage the students to move at different speeds, levels of height and direction. Creative dance can be taught at any age level but the teacher may find that the students in grades reception through 7 will be more open with their feelings and abilities to create movement. Refer to the Resources Section for books offering suggestions on Creative Dance.

### **Folk Dancing.**

Folk dancing, especially at a school where there are so many international students, should be an important part of the dance unit. The teacher should attempt to choose a large variety of dances from various countries such as Denmark, Mexico, USA, Scotland, Holland, Israel, Germany, etc. If there are any students who are willing to teach and share a particular dance that they know, this would be an excellent way for the students to learn a new dance. This part of the dance unit may take the longest since there are so many dances to choose from.

### **Line Dancing.**

Line dancing is a fun way to begin a dance unit because it does not require the choosing of partners and is a less threatening way to move to music. The students all learn the same steps, perform them at the same time but in lines, or rows, and continue the dance step pattern until the music has stopped. This type of dance can be as easy as 6 different steps or as difficult as 20. One example of a line dance is the "Texas Bop" which can be done to the song by Eddie Rabbit called "Bop." Directions for this dance can be found in the Dance Curriculum Reference Guide.

**E. PROGRAMME OF STUDY FOR TEACHING DANCE**  
**IN GRADES 6 TO 12:**

Grade	Total no. of lessons	Lesson no.	Dance category	Name of Dance
6	5	1	Aerobic	Teacher Selected
		2	Line	Texas Bop & Teacher Selected
		3	Creative	Teacher Selected
		4	Folk	La Raspa, Virginia Reel, Danish Dance of Greeting
		5	Folk	Hora, Schottische
7	5	1	Aerobic	Teacher Selected
		2	Line	Texas Bop & Teacher Selected
		3	Creative	Teacher Selected
		4	Folk	Norwegian Mtn. March, Hora
		5	Folk	Irish Washerwoman, Cherkassiya
8	5	1	Line	Texas Bop & Teacher Selected
		2	Line	Student Created & Performed
		3	Aerobic	Teacher Selected
		4	Folk	Miserlou, Mayim
		5	Folk	Moskrosser,

Review grade 7 dances

Grade	Total no. of lessons	Lesson no.	Dance category	Name of Dance
9	6	1	Aerobic	Teacher Selected
		2	Aerobic	Routines -
		3	Aerobic	3 Lessons
		4	Line	Amos Moses to song "Amos Moses"
		5	Folk	Salty Dog Rag
		6	Folk	Road to the Isles, Troika
10	6	1	Aerobic	Teacher Selected
		2	Aerobic	Routines -
		3	Aerobic	3 Lessons
		4	Line	Texas Bop
		5	Folk	Tarantella
		6	Folk	Review any 8 or 9th grade folk dances

### **Grades 11 and 12.**

For any 11th or 12th grades students who elect dance as part of their physical education programme, the teacher can follow the 9th or 10th grade curriculum. In addition, if the students elect aerobics for a length of time more than 4 lessons, the teacher might consider assigning small groups within the class to create an aerobic routine to lead for the rest of the class to follow.

### **F. Resources.**

- Bowie-Russel, D.; "Music is everywhere"; A Dominie Publication
- Bowie-Russel, D.; "Music is everywhere"; A Dominie Publication
- Gibson, B.; "Dance Matters 11-14"; Heinemann
- Harrison, K.; Auty, J.; "Dance Ideas for Teachers, Students and Children"; Hodder & Stoughton
- ISH Dance Curriculum Reference Guide
- Morris, M. et al; "Bright Ideas – Dance and Movements"; Scholastic
- Lowden, M.; "Dancing To Learn"; The Farmer Press
- Pica, R.; "Early Elementary Children – Moving & Learning"; Human Kinetics
- Pica, R.; "Preschoolers – Moving & Learning"; Human Kinetics
- Phillips, P.; "Contemporary Square Dance"; WM.C.Brown Company Publishers
- Lowden, M.; "Dancing To Learn"; The Farmer Press

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- "World of Fun" - 7 record set with 202 dances from 22 countries.
- Tapes: 'Cowboy Two Step.'  
'Rock and Roll Fitness Fun.'  
'Aerobic Mix.'  
'The Hokey Pokey.'
- Dance Curriculum Reference Guide for grades 6 to 12.

## **16. CURRICULUM GUIDE FOR THE TEACHING OF HEALTH-RELATED FITNESS IN GRADES 4 to 12; WITH SPECIFIC REFERENCE TO GRADES 9 AND 10.**

Health-Related Fitness (HRF) has become an important issue in (Physical) Education because serious threats to health, such as heart disease, are now known to have their origins in early childhood. It is now widely recognised that regular physical activity contributes significantly to health. Unfortunately, research has shown that children are not exercising enough to protect against future heart disease.

The teaching of HRF in Physical Education involves a "fitness for life" philosophy whereby students are taught the skills of adopting active lifestyles through exercise; are made aware of the dangers/risks of not exercising and abusing the body; are made aware of the effects of exercise on the body; and are taught important concepts on health and fitness.

### **How do we teach HRF ?**

HRF can be taught by focussing on exercise per se. In other words, **practical/experiential** learning can take place through lessons on cardiorespiratory exercise, strength and muscular endurance, flexibility, stress management and body composition using a block/unit of lessons devoted to HRF. In addition to this approach, students can learn about HRF through other areas of the Physical Education programme. For example :-

Cardiorespiratory fitness - swimming, athletics (track events), dance, games etc.

Flexibility - gymnastics, dance, as a warm-up to all lessons.

Strength - gymnastics, fitness training on the multi-gym.

Endurance - dance, swimming, soccer, floor-hockey, fitness training in the multi-gym.

THESE ARE JUST A FEW EXAMPLES.

### **A. Methods of Teaching HRF at I.S.H.**

#### **1. Grades 9 and 10.**

Students in Grades 9 and 10 are required to participate in two experiential/practical units of HRF (2 units in 2 years) specifically aimed at covering the following components of HRF :-

	<u>Grade 9.</u>	<u>Grade 10.</u>
- What is "Physical Fitness ?"	x	R
- Cardiorespiratory Fitness.	x	R
- Muscular Strength.	x	R
- Muscular Endurance.	x	R
- Flexibility.	x	R
- Planning a Fitness Programme (with the emphasis on "fitness for life").		x
- Body Composition.		x
- Nutrition.		x
- Stress Management.		x

R = Revision; this should be no more than a brief sketch of the work covered in grade 9 otherwise there will not be sufficient time to cover the final four components of the course. 12 double periods will be allocated in both grade 9 and grade 10 for the teaching of HRF.

The work covered in the first five components of the course should be regularly re-inforced as part of the regular P.E. programme (i.e. during games, gymnastics lessons etc.).

## **2. Other Grades (grades 4-8 and 11-12).**

Students in other grades are to be taught the basic principles of HRF as part of the regular P.E. programme concentrating on **cardiorespiratory fitness, muscular strength, muscular endurance and flexibility**. This may require a change of focus in your current teaching style, methods and philosophy. You may find that you will be required to decrease the competitive element of, in particular, games lessons but it should be remembered that Physical Education is for all students, not just for the elite. The elite performers (but others as well) should be directed toward the extra-curricular programme which should be a natural out-growth of a well-taught P.E. curriculum. The teacher should carefully consider the content and level of instruction with relation to each grade's average age and language ability.

## **3. Experiential/Practical Learning.**

The experiential/practical approach to the teaching of HRF cannot be stressed enough. Experiential learning, rather than a theory session which tells students about the value of exercise or passes on knowledge about diet, has a far greater impact and helps the students to equate HRF with Physical Education rather than the usual classroom-type lessons. This is important ! We can develop practical experiments which help students learn about themselves and their responses to exercise, about diet and nutrition, about rest and relaxation instead of "telling-them" type lessons; we can use discussion-based workshops and simulation exercises which examine controversial topics involved in health and fitness. Advertisements which cajole you to buy this or that type of beauty aid, slimming routine or fitness programme can be

critically examined in the light of HRF facts - there is scope for students to more aware of the hidden messages of advertisements and articles concerned with health and fitness i.e. they need the truth ! We can help students to plan a personal exercise programme based on different activities; examine a balanced diet for a week; discuss how to include a programme of relaxation into their lifestyles. **SHOW AND DO - DON'T TELL !**

## **B. Aims.**

To teach the students to :-

1. Enjoy and value the role of exercise in life.
2. Understand why exercise is important.
3. Understand what "fitness" is in all its' component parts i.e. HRF and Skills-Related Fitness, but with special reference to HRF.
4. Appreciate that "excellence" is not a pre-requisite for fitness; it is "involvement" in a sport that is paramount. Further, to appreciate that athletic excellence is NOT necessary to maintain cardiorespiratory fitness and health.
5. Operate a wide variety of lifetime fitness skills, with specific reference to :-
  - (i) Self-evaluation of cardiorespiratory, strength, muscular endurance and flexibility components.
  - (ii) Self-evaluation of stress levels and coping skills, body composition, nutrition and overall lifestyle changes.
  - (iii) Diagnosis and prescription of appropriate action related to the self-evaluation.
6. Participate in a selection of activities associated with the components of HRF, thereby demonstrating the effects of exercise on the body systems. These activities should be selected for their "intensity of effort" element and have a "carry-over" into adult life.
7. Exercise safely with correct and appropriate techniques and knowledge of good exercise practice.
8. Plan a programme of balanced fitness activities based on safe and correct use of training principles and incorporating the self-assessment procedures from point 5.

### **C. Guidelines for Good Practice in Teaching HRF.**

Teachers involved in teaching HRF in Physical Education need a thorough understanding of the anatomical and physiological principles of exercise and a sound knowledge of the correct exercise techniques.

The following are summary guidelines for effective and safe teaching of HRF :-

1. Ensure the teaching environment is warm or allow tracksuits etc. Encourage correct footwear.
2. Teach correct exercise techniques prior to increasing exercise intensity.
3. Teach appropriate partner support/assist techniques where necessary, for example, in stretching.
4. Highlight 'contraindicated' exercises where appropriate and say why they should be avoided, for example, stretches with knee twisting.
5. Teach appropriate warm-up activities through :-
  - cardiorespiratory activity.
  - static stretching.
6. Do not allow ballistic/bouncing stretching exercises until students are thoroughly warmed-up and have already completed a series of static stretches.
7. In cardiorespiratory activities, intensity can be gauged by heart rate/pulse monitoring. Ensure that the heart rate does not exceed 85% of the maximum or that prolonged cardiorespiratory work is not of an intensity which feels "very hard".
8. In strength and muscular endurance exercises, take great care in carrying and laying out the apparatus. Space between the groups is essential and supporters should be taught the appropriate techniques. Be cautious on timed circuits where incorrect techniques could be adopted.
9. In weight training, teach good lifting skills with light weights before allowing any progress in terms of loading. All exercises should exceed six repetitions but not exceed twelve in the early stages.
10. Teach 'full-range' lifting movements (with the exception of the squat where a 'thighs parallel' position should be adopted).

11. Do not allow back hyperextension under loading.
12. Teach appropriate cooling-down activities through :-
  - static stretching.
  - relaxation.

## **D. Content.**

### **1. What is "Physical Fitness ?"**

Physical fitness is the ability of your body systems, including your muscles, skeleton, heart and lungs, to work together efficiently so that you are able to perform physical activity with the least amount of effort.

#### **Objectives.**

To impart a knowledge/understanding of :-

- (i) The meanings of 'total fitness' and 'physical fitness'.
- (ii) The benefits of regular exercise and of physical fitness.
- (iii) The term 'Health-Related Fitness' and its different components; the term 'Skill-Related Fitness' and its components; how HRF and SRF combine in physical fitness.
- (iv) Exercise-related injuries and how to avoid them; harmful exercises.
- (v) Why warming-up and cooling-down are essential aspects of exercising; exercise guidelines.
- (vi) Principles of training - overload, progression and specificity.
- (vii) The FIT(T) formula for exercising - frequency, intensity, time and type.
- (viii) How much exercise is enough; how fit you should be.
- (ix) The relationship of exercise to good health.
- (x) Hyperkinetic and Hypokinetic health problems - what role does exercise, or the lack of exercise, play in their cause.

#### **Activities.**

- (i) Participation in an exercise class designed to demonstrate safe and harmful exercises; stretching techniques; and correct methods of warming-up and cooling-down.
- (ii) Participation in a practical session designed to demonstrate the different aspects of physical fitness i.e. HRF and SRF (see section on 'Concepts'). See pages 4-7 of Scott, Foresman "Fitness for Life".
- (iii) Participation in a practical session designed to instruct students how to count heart rate and how to determine the target heart rate.

**Self-Assessment.**

- (i) Back test - pages 50-51 "Fitness for Life".
- (ii) Posture test - pages 52-53 "Fitness for Life".

NOTE: Other self-assessment tests will be carried out as part of the units on cardiorespiratory fitness, muscular strength, muscular endurance, flexibility and body composition so that an overall 'fitness profile' is built up as the course develops.

**Concepts.**

(i)

**TOTAL FITNESS**

**PHYSICAL                  MENTAL                  SOCIAL                  EMOTIONAL**

including attitudes to physical fitness.

**HRF**

**SRF**

- |   |                |
|---|----------------|
| -Cardiorespiratory fitness              | - Agility      |
| -Muscular strength                      | - Balance      |
| -Muscular endurance                     | - Coordination |
| -Flexibility                            | -Power         |
| -Body composition (including nutrition) | -Reaction time |
|   | -Speed         |

**Stress** - involves physical, mental, social and emotional stressors so that Stress Management plays a vital role in the complete picture of Total Fitness.

- (ii) Stages of exercise
  - warm-up
  - workout
  - cool-down.

- (iii) Principles of training - overload
- progression
  - specificity
  - FIT(T) formula
  - dangers of overtraining
  - target heart rate.

(iv) The benefits of exercising and physical fitness; the dangers of not exercising enough.

**MAJOR REFERENCE AND STUDENT TEXT:**

Chapter 1 - "Fitness For All"  
Chapter 2 - "Exercising Safely"  
Chapter 3 - "Preparing For Exercise"  
Chapter 4 - "How Much Exercise Is Enough"  
Chapter 5 - "Exercise And Good Health"  
Chapter 11 - "Skill-Related Fitness."  
Chapter 16 - "Fitness And Sports"  
- SCOTT, FORESMAN "FITNESS FOR LIFE".

**2. Cardiorespiratory Fitness.**

The ability of the circulatory and respiratory systems to supply oxygen during sustained physical activity.

**Objectives.**

To impart a knowledge/understanding of :-

- (i) How the cardiorespiratory system works.
- (ii) How to measure heart rate.
- (iii) The effects and benefits of exercise on the body, with specific reference to the CR system.
- (iv) Practical activities that promote CR fitness, i.e. various sports/leisure activities.
- (v) The principles of CR training.
- (vi) How to assess and improve personal CR fitness.

**Activities.**

The following examples are activities that can contribute to CR fitness:-

RUNNING-track events, cross-country, orienteering, treasure hunt.

CYCLING - time trials, relays, hill climbs.

SWIMMING - distance swimming, relays, games, timed swims.

DANCE - aerobics, popmobility, disco etc.

CIRCUIT TRAINING.

CIRCUIT WEIGHT TRAINING.

GAMES - basketball, soccer, floor-hockey etc.

SKIPPING.

ROLLER SKATING.

CROSS-COUNTRY SKIING.

### **Self-Assessment.**

- (i) Measurement of own and others' pulse at the neck, wrist or using a pulse monitor.
- (ii) Measurement of breathing rate.
- (iii) Step tests (Corbin and Lindsey).
- (iv) Distance or timed runs (Corbin and Lindsey, and others).

### **Concepts.**

- (i) Effects of exercise on the CR system:

#### **Short-term.**

- changes in pulse/breathing rate.
- body temperature.
- oxygen debt.
- lactic acid production.

#### **Long-term.**

- recovery heart rates.
- heart size.
- circulation.
- muscle efficiency.
- fat reduction/body shape.
- health benefits.

- (ii) Anaerobic v. aerobic exercise (sprints v. distance runs).

#### (iii) **Principles of training.**

- overload
- progression
- specificity
- FITT

**FITT Aerobic guidelines.**

- F - frequency (how often ?) -3-5 times a week.
- I - intensity (how hard ?) -60-85% of maximum heart rate
- T - time (how long ?) -keep heart rate in target zone for minimum 15-20 minutes.
- T - type (of exercise) -See activities listed above.

**FITT Anaerobic guidelines:-**

- F - 3 - 5 times a week
- I - 60-85% of maximum heart rate
- T - keep heart rate in target zone for 10 to 40 seconds. Rest by walking or doing slow exercise  
for 3 times the length of exercise burst. Total exercise time 15-30 minutes.
- T - sprinting, basketball, 50m swimming, etc.

**MAJOR REFERENCE AND STUDENT TEXT:**

Chapter 6 - "Cardiovascular Fitness" - SCOTT, FORESMAN "FITNESS FOR LIFE."

**3. Muscular Strength and Muscular Endurance.**

**Strength** - the ability of a muscle group to exert force against a resistance in one maximal effort.

**Endurance** - the ability of a muscle group to perform repeated contractions against a light load for an extended period of time.

**Objectives.**

To impart a knowledge/understanding of :-

- (i) The difference between muscular strength and muscular endurance; and their importance in overall health and fitness.
- (ii) The different types of muscles and their functions.
- (iii) The basic function and location of the main muscles and muscle groups through a series of specific exercises.
- (iv) How to apply training principles.
- (v) How to assess and improve personal strength and muscular endurance.
- (vi) Some misconceptions about strength/endurance training.

**Activities.**

(i) (Start with) Basic Exercises.

<u>Body Part.</u>	<u>Exercise.</u>
Shoulders and arms	Pull-ups
Abdominals	Bent knee sit-up
Arms (and chest)	Push-ups
Biceps	Undergrasp pull-up
Triceps	Arm dips
Lower back	Back extension
Legs	Squats
Legs	Knee dips

These exercises can be modified depending on whether you want to aim for muscular strength or endurance.

(ii) (Progress to) Circuit Training.

Emphasis should be given to progressively increasing the number of repetitions rather than the speed of the circuit since speed will encourage poor exercise technique and possibly unsafe procedures.

(iii) (Progress to) Weight Training with grades 8 to 12 ONLY.

Great care should be exercised when selecting weight training activities for grade 8 - if in doubt, do not attempt. The Weight Training Machine should be used in preference to free weights for safety reasons. The teacher should be initially concerned with teaching safe lifting techniques with light weights.

Recommended teaching sequence for weight training :-

- name the exercise.
- name the major muscle group(s) benefitting from the exercise.
- give a good silent demonstration.
- give a demonstration plus explanation of key points.
- talk student(s) into the starting position.
- teacher to correct and encourage.

**Emphasise safety, strict technique and regular breathing at all times.**

See the literature/posters provided by Universal/Nissen International and pages 88 and 90-91 of Scott, Foresman "Fitness For Life" for advice on weight training.

### **Self-Assessment.**

See pages 79-80 and 96-97 of Scott, Foresman "Fitness For Life" for Self-Assessment Tests or implement some of the exercises described above in "Basic Exercises" to assess muscular endurance.

### **Concepts.**

- (i) Isometric versus Isotonic exercises for improving muscular strength - differences, advantages and disadvantages of each method.
- (ii) Muscle tone and body shape; fitness of the back; posture.
- (iii) Misconceptions - muscle bound, steroids, using too-heavy a weight etc.
- (iv) Principles of Training.
  - overload.
  - progression.
  - specificity.
  - FITT.

### **FITT for Strength (Isotonic).**

- F - frequency - 3-4 times a week.
- I - intensity - Move the heaviest weight you can lift for the required number of times without loss of technique.
- T - time - Begin with 3 sets of 5 repetitions. Gradually increase repetitions to 8. Rest 1 minute between sets. Exercise for 30-45 minutes.
- T - type - Resistance training using weights or body weight.

### **FITT for Endurance.**

- F - 3-4 times a week.
- I - A resistance that allows upto 25 repetitions such as own body weight.
- T - Begin with one set of at least 9 repetitions. Gradually increase to 3 sets of 25 repetitions. Exercise for 30 minutes.
- T - Resistance training using weights, apparatus or body weight.

### **MAJOR REFERENCE AND STUDENT TEXT:**

Chapter 7 - "Strength."

Chapter 8 - "Muscular Endurance." - SCOTT, FORESMAN "FITNESS FOR LIFE."

#### **4. Flexibility.**

The range of motion about a joint.

##### **Objectives.**

To impart a knowledge/understanding of :-

- (i) The benefits of flexibility.
- (ii) The nature and function of joints and their associated muscles and ligaments.
- (iii) Safe and effective stretching exercises.
- (iv) The principle of exercising for flexibility.
- (v) How to undertake a programme of exercise designed to assess and improve personal flexibility.

##### **Activities - exercises for flexibility.**

The following exercises constitute an example of a flexibility 'package' for the whole body which might form a part of a warm-up in any lesson or make up a flexibility lesson in its own right.

<u>Body Part.</u>	<u>Exercise.</u>
Shoulders	- gentle arm circling. - ease the elbow behind the neck with the arm bent.
Neck	- gentle neck rolls.
Trunk and hamstrings	- sit and reach. ) with/without - sit and reach (V-sit). ) assistance - raise the knee to the chest ) from self (pull on legs) or from a partner.
Hip flexors	- lunge.
Quadriceps	- kneel back with support and grasp the your shin (lift the leg).
Lower leg	- calf stretches with a straight or a bent leg.

##### **Self-Assessment.**

See pages 108-109 of Scott, Foresman "Fitness For Life" for Self-Assessments Tests of general flexibility. Include an arm and shoulder test by attempting to touch the fingers behind the back. For assessing lower back flexibility and posture, include a supine leg lift and knee to chest exercise. These are tests of flexibility for the hamstrings and hip flexors and important implications for care of posture and the lower back.

**Concepts.**

- (i) The basic types of joints and their functions :-
  - spinal column.
  - hips and shoulders.
  - wrists, knees, elbows and ankles.
  
- (ii) The functions of muscles, ligaments and tendons in flexibility.
  
- (iii) The benefits of flexibility :-
  - full use of movement.
  - efficient and effective range of movement.
  - improvement of sport techniques.
  
- (iv) The problems related to inflexibility :-
  - poor posture.
  - lower back pain.
  - loss of movement.
  - injuries.
  
- (v) Principles of Training.
  - overload.
  - progression.
  - specificity.
  - Static and Ballistic (Active) stretching.
  - FITT.

**Static Stretching** involves stretching slowly as far as you can without pain, and then holding the stretch for several seconds.

**Ballistic Stretching** involves a series of quick but gentle bouncing or bobbing-type motions that are NOT held for a long time.

**CAUTION:** Ballistic stretching should only be employed after a thorough warm-up and the completion of a series of static stretches. Static stretching techniques are recommended in HRF; ballistic methods are generally not necessary except for sports training.

**The FITT Principle (for Static Stretching).**

- F - frequency - stretch all muscle groups at least 3 times a week and preferably daily. Stretch before and after workouts.
- I - intensity - stretch the muscle beyond its' normal length. Use body weight, equipment or a partner to assist you to have an overload. Stretch to point of mild tension.
- T - time - hold each stretch for 10-15 seconds. Stretch each muscle group for 3 sets of 10-15 seconds each.
- T - type - see activities listed above and Scott Foresman "Fitness For Life" chapter 9

**MAJOR REFERENCE AND STUDENT TEXT:**

Chapter 9 - "Flexibility" SCOTT, FORESMAN "FITNESS FOR LIFE."

**5. Planning an Exercise Programme - with the emphasis on "fitness for life."**

**Objectives.**

- (i) To impart an understanding of the basic principles of personal programme planning in exercise, including the use of self-evaluation.
- (ii) To plan and evaluate exercise programmes for one month, both for oneself and for others.
- (iii) To evaluate a commercially-available exercise programme.
- (iv) To evaluate aspects of "commercial fitness."
- (v) To plan an exercise programme that could be developed and maintained throughout life.

**Activities.**

- (i) - revision of fitness concepts (see work covered in grade 9 on physical fitness, muscular strength and endurance, flexibility).
  - introduction to personal programme planning.
  - participation in an exercise session - comment on the type of exercise, balance of fitness components.
  - self-assessment of exercise needs.
- (ii) Participation in a commercially-available programme - evaluate and modify.
- (iii) Planning a personal exercise programme for a one month period based on - physical fitness needs - attitudes and motives
  - available facilities.
- (iv) Participation in own exercise programme (see point iii). Record the activities in a fitness diary and evaluate the programme at the end of the month.
- (v) Bring in newspaper/magazine adverts on exercise, health and fitness for comment and evaluation.

(vi) Discuss various activities/sports that could be included in a personal exercise programme that could be developed and maintained throughout life.

**MAJOR REFERENCE AND STUDENT TEXT:**

Chapter 15 - "Evaluating Exercise Programmes."

Chapter 16 - "Fitness and Sports."

Chapter 17 - "Planning Your Exercise Programme."

Chapter 18 - "Fitness and Your Future." - SCOTT, FORESMAN "FITNESS FOR LIFE."

## **6. Body Composition.**

The relative make-up of the body in muscle, fat, bone and vital organs.

### **Objectives.**

To impart a knowledge/understanding of :-

- (i) Different body types and individual differences - mesomorphic
  - endomorphic
  - ectomorphic.
- (ii) Body composition - muscle, fat, bone, vital organs.
- (iii) The relationship between nutrition, body composition and exercise; how the level of body fat is related to good health.
- (iv) How to measure body fat. What is the 'ideal' level ?
- (v) How to monitor personal nutrition and activity patterns in order to develop an awareness of a balanced lifestyle that includes maintaining an ideal level of body fat.

IT IS TO BE EXPECTED THAT MUCH OF THE WORK ON BODY COMPOSITION WILL BE DONE IN TANDEM WITH THE WORK ON NUTRITION.

### **Activities.**

- (i) Experience a variety of physical activities and discuss their contribution to weight control (see chart on page 130 of "Fitness For Life").
- (ii) Compile physical activity and nutrition diaries.

### **Self-Assessment.**

- (i) Self-assessment of body type.
- (ii) Compilation of measurements, height and weight statistics; discussion of problems associated with height/weight tables.

- (iii) Measurement of body fat using - tape measures  
- pinch tests  
- skinfold calipers.

**Concepts.**

- (i) 'Desirable' body weight i.e. target weight.  
(ii) Essential body fat.  
(iii) The 'ideal' level of body fat.  
(iv) The relationship between nutrition, exercise and weight control i.e. how to maintain optimum levels of body fat.  
(v) Misconceptions about exercise and fat loss with specific reference to commercial advertising re. body shape, dieting, exercise plans etc.

**MAJOR REFERENCE AND STUDENT TEXT:**

Chapter 10 - "Exercise and Fat Control." - SCOTT, FORESMAN "FITNESS FOR LIFE."  
See Chapter 14 "Making Consumer Choices" re. 'Fitness Quackery.'

**7. Nutrition.**

The study of foods and how they nourish the body.

**Objectives.**

To impart a knowledge/understanding of :-

- (i) The six nutrient groups (carbohydrates, proteins, fats, minerals, vitamins and water) and their sources.  
(ii) The Four Food Groups including examples of foods in each group.  
(iii) Foods that should only be eaten in limited quantities, for example salt, sugar, saturated fats.  
(iv) Eating disorders and the health problems they can cause, for example anorexia nervosa, bulimia.  
(v) How to plan and maintain a balanced, healthy diet.  
(vi) Misconceptions about food.  
(vii) The relationship between nutrition, body composition and exercise (See Section 6 'Body Composition').

IT IS TO BE EXPECTED THAT MUCH OF THE WORK ON NUTRITION WILL BE DONE IN TANDEM WITH THE WORK ON BODY COMPOSITION.

**Activities.**

- (i) Compile nutrition diaries over a period of three days.
- (ii) Collect and discuss food labels with reference to the nutrient make-up of the food; its place in the Four Foods Group; its Calorie value (see pages 222-224 "Fitness For Life"); and its contribution to a balanced diet.
- (iii) Discuss some commercially-available diet plans and assess whether or not they fall under the banner of good nutritional habits.

**Self-Assessment.**

- (i) Use the nutrition diaries (see 'Activities') to analyse your diet and assess what changes are necessary for a balanced, healthy diet.

**Concepts.**

- (i) A balanced, healthy diet.
- (ii) Calorie values; burning off calories.
- (iii) Making nutritious food choices.
- (iv) Eating before exercising.
- (v) Nutrients; Four Food Groups.
- (vi) FIT formula and nutrition :-
  - F - frequency. Eat three meals a day with only occasional snacks.
  - I - intensity. Calories consumed should fall within the range recommended for a person's age and sex.
  - T - time. Eat meals at regular intervals, such as morning, noon and evening.

**MAJOR REFERENCE AND STUDENT TEXT:**

Chapter 12 - "Nutrition." - SCOTT, FORESMAN "FITNESS FOR LIFE."

See Chapter 14 "Making Consumer Choices" re. Health/Diet Quackery.

**8. Stress Management.**

Stress - the body's reaction to a demanding situation.

**Objectives.**

It is envisaged that this component of HRF would be best covered in a practical "Stress Workshop," having as its main objectives the imparting of knowledge/understanding of :-

- (i) The term 'stress' and its causes.
- (ii) The emotional and physical effects of stress.

(iii) How to manage (and decrease) stress in everyday life.

**Content.**

- (i) What is stress ?
- (ii) Eustress and distress.
- (iii) The causes of stress.
- (iv) The effects of stress.
- (v) Managing stress.
- (vi) Guidelines for stress management, fitness and good health.
- (vii) Where to obtain help if needed.
- (viii) The role of exercise in stress management.

**Self-Assessment.**

Using the information gained in the first part of the workshop, analyse 'stress levels' in your life and discuss ways of reducing the stress in order to avoid the associated problems.

**Activities.**

Relaxation workshops with emphasis on clearing the mind, reduced breathing rate, rest, imagining a peaceful/favourite scene, muscle relaxation, music.

**MAJOR REFERENCE AND STUDENT TEXT:**

Chapter 13 - "Living With Stress." - SCOTT, FORESMAN "FITNESS FOR LIFE."

**CAUTION:**

I have attempted to provide a detailed insight into how I perceive the teaching of HRF at ISH and the importance I place on its role within the overall Physical Education Curriculum. However, you should be wary of allowing HRF too-dominant a role within this curriculum. Remember that HRF forms a part, albeit an important part, of a well-balanced Physical Education curriculum but it should not be promoted above other areas of the curriculum (games, gymnastics, swimming, dance, athletics) to the point of tedium. Teach HRF armed with enthusiasm, knowledge and a belief that our students need to share your knowledge in order to lead healthy lifestyles into adulthood. But, do not fall into the trap that other schools have fallen into by placing too-high an emphasis on HRF to the exclusion of other areas of the curriculum, so denying students the opportunity of experiencing the whole, rich tapestry that a well-balanced Physical Education curriculum should provide.

**RESOURCES FOR THE TEACHING OF HEALTH EDUCATION AND HEALTH-RELATED FITNESS.**

**Student texts.**

"GCSE PE for Edexcel" - Tony Scott (Heinemann) x 30

Teacher's Resource File x3

'Fitness For Life' - Corbin and Lindsey (Scott,Foresman) x20

Teacher's Resource Book x1

Teacher's Annotated Edition x1

'Health For Life' Book 8 for grades 7/8 - Scott,Foresman x33

Teacher's Resource Book x1

Teacher's Annotated Edition x2

Workbook Teacher's Edition x2

Test Book x2

'Health' Book 9 for grade 9 - Scott, Foresman x20

Teacher's Annotated Edition x1

Teacher's Resource Book x1

Overhead Visuals x1

'Growing Up: Adolescence, Body Changes and Sex' - Susan Meredith (Usborne) x20

'Choosing Good Health' for grade 8 - Scott, Foresman x20

OLD EDITION

Teacher's Edition x1

Activities Book x18

Test Booklets x10

Answer Booklet for tests x1

'Choosing Good Health' for grade 7 - Sctt, Foresman x17

OLD EDITION

Teacher's Edition x1

Activities Book x18

Test Booklets x8

**Teachers' books.**

- 'Secondary Health-Related Fitness Programme' - Davies.

- 'Primary Health-Related Fitness Programme' - Davies.

- 'Health-Related Fitness Curriculum Package' (including 2 videos) - North-Western Counties P.E. Association.

- 'Target: Fit for a Lifetime' - Mediterranean American International Schools.
- 'Health-Related Fitness' - Bill Tancred.
- 'Health-Related Fitness' - Stuart Biddle.
- 'Fit For Life (9-12 years)' - Health Education Council.
- 'Health-Related Fitness in the School P.E. Programme - discussion documents' - Lancashire County Council.
- 'Exploring Health Education: A Growth and Development Perspective' - Health Education Authority.
- 'Physical Activity, Fitness and Health - Consensus Statement' - Bouchard/Shepard/Stephens.
- 'Exploring Health Education: Materials for Teacher Education' - Health Education Authority.
- 'Health and Hygiene' - Andrew J. Welch.
- 'AIDS: A Teacher Resource Package' - Golick, Greig and Rouan.
- 'AIDS and other Sexually Transmitted Diseases' - Scott Foresman.
- 'Health: AIDS' - ABC News InterActive videodisc guidebook (videodisc itself is not available).
- 'Human Sexuality: A Responsible Approach' - student text and teacher's manual - Scott, Foresman.
- 'Growing Up Drug Free' - student text and teacher's manual - Scott, Foresman.
- 'Growing to Maturity' - student text and teacher's manual - Scott, Foresman.
- 'Understanding Your Sexuality' - student text and teacher's manual - Scott, Foresman.
- 'About You and Smoking' - student text and teacher's manual - Scott, Foresman.
- 'VD: Facts You Should Know' - student text and teacher's manual - Scott, Foresman.
- 'The Human Story - facts on birth, growth and reproduction' - student text and teacher's manual - Scott, Foresman.
- 'Coping With Death and Dying' - student text and teacher's manual - Scott, Foresman.
- 'Drugs: Uses and Abuses' - Globe Health Programme.
- 'Sex Facts' - Tunnicliffe and Fitzgerald.
- 'Self-Esteem' - Globe Health Programme.
- 'Aids Update' - Globe Health Programme.
- 'Family Living and Sex Education' - Globe Health Programme.
- 'Alcohol and Tobacco' - Globe Health Programme.
- 'Drugs, Alcohol and Mental Health' - Cornwell.
- 'Health' - Buder (Silver, Burdett Co.)
- 'Teen Guide' - Chamberlain.
- 'Fundamentals of Health and Physical Education - Student Manual' - Eshuys/Guest/Lawrence.
- 'An Introduction to Health and Physical Education for Secondary Schools' - Peter Williams.

**Equipment.**

- Grip dynamometer.
- Goniometer.
- Stature measure.
- Pulse minder.
- Scales.
- Skinfold calipers x3 plus instruction booklets x3.
- Reach tester.

**Videos.**

- 'Up in Smoke: How Smoking Affects Your Health.'
- 'Sexually Transmitted Diseases: Causes, Prevention and Cure.'
- 'Alcohol: The Social Drug, the Personal Problem.'
- 'Nutrition for Young People: You Are What You Eat.'
- 'AIDS: Facts and Fears, Crisis and Controversy.'
- 'Health-Related Fitness parts 1 and 2' - for use with the Health-Related Fitness Resource Pack by the North-Western Counties P.E. Association.

**Posters.**

- Health and Drugs Education Series:
  - Muscular System
  - Skeletal System
  - Digestive System
  - Circulatory System
  - CPR for Adults
  - CPR for Children
  - CPR for Infants
  - Choking for Adults
  - Choking for Children
  - Male Muscular and Skeletal System
  - Female Muscular and Skeletal System
  - Dangers of Cocaine
  - Dangers of Alcohol
  - Dangers of Marijuana
  - Dangers of Smoking
  - Dangers of Steroids.
- Target Heart Rate x2.

- Exercise Is Fun
  - Jump
  - Walk
  - Stretch
  - Swim
  - Bike
  - Run.
  
- Stay Healthy Through Sports.
- Exercise and Muscle Guide x2 male and female.
- Universal Fitness Machine Posters - various.
- Scott, Foresman Posters:
  - Set A Human Anatomy and Physiology
  - Set B Consumer and Personal Health Care
  - Set C Safety and First Aid.
- Scott, Foresman Posters for use with 'Health For Life Book 8.'
  - Chapter 1 - Which careers might be right for you ?
  - Chapter 2 - What can cause stress in your life?
  - Chapter 3 - Why is communicating a key to a good relationship ?
  - Chapter 4 - Use these foods to plan a healthy meal
  - Chapter 5 - How can your daily activities help you stay fit ?
  - Chapter 6 - How can you prevent sun damage to your skin ?
  - Chapter 7 - What kinds of places provide health care ?
  - Chapter 8 - How do you say "no" ?
  - Chapter 9 - How is this image useful ?
  - Chapter 10 - How can this technique save lives ?
  - Chapter 11 - Design your trash container.

**Overhead transparencies.**

- Scott, Foresman 'Health' grade 9 pack.
- Scott, Foresman 'Health For Life' grades 7/8 pack.
- 'Anatomy and Health: Body Functions and Nutrition Body Structures and Diseases.'
- 'Alcohol and Nicotine' (in German).

## **17. METHODS OF ASSESSMENT IN PHYSICAL EDUCATION FOR GRADES 6 to 8.**

Students are to be assessed using the following criteria (work requirements):-

1. Attendance at and participation in the timetabled Physical Education lessons; students should show evidence of being prepared for the lesson by having all the prescribed clothing, footwear and materials.
2. The level of effort that they demonstrate during both the practical and theory work of the class.
3. The willingness to follow the department's rules while working constructively with the teacher(s) and other members of the class.
4. The level of skill and knowledge that they demonstrate for all the subject units.
5. Satisfactory completion of all the theory work of the class: one unit assignment per semester.

Marks (1 to 7) are awarded for all the work requirements outlined above (points 1 to 5). The overall semester mark for Physical Education is calculated by using the following system of weighting: 60% of the semester mark will be awarded for work requirements 1 to 3 (see above), with 30% being awarded for requirement 4 and a further 10% for requirement 5. In this way, the practical nature of the subject is emphasised. An overall semester mark will be rounded up ( .5 to .9) or down ( .4 to .1) to the nearest whole number.

**18. METHODS OF ASSESSMENT IN PHYSICAL EDUCATION FOR GRADES 9 and 10.**

Students are to be assessed using the following criteria (work requirements):-

1. Attendance at and participation in the timetabled Physical Education lessons; students should show evidence of being prepared for the lesson by having all the prescribed clothing, footwear and materials.
2. The level of effort that they demonstrate during both the practical and theory work of the class.
3. The willingness to follow the department's rules while working constructively with the teacher(s) and other members of the class.
4. The level of skill and knowledge that they demonstrate for all the subject units.
5. Satisfactory completion of all aspects of the Health-Related Fitness unit to include all the theory and practical assignments. Students should expect to complete one theory assignment per semester in addition to an end-of-year major assignment.

Marks (1 to 7) are awarded for all the work requirements outlined above (points 1 to 5). The overall semester mark for Physical Education is calculated by using the following system of weighting: 50% of the semester mark will be awarded for work requirements 1 to 3 (see above), with 25% each being awarded for requirements 4 and 5. In this way, the practical nature of the subject is emphasised. An overall semester mark will be rounded up ( .5 to .9) or down ( .4 to .1) to the nearest whole number.

**19. METHODS OF ASSESSMENT IN PHYSICAL EDUCATION FOR GRADES 11 and 12.**

Students are to be assessed using the following criteria (work requirements):-

1. Attendance at and participation in the timetabled Physical Education lessons; students should show evidence of being prepared for the lesson by having all the prescribed clothing, footwear and materials.
2. The level of effort that they demonstrate during all the practical work of the class.
3. The willingness to follow the department's rules while working constructively with the teacher(s) and other members of the class.
4. The level of skill and knowledge that they demonstrate for all the subject units.

Marks (1 to 7) are awarded for all the work requirements outlined above (points 1 to 4). The overall semester mark for Physical Education is calculated by using the following system of weighting: 75% of the semester mark will be awarded for work requirements 1 to 3 (see above), with a further 25% being awarded for requirement 4. In this way, the practical nature of the subject is emphasised. An overall semester mark will be rounded up ( .5 to .9) or down ( .4 to .1) to the nearest whole number.

**20. GRADE (MARK) DESCRIPTORS IN PHYSICAL EDUCATION FOR GRADES 6 to 12.**

The Physical Education Department utilises a 1 to 7 marking system which is applied to all the work requirements of a course. The following grade (mark) descriptors are used:-

- |                                 |   |
|---------------------------------|---|
| <b>1 - very poor.</b>           | The student has consistently worked at a level far below the minimum requirements for this course.        |
| <b>2 - poor.</b><br>this        | The student always fails to achieve a standard consistent with the minimum requirements for course.       |
| <b>3 - unsatisfactory.</b>      | The student usually fails to achieve a standard consistent with the minimum requirements for this course. |
| <b>4 - satisfactory.</b><br>the | The student has achieved a standard consistent with minimum requirements for this course.                 |
| <b>5 - good.</b>                | The student usually achieves a standard above the minimum requirements for this course.                   |
| <b>6 - very good.</b>           | The student always achieves a standard above the minimum requirements for this course.                    |
| <b>7 - excellent.</b>           | The student always achieves a standard high above the minimum requirements for this course.               |

**Recommendation** - a grade (mark) of 4 to 7 is recognised as a 'pass' grade whereas a grade (mark) of 3 or less is recognised as a 'failing' grade.

## **21. PHYSICAL EDUCATION - GENERAL RESOURCES.**

- "Physical Education in the Primary School Notes for Teachers", Lancashire C.C. Education Committee.
- "Assessment and Profiling in the P.E. Department", Lancashire C.C. Education Committee.
- "Physical Education within Primary Education" - Volume of essays published by the P.E. Association, U.K.
- "Physical Education and the Study of Sport", Davis, Bull, Roscoe, Pascoe.
- "Physical Education: Theory and Practice", Davis, Kimmet, Auty.
- "Sports Injuries", Grisogono.
- "Sports Injuries: Their Prevention & Treatment", Peterson, Renstrom.
- "Sport First Aid" - Melinda Flegel.
- "Physical Education For Children - Conceptions into Practice"  
- Thomas/Lee/Thomas.
- "Physical Education For Children - Daily Lesson Plans" - Thomas/Lee/Thomas.
- "Sports Rules Encyclopedia" - White.
- "An Introduction to Health and Physical Education for Secondary Schools" - Peter Williams.
- "Fundamentals of Health and Physical Education" - Eshuys/Guest/Lawrence.
- The National Coaching Foundation Introductory Study Pack:
  - The Coach in Action.
  - Safety & Injury.
  - Improving Techniques.
  - Planning and Practice.
  
- "Sport Assignments" - Paul Beashel and John Taylor.
- "Sport Examined" - Paul Beashel and John Taylor.
- "Classroom Physical Education Assignments" - Damien Davis.
- "Physical Education in Action Assignments" - Cruickshank, Black and Ledingham.
- "Game Plans (A Resource Pack for P.E. Teachers) - Linda Russell-Hughes.
- "New Directions in Physical Education - Volumes 1 and 2 - Neil Armstrong.
- "Safe Practice in Physical Education" - B.A.A.L.P.E.
- "Skiing - from beginner to expert" - Marit Claridge.
- "How to Coach Rugby Football" - Alan Black.
- "How to Coach Tennis" - Bill Moss.
- "Improve Your Tennis Skills" - Anita Ganeri.
- "Rules of Tennis" - International Tennis Federation.
- "How to Coach Hockey" - John Law.
- "How to Coach Cricket" - Ralph Dellor.
- "Improve Your Survival Skills" - Lucy Smith.
- "Improve Your Running Skills" - Susan Peach.
- "Mini Sport" - Mike Sleep.

- "Softball Rules" - National Federation of American High Schools.
- "Teaching Softball: Steps to Success" - Potter and Brockmeyer
- "Baseball Rules" - National Federation of American High Schools.
- "Handball - a sport for all. Technique and Method." - International Handball Federation.
- "Touch Football" - Barbara Barrett.
- "Sport Stretch" - Michael Alter.
- Universal Training Manual.

**See P.E. Catalogue of Books for a more complete listing.**