

Team Sports Curriculum

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Introduction

The purpose of the Team Sports course is to introduce the students of Masconomet Regional High School to the benefits of teamwork and an active lifestyle through a number of team sport activities. The course will include fun, interactive group games such as; flag football, ultimate Frisbee, speedball, basketball, hockey, tennis, badminton, lacrosse, soccer, and rugby. Team Sports will help students become physically fit while learning about the importance of teamwork and developing problem solving and leadership skills.

The Team Sports course is one of many courses that are offered to students by the Physical Education Department. This course is adaptable to all ability levels. Skill work will be introduced with each sport to help students to develop the physical skills necessary to engage in games with their peers. This course provides an opportunity for each student to improve his or her skills regardless of their previous experience or ability level.

This course will also give students the ability to work together while developing their social skills and ethical values. A community of students will be developed within each team. Each team will help motivate and encourage each other to progress towards their team goals. Student's cognitive skills will be tested as well. Assessments will be used to measure student progress and knowledge of each sport they play.

The overarching goal of this Team Sports curriculum is to act as a guide for Physical Education teachers. Designed using local, state, and national standards and objectives, this curriculum will provide equitable learning opportunities for all students and increase teacher quality and consistency. Goals and objectives will act as the students' ultimate destination and the quality of that journey will fall under the responsibility and creativity of their teachers.

Course Description and General Information

Course Description

Department: Wellness

Course Name and Number: Team Sports 9115

Program of Studies Course Description: The Team Sports course will offer students a variety of ways to become physically fit while participating in team oriented sports. The course will help students develop appropriate movement patterns in order to increase speed, coordination, stamina, endurance, agility and accuracy. Students will be assigned team roles (i.e. coach, captain, equipment manager, etc.) that must be performed in order to help their individual teams succeed.

Prerequisites & Additional Information: N/A

Duration and Credits: Semester - 2.5 Credits

Grade Levels: 9, 10, 11, 12

Course Level: CP

Pathways: N/A

Years Offered: All years

Academic Standards: C1, S1, S2

General Information

Expectations for Student Learning

Masconomet's Vision, Mission and Expectations for student learning are outlined below. The expectations are coded and cited in each course description in the Program of Studies. Each course is expected to address one or more of the learning expectations.

District Vision Statement

Masconomet Regional School district provides a challenging and supportive educational environment for the entire school community that:

- maximizes opportunity for intellectual, personal, and physical development
- encourages individuals to become contributing community members
- promotes learning as a lifelong pursuit

Masconomet Regional High School's Mission

Learning Is Life

The Masconomet High School community believes that learning enables us all to achieve ambitious personal goals, develop fine minds, and build strong character. Therefore, we foster the acquisition of attitudes, skills, and knowledge necessary for life-long learners to think critically in order to participate in a global society.

Upon graduation, students will have demonstrated that they have embraced this mission by meeting the academic, social and civic expectations

Student Expectations

Academic Expectations

- Students will demonstrate effective verbal, written and digital communication skills. A1
- Students will demonstrate mathematical competency. A2
- Students will demonstrate effective problem-solving skills. A3
- Students will demonstrate the ability to use a variety of technological and informational resources to research, analyze, and synthesize facts, results, ideas and concepts. A4

Social Expectations

- Students will demonstrate our core ethical values of respect, responsibility, honesty, and compassion in school and the community. S1
- Students will demonstrate responsible and ethical use of electronic media. S2

Civic Expectations

- Students will participate in decision making and collaborative team building activities. C1
- Students will demonstrate and practice an understanding of the rights and responsibilities of global citizenship. C2
- Students will make positive contributions to the community. C3

Attendance Policy

If a student is unable to participate in Physical Education class for reasons related to injury or ill health, the following procedure should be followed:

1. If one to five physical education classes will be missed, students must bring a note from a parent to the physical education teacher. Even though students are excused from active participation, they must attend class and may be asked to help when appropriate.
2. If more than five physical education classes are missed, students must show a physician's note to the school nurse. Even though students are excused from active participation, they must attend class and may be asked to help when appropriate if it is expected that they will return to the class. The school nurse will notify the school counselor and the physical education teacher. The school nurse will also monitor the student's progress and will inform the teacher when the student may return to full participation. A student may be assigned to a study hall at the discretion of the nurse and the teacher.

A brief period is allowed at the end of Physical Education classes for students who wish to take a shower.

Masconomet High School Physical Education Locker Room Policy

In order to participate to the best of their abilities, physical education (PE) students at Masconomet High School are asked to change into athletic attire for their respective physical education courses. This can include, but is not limited to sneaker, shorts, t-shirt, and/or a loose fitting top. The Wellness Department offers students PE specific lockers in the locker room, which are separate from athletic lockers. This includes lockers 001 to 522 in the boys locker room and 1001 to 1801 in the girls locker room. Students are responsible for changing and using the bathroom located in the locker room in a responsible and safe manner in congruence with acceptable behaviors listed in the Student Handbook starting under the heading of "STUDENT BEHAVIOR EXPECTATIONS AND POLICIES." In order to provide the safest environment possible, the department provides the following:

- Every student is assigned a locker with a verified working lock. Locks are rearranged yearly so as to not assign the same lock and locker to other students.
- Students are told and reminded throughout the year that they are responsible for locking up all their valuables in assigned lockers and to not share their assigned locker and/or the combination to the lock.
- Once students are changed and leave the locker room for the start of class, doors are locked during class and unlocked at the end of the period. This will help diminish the opportunity for theft.
- Students are allowed no more than five minutes to change for class. This short time makes changing a priority and reduces chances for misbehavior.
- For the safety of students and teachers alike, sweeps of the locker room will be done in tandem with a second adult of the same gender after announcing our entrance.
- For the safety of the PE staff and to reduce liability issues, extra help for PE teachers is assigned outside of the locker room in designated areas which can include the Yoga Room and Field House.
- Students who do not feel comfortable using the boys or girls locker room, will be given access to other private changing areas.
- Prior to 7:35 am and after 2:15 pm locker rooms are used by the Athletic Department. Doors are locked from 12:01-1:36 for lunch. Students should not gather outside the locker during this lunch period. It is the responsibility of the Athletic Department to supervise locker rooms before 7:35 am and after 2:15 pm.
- No cell phone usage of any kind in the locker room.

Course Goal and Objectives

Course Goal

The universal goal of this course is to have students develop an appreciation for exercise, health, and wellness through the expression of sport. The expectation is that students will develop physical fitness, movement concepts, teamwork, leadership skills, fair play, problem solving skills, a sense of community and social skills while encompassing the school's core values of honesty, respect, responsibility, and compassion.

Course Objectives

Upon the completion of this course most students should be able to:

- Move through space with body and spatial awareness.
 - SHAPE Standard 1; Mass DOE Standards 2.17, 2.19
- Apply movement concepts in relation to opponents and teammates.
 - SHAPE Standard 4; Mass DOE Standards 2.17, 2.19 & 2.26
- Identify and apply their respective roles on their sports team.
 - SHAPE Standard 2; Mass DOE Standards 2.17, 2.18, 2.19, 2.20, 2.26, 2.27
- Understand and perform according to the current rules of the sport being played.
 - SHAPE Standard 2; Mass DOE Standards 2.17, 2.19 & 2.26
- Perform fundamental motor skills in a fun, safe environment.
 - SHAPE Standard 4; Mass DOE Standards 2.17, 2.19 & 2.26

State and National Standards

The course goals and objectives will align themselves with the Massachusetts Comprehensive Health Curriculum Frameworks standards and the Society of Health and Physical Educators (SHAPE) America.

Massachusetts Comprehensive Health Curriculum Frameworks Learning Standards:

2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics)

2.18 Demonstrate activities for warming up and cooling down before and after aerobic exercise

2.19 Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology

2.20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training

2.26: Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity

2.27: Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction)

SHAPE America National Physical Education Standards

Standard 1 - Through learning experiences in physical education, the student develops a variety of motor skills.

Standard 2 - Through learning experiences in physical education, the student applies knowledge related to movement and fitness concepts.

Standard 3 - Through learning experiences in physical education, the student develops social skills through movement.

Standard 4 - Through learning experiences in physical education, the student develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Course Outline and Lesson Plan Guide

Team Sports is a semester-long course which provides approximately 18 weeks of instruction. Classes will meet four times a week. Three of those classes will be 49 minutes in length and one class will meet for 68 minutes. The first few classes are programmed to assess the current fitness level and movement patterns of the students as well as introduce ball-handling skills. Students will be placed in two to four equal teams.

After introducing a unit of study, students will continue skill development specific to the sport being studied. Student's skills and teamwork will be developed before they are administered a written exam on the sport being studied (see Appendix E). Then, students will play a tournament using the rules they learnt, the skills they were taught, and teamwork.

Course Outline

1	1	Assess the fitness level and movement patterns of the students Place students into equal teams Develop the Characteristics of Fair and Unfair Play and sign contract Assign team roles
2	2-5	Introduce the rules and begin skill work for Sport #1 Reinforce the rules of Sport #1 Practice the skills for Sport #1 Exam for Sport #1 Tournament for Sport #1
3	6-9	Introduce the rules Sport #2 Introduce the skills for Sport #2 Reinforce the rules for Sport #2 Practice the skills for Sport #2 Exam for Sport #2 Tournament for Sport #2
4	10-13	Introduce the rules Sport #3 Introduce the skills for Sport #3 Reinforce the rules for Sport #3 Practice the skills for Sport #3 Exam for Sport #3 Tournament for Sport #3
5	14-17	Introduce the rules Sport #4 Introduce the skills for Sport #4 Reinforce the rules for Sport #4 Practice the skills for Sport #4 Exam for Sport #4 Tournament for Sport #
6	18	Assessments & Closure Activities

*Sports vary with the seasons and weather – see Appendix A. Sports by Season

Lesson Plan Guide

The following lesson plan guide will serve as a resource to address the content in the course outline. The lessons that are taught in the beginning of a sport are skill specific. The latter units and/or tournaments challenge the students to utilize these skills, team work, problem solving and fair play in order to achieve victory with their assigned team. (see Appendix C for lesson plans)

Week	Activities	Objectives	Content
1	Interview Game Categories Go over the Syllabus Syllabus Quiz and/or How to Get an A Sharks and Minnows Assign Lockers Develop Characteristics of Fair and Unfair Play and sign sportspersonship contract Introduce the Dynamic Warm-up Catch the Rabbit	Perform fundamental motor skills in a fun and safe environment Move through space with body and spatial awareness	Assess the fitness level and movement patterns of the students Place students into equal teams Assign team roles
2	Introduce passing and ball handling skills specific to Sport #1 Pass out and go over the rules for Sport #1 Take the exam for Sport #1	Perform fundamental motor skills in a fun and safe environment Move through space with body and spatial awareness Understand the current rules of the sport being played	Reinforce the rules of Sport #1 Practice the skills for Sport #1 Exam for Sport #1
3	Reinforce the Rules for Sport #1 Continue to practice skills necessary for Sport #2 Play the tournament games for Sport #1	Perform fundamental motor skills in a fun and safe environment Move through space with body and spatial awareness Understand and perform according to the current rules of the sport being played	Tournament for Sport #1

		<p>Identify and apply their respective roles on their sports team</p> <p>Apply movement concepts in relation to opponents and teammates</p>	
4	<p>Introduce passing and ball handling skills specific to Sport #2</p> <p>Pass out and go over the rules for Sport #2</p>	<p>Perform fundamental motor skills in a fun and safe environment</p> <p>Move through space with body and spatial awareness</p>	<p>Introduce the rules Sport #2</p> <p>Introduce the skills for Sport #2</p> <p>Reinforce the rules for Sport #2</p> <p>Practice the skills for Sport #2</p>
5	<p>Continue to practice skills necessary for Sport #2</p> <p>Reinforce the Rules for Sport #2</p> <p>Take the exam for Sport #2</p>	<p>Perform fundamental motor skills in a fun and safe environment</p> <p>Move through space with body and spatial awareness</p> <p>Understand the current rules of the sport being played</p>	<p>Reinforce the rules for Sport #2</p> <p>Practice the skills for Sport #2</p> <p>Exam for Sport #2</p>
6	<p>Play the tournament games for Sport #2</p>	<p>Perform fundamental motor skills in a fun and safe environment</p> <p>Move through space with body and spatial awareness</p> <p>Understand and perform according to the current rules of the sport being played</p> <p>Identify and apply their respective roles on their sports team</p>	<p>Tournament for Sport #2</p>

		Apply movement concepts in relation to opponents and teammates	
7	<p>Introduce passing and ball handling skills specific to Sport #3</p> <p>Pass out and go over the rules for Sport #3</p>	<p>Perform fundamental motor skills in a fun and safe environment</p> <p>Move through space with body and spatial awareness</p>	<p>Introduce the rules Sport #3</p> <p>Introduce the skills for Sport #3</p> <p>Reinforce the rules for Sport #3</p> <p>Practice the skills for Sport #3</p>
8	<p>Continue to practice skills necessary for Sport #3</p> <p>Reinforce the Rules for Sport #3</p> <p>Take the exam for Sport #3</p>	<p>Perform fundamental motor skills in a fun and safe environment</p> <p>Move through space with body and spatial awareness</p> <p>Understand the current rules of the sport being played</p>	<p>Reinforce the rules for Sport #3</p> <p>Practice the skills for Sport #3</p> <p>Exam for Sport #3</p>
9	<p>Play the tournament games for Sport #3</p> <p>Peer assessment</p>	<p>Perform fundamental motor skills in a fun and safe environment</p> <p>Move through space with body and spatial awareness</p> <p>Understand and perform according to the current rules of the sport being played</p> <p>Identify and apply their respective roles on their sports team</p> <p>Apply movement concepts in relation to opponents and teammates</p>	Tournament for Sport #3
10	Introduce passing and ball handling skills specific to Sport #4	Perform fundamental motor skills in a fun and safe environment	Introduce the rules and begin skill work for Sport #4

	Pass out and go over the rules for Sport #4	Move through space with body and spatial awareness	
11	Continue to practice skills necessary for Sport #4 Reinforce the Rules for Sport #4 Take the exam for Sport #4	Perform fundamental motor skills in a fun and safe environment Move through space with body and spatial awareness Understand the current rules of the sport being played	Reinforce the rules of Sport #4 Practice the skills for Sport #4 Exam for Sport #4
12	Play the tournament games for Sport #4	Perform fundamental motor skills in a fun and safe environment Move through space with body and spatial awareness Understand and perform according to the current rules of the sport being played Identify and apply their respective roles on their sports team Apply movement concepts in relation to opponents and teammates	Tournament for Sport #4
13	Introduce passing and ball handling skills specific to Sport #5 Pass out and go over the rules for Sport #5	Perform fundamental motor skills in a fun and safe environment Move through space with body and spatial awareness	Introduce the rules Sport #5 Introduce the skills for Sport #5

			Reinforce the rules for Sport #5 Practice the skills for Sport #5
14	Continue to practice skills necessary for Sport #5 Reinforce the Rules for Sport #5 Take the exam for Sport #5	Perform fundamental motor skills in a fun and safe environment Move through space with body and spatial awareness Understand the current rules of the sport being played	Reinforce the rules for Sport #5 Practice the skills for Sport #5 Exam for Sport #5
15	Play the tournament games for Sport #5	Understand and perform according to the current rules of the sport being played Move through space with body and spatial awareness Identify and apply their respective roles on their sports team Apply movement concepts in relation to opponents and teammates	Tournament for Sport #5
16	Introduce passing and ball handling skills specific to Sport #6 Pass out and go over the rules for Sport #6	Perform fundamental motor skills in a fun and safe environment Move through space with body and spatial awareness	Introduce the rules Sport #6 Introduce the skills for Sport #6 Reinforce the rules for Sport #6 Practice the skills for Sport #6
17	Continue to practice skills necessary for Sport #6 Reinforce the Rules for Sport #6	Perform fundamental motor skills in a fun and safe environment	Reinforce the rules for Sport #6 Practice the skills for Sport #6

	Take the exam for Sport #6	<p>Move through space with body and spatial awareness</p> <p>Understand the current rules of the sport being played</p>	Exam for Sport #6
18	<p>Play the tournament games for Sport #6</p> <p>Peer assessment</p>	<p>Perform fundamental motor skills in a fun and safe environment</p> <p>Move through space with body and spatial awareness</p> <p>Understand and perform according to the current rules of the sport being played</p> <p>Identify and apply their respective roles on their sports team</p> <p>Apply movement concepts in relation to opponents and teammates</p>	Tournament for Sport #6

Assessments

Students will be evaluated on their cognitive, affective, and psychomotor abilities in Team Sports. This allows the department to measure students' advancements toward the course goals and objectives. The following chart is aligned with the domains covered in class and their outcomes (see Appendix E for Assessments)

Domain	Outcome(s)
Cognitive	<ol style="list-style-type: none">1. Students will be assessed on their knowledge of each sport played.2. Students will evaluate each other on team roles and team membership.
Affective	<ol style="list-style-type: none">1. Students will participate in tournament play that will help them understand the importance of social interaction and teamwork.2. Students will be assessed on how well they execute their role on their team.
Psychomotor	<ol style="list-style-type: none">1. Students will learn the specific skills needed for each sport and be assessed on those skills.2. Students will understand and execute the skills during tournament play.

Reference List

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<http://www.livestrong.com/article/303233-creative-tennis-drills-games-for-kids/>

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Appendix

Appendix A. – Sports by Season Guide

Due to restriction of space in the Field House in the winter and for safety reasons, the sports being introduced in the Team Sports class will vary by season. They may also vary by class size. The following is a guide to help determine what sports will be played during what seasons.

FALL	WINTER	SPRING
Soccer	Badminton	Soccer
Flag Football	Basketball	Flag Football
Ultimate Frisbee	Floor Hockey	Ultimate Frisbee
Rugby	Speedball	Rugby
Speedball	Rugby	Speedball
Tennis	Flag Football	Tennis

Appendix B.- Syllabus

Masconomet Regional High School

Learning is Life

"The Masconomet High School community believes that learning enables us all to achieve ambitious personal goals, develop fine minds, and build strong character. Therefore, we foster the acquisition of attitudes, skills and knowledge necessary for life-long learners to think critically in order to participate in a global society."

9104-05 Team Sports

Teacher:	Ms. Gomes	Room:	Field House
Class	Period 7	Office	After school Monday-Thursday
Time:		Hours:	or by appointment
Office:	D116	Office	X3551
		Phone:	
E-mail:	agomes@masconomet.org	Quarter/Yr.:	Quarter 3 2013-2014

Course Description:
TBA upon approval

Course Goal:
TBA upon approval

Course Objectives:
TBA upon approval

Requirements:

Attendance (100 Points): Students will begin the quarter with 100 points assigned specifically for attendance. For each class a student is absent without an excuse or fails to participate without an excuse, they will be deducted 30 points and assigned a detention. Class begins promptly five minutes after the bell, thus if attendance is taken and a student arrives late they will be deducted 12 points and assigned detention. Parents will be notified if student is absent or unprepared to participate more than two times!

Dress/Uniform (100 Points): Please come dress appropriately (shorts or warm-up pants, sneakers, and a loose fitting top). Failure to dress properly will result in points being deducted. Twelve (12) points will be deducted for those who do not come prepared. You may also lose participation points for the day (another 12 points) and possibly a detention.

Participation (100 Points): Participation will be based on the student's attitude and effort. If you are not demonstrating a good attitude and positive effort in relation to your

teammates, opponents, referees and/or teachers you will be deducted 12 points per class.

Class Assignments (20 Points): Each person will be given a role to fulfill every class. At the end of the quarter each team member will be evaluated by their peers and teacher. They will be given a score based on their performance for that particular role and their overall performance as the ideal teammate. Completed at the end of the quarter.

Written exams (20 Points Each): A quiz will be given at the beginning of each sport. This quiz will serve as a measurement of the students' understanding of the rules of the game.

Performance evaluation (15 points per skill): Students will be evaluated during skill sessions on whether or not they are able to perform the skills needed for that given sport being played.

League Standings (accumulative points throughout the quarter): Students will be given 40 points for fair play in the beginning of the quarter. They will be deducted points from their team standings for every infraction they commit. Students will be able to earn up to 60 points for teamwork and team cognitive points. As well, they can earn a point for every tournament win and 1/2 point for every tournament tie.

Respectful Learning Environment:

1. Please arrive promptly to class.
2. Arrive to class ready to learn.
3. Be prepared to engage in discussion, ask questions, and participate in all activities.
4. Please leave all cell phones and music players locked in your locker.
5. Clean up all equipment, all trash, paper, etc. when leaving the field house.
6. Respect all members of class, their opinions and contributions to class.

Consequences of Misbehavior:

1. Student will kindly be asked to resume proper behavior.
2. Student will be asked to sit out until they are ready to return to the activity assigned by the teacher.
3. Student will be asked to sit out the remainder of the class and will be assigned a detention to be served at the teacher's discretion.
4. Failure to report to any of the assigned detentions from that point on, will result in parent notification, as well as, notification of the vice principals.

*If student is unable to participate in PE for reasons related to injury or ill health, the following procedure should be followed:

1. If one to five gym classes will be missed, students must bring a note from a parent to the gym teacher. Even though students are excused from active participation, they must attend class and may be asked to help when appropriate.

1. If more than five gym classes will be missed, students must show a physician's note to the school nurse. The school nurse will send the student, with a copy of the physician's note, to the guidance counselor for assignment to study. The school nurse will send a copy of the physician's note to the gym teacher.

Appendix C. - Lesson Plans and Skill Specific Grading Rubrics: I. Getting to know you games, II. Assessing Movement Patterns, III. Skills & Drills

I. GETTING to KNOW YOU GAMES

A. The Interview Game

1. Explain the interview questions: What is an interesting fact about your past?
What is something that you are involved in now/something about your present?
What is something you'd like to do, somewhere you'd like to go or something you'd like to be in the future?
2. Have the students stand on the line. Count off by 10 and assign each student a partner.
3. Have the students interview their partner.
4. Regroup and share the name of and one fact about your partner

B. Categories

1. Ask your students to fold their arms. Which arm is on top? Everyone with their right arm on top go to one side of the playing area and everyone with their left arm goes to the other side.
2. Ask the students clasp their fingers. Which thumb is on top? Everyone with their right thumb on top go to one side of the playing are and everyone with the left thumb go to the other side.
3. Ask the students which side of the bed they sleep on? Everyone that sleeps on the right side of the bed goes to one side of the playing area. Everyone on the left side goes to another side of the playing area. Everyone in the middle goes to another section of the playing area.
4. Ask the students which pant leg they put on first? Split them up accordingly.
5. Ask the students how many siblings they have. Have them group up accordingly. Are they an only child? If you are an only child, find the other only children. Everyone with one sibling groups together, two siblings groups together, etc.
6. Ask the students about their birth order. Were they born first? Find they other students that were born first to make a group. Were they born second? Find the other

students that were born second, etc. Discuss stereotypes surrounding birth order. Is it true?

7. Ask the students if they had a superpower, what would it be? Have them find others that want the same superpower.

8. Ask the students if they could go anywhere in the world, where would it be? Have them find others that want to visit the same place. Why did they choose that specific place?

Reflections:

1. What did you find out about the group?
2. Did you share something with someone that you would never have suspected?

II. ASSESSING MOVEMENT PATTERNS

A. Shark and Minnows

Have one or two students stand in the middle of the gym and say, "Try to cross my ocean if _____." Those students that the _____ applies to, try to run across without getting tagged. If they are tagged, they have to sit down where they were tagged. They are not allowed to move except for their arms (there isn't any diving or falling over to touch someone running by, but if someone runs by and they touch them that person sits down too). Use a line on each side of the gym as a marker. That's the line they have to stop on and can't get tagged once they touch it.

Another way to play is to say, "Cross my ocean" and everyone has to run across. The same rules apply to this version.

B. Catch the Rabbit

Split the class into two groups, each person has a partner. One person starts on the line and their partner starts on the area marked by cones that is approximately 5-10 yards ahead of their partner. On the signal, the (rabbit) tries to run to the cones (approximately 50 yard line) without getting tagged by their partner. If they are tagged, they have five burpees. Switch rabbits every round. Switch partners and repeat as many times as you feel you need to make an assessment. You may also have them run in a zig zag pattern from cone to cone.

III. TEACHING SKILL SPECIFIC MOVEMENTS – Skills & Drills

A. FOOTBALL SKILLS and DRILLS

Objective: Practice and understand the skills of passing and catching.

PASSING with a Partner – assign the group a partner

Review PASSING:

- Hand placement on the ball – fingers on laces
- Step with the opposite foot and release the ball
- Shoulder, point with opposite hand release

1. Practice at least 10 catches with your partner (walk from group to group to help with proper technique)
2. How many catches can you get in a minute with your partner? Walk form group to group reinforcing the 3 passing cues you reviewed.
3. How far apart can you get without dropping the ball? If you drop it, take a step forward. Let the class practice for up to 3 minutes.
4. Set up to cones. Have one partner act as the quarterback and the other as the receiver. Have one partner run out to the cone and try to catch the football. Repeat 5x each.

Grading Rubric - Football

	5	3-4	1-2	0
Hand placement	Hand placement was accurate	Hand placement was mostly accurate	Hand placement was somewhat accurate	Hand placement was not accurate
Release of the ball	Stepped with the opposite foot prior to			Stepped with the same foot prior to

	release the ball			releasing the ball
Accuracy of the throw	Throw was accurate - pointed with the opposite hand prior to release	Throw was almost accurate- pointed with the opposite hand prior to release	Throw was somewhat accurate	Throw was not accurate

B. ULTIMATE FRISBEE SKILLS and DRILLS

Objective: To practice and understand how to pass and catch a Frisbee.

PASSING with a Partner – Split the class into partners

Review PASSING:

- Hand placement on the frisbee
- Step with the same foot, flick the wrist, and release the frisbee
- Catch hand high thumb on bottom, hand low thumb on top

Split the class into groups of two.

1. Practice 10 catches with your partner. (Walk around from group to group reinforcing the passing cues).
2. Complete 15 catches with your partner. When you are finished you may hold your Frisbee up..
3. How many catches can you and your partner complete in a minute?

Working in groups with FRISBEES. Split the class into groups of 5.

1. Teamwork with Frisbees – how long will it take you to make it across the field and back to the starting line. The only rule is that everyone in the group has to touch the Frisbee. If you drop the Frisbee, you start back at the starting line.
2. Distance fun – each person can only touch the Frisbee once. How far can you make it across the field? If the Frisbee is dropped, you have to re-throw it.
3. Frisbee keep away- Make a square with four people in the group and place one person in the middle. The person in the middle has one minute to try to get the Frisbee. Every time the catch the Frisbee, they receive one point. Switch the person in the middle every minute so that everyone has a chance to be in the middle.

Grading Rubric -- Ultimate Frisbee Skills

	5	3-4	1-2	0
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Hand placement	Hand placement was accurate	Hand placement was mostly accurate	Hand placement was somewhat accurate	Hand placement was not accurate
Release of the Frisbee	Stepped with the opposite foot prior to release & flicked wrist	Release of Frisbee was mostly accurate	Release of Frisbee was somewhat accurate	Release of Frisbee was not accurate
Accuracy of the throw	Throw was accurate	Throw was almost accurate	Throw was somewhat accurate	Throw was not accurate

C. BASKETBALL SKILLS and DRILLS

Objective: To practice and understand how to pass, dribble and shoot a basketball.

DRIBBLING

Review Dribbling: Head up, spread fingers, use finger pads to push the ball, dribble low (below the waist), and look ahead.

Free Dribble : Dribble around the gym without touching anyone else. When you hear the stop signal return to the line.

Dribble Keep Away: Mark the basketball court with cones. Everyone is "IT" and everyone has a ball. Begin dribbling around and try to knock away someone else's ball while keeping possession of yours. If your ball is knocked out, retrieve it, and stay outside of bounds. You may get back in when the person that knocked you out gets out.

Grading Rubric - Basketball Dribbling Skills

	5	3-4	1-2	0
Hand placement	Correct hand and finger placement on the ball	Hand and finger placement were almost correct	Hand and finger placement were somewhat correct	Hand and finger placement were not correct
Head placement	Eyes and head were aligned properly	Eyes and head were almost aligned properly	Eyes and head were somewhat properly aligned	Eyes and head were no properly aligned
Control of the ball	Individual had proper control of	Individual almost had proper	Individual somewhat had proper	Individual did not have

	the ball and ball placement	control of the ball and ball placement	control of the ball and ball placement	proper control of the ball and ball placement
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C. BASKETBALL SKILLS and DRILLS continued

PASSING

Review BOUNCE PASS: Used to get around defenders who are in front of them. Extend arms downward and bounce the ball a little more than 1/2 way between them and their partner.

Everyone is assigned a partner and has one ball. The partners stand on the line facing their "teammate".

1. How long does it take you to complete 15 bounce passes. Once completed, hold onto your ball.
2. How many bounce passes can you complete in one minute?
3. What is a bounce pass used for?

Review CHEST PASS: Used when your teammate is less than 15 feet away. Spread fingers, hands on the sides of the ball, elbows out, ball in the middle of your chest, step into the pass, extend arms, turn wrist out and turn thumbs down.

Everyone is assigned a partner and has one ball. The partners stand on the line facing their "teammate".

1. How long does it take you to complete 15 chest passes. Once completed, hold onto your ball.
2. How many chest passes can you complete in one minute?
3. When would you use a chest pass in basketball?

Grading Rubric - Basketball Passing

	5	3-4	1-2	0
Hand placement	Correct hand and finger	Hand and finger placement	Hand and finger placement	Hand and finger placement

	placement on the ball	were almost correct	were somewhat correct	were not correct
Accuracy	Ball was accurately thrown	Ball was almost accurately thrown	Ball was somewhat accurately thrown	Ball was not accurately thrown

C. BASKETBALL SKILLS and DRILLS continued

SHOOTING

Review SHOOTING BASICS: Face the hoop, point toes to the hoop, feet shoulder width apart, knees bent, foot on shooting side slightly ahead of the other foot, non-dominant hand is on the side of the ball (with no pressure), ball is resting in your favorite hand, look over the top of the ball to see the rim of the hoop, extend legs, bring ball up, point shooting elbow at rim, release above and in front/slightly to the side of your head. Make sure your snap your wrist when you release, fingers should be pointing straight up. Follow through!!!

Shooting Stations: Split the class into four groups and have them rotate every 3 minutes.

1. One hand shot – Working on technique using only one hand
2. Lay-up – dribble from the free throw line and shoot a lay-up alternating sides of the basket.
3. Free throw – Shoot from the free throw line
4. Open – Practice any shot you'd like

Grading Rubric - Basketball Skills - Shooting

	5	3-4	1-2	0
Hand placement	Correct hand placement on the ball with follow through	Hand placement was almost correct	Hand placement was somewhat correct	Hand placement was not correct and there wasn't any follow through

Body Position	Body was positioned properly prior to the shot	Body was almost positioned properly prior to the shot	Body was somewhat positioned properly prior to the shot	Body was not positioned properly prior to the shot
Accuracy	Ball was accurately shot	Ball was almost accurately shot	Ball was somewhat accurately shot	Ball was not accurately shot

D. BADMINTON SKILLS and DRILLS

Objective: To practice and understand how to serve and return a birdie

Cue: Hold the birdies by its “feathers” and drop it into the racquet to serve (beginners).

RACQUET & BIRDIE – SERVING

1. Practice an underhand serve against the wall. Hold the birdie by the feathers and drop it nose down to the racquet. See how many serves you can get in 1 minute.
2. Assign everyone a partner. Serve back and forth with a partner. Allow five minutes for them to serve back and forth
3. See how many times you can hit the birdie back and forth with a partner in the next 2 minutes.
4. Serve and hit around with a group – Place the group into groups of four. Practice serving and hitting the birdie back and forth in the groups of four. Rotate groups and practice again.

Grading Rubric - Badminton Skills

	5	3-4	1-2	0
Birdie	Birdie was properly dropped/ thrown on the serve	Birdie was almost properly dropped/	Birdie was somewhat properly dropped/	Birdie was not properly dropped/

		thrown on the serve	thrown on the serve	thrown on the serve
Body Position	Body was positioned properly prior to the serve	Body was almost positioned properly prior to the serve	Body was somewhat positioned properly prior to the serve	Body was not positioned properly prior to the serve
Accuracy	Birdie was accurately served	Birdie was almost accurately served	Birdie was somewhat accurately served	Birdie was not accurately served

E. HOCKEY SKILLS and DRILLS

Objective: To practice and understand how to handle a puck

Review BASIC SKILLS

Grip & Stance: Students are scattered each with a stick.

Grip: Top hand is at the end of the stick and the lower hand grips about 2 feet lower. Place the blade on the ground, bend knees, lean forward and place one foot forward (forward straddle position). Keep the stick LOW; never raise it above the waist level.

DRIBBLING

Dribble Keep Away: Keep control of your puck while trying to knock away the puck of others. You may knock the pucks away only when you have control of your own puck. If your puck goes outside of the boundaries, you are out until the person that knocked your puck out loses control of their puck. If you lose control of your puck without the assistance of another person, you have to dribble around the outside boundary in order to get back in.

PASSING - assign the group a partner

1. Pass back and forth with a partner.
2. How many passes can you complete in a minute?
3. Groups of 4 or 5 – Keep Away – One person is in the middle. Every time he/she gets the puck they get a point. How many points can you get? At the signal, switch the person in the middle. The person in the middle must be a stick's length away from everyone. Remember do not raise your stick above your waist!

Grading Rubric - Hockey Skills

	5	3-4	1-2	0
Stick handling	Student has proper hand placement on the stick and stick stays below waist	Student almost has proper hand placement on the stick and stick stays below waist most of the time	Student somewhat has proper hand placement on the stick and stick stays below waist some of the time	Student does not have proper hand placement on the stick and stick does not stay below waist
Puck Handling	Student is able to keep control of the puck	Student is able to keep control of the puck almost all of the time	Student is able to keep control of the puck some of the time	Student is not able to keep control of the puck
Accuracy	Puck was accurately shot or passed	Puck was almost accurately shot or passed	Puck was somewhat accurately shot or passed	Puck was not accurately shot or passed

F. SOCCER SKILLS and DRILLS

Objective: To practice and understand how to dribble a soccer ball.

PRACTICE DRIBBLING & TRAPPING

Tap the ball with the inside of your foot. Keep it close and alternate feet. CONTROL- try not to let the ball get away from you. You shouldn't be running after the ball.

PASSING & TRAPPING - With your partner you are going to PASS the ball back and forth using the inside of your foot. (leg swings back with toe extended and knee slightly bent, leg swings forward toe close to the ground and forward outward (knee bent) and leg straightens when the ball is kicked)

TRAPPING- when the ball comes to you, you can trap it with the inside of your foot, bottom of your foot, your body or your leg. REPEAT 2X- How many passes can you and your partner complete?

SOCCER MARBLES

There are cones set up on the perimeter of the gym. Everyone has a ball and everyone is it. The students are trying to keep control of their own ball by dribbling it close. They can't stand with it. There are two ways to knock someone out:

1. If you kick your ball into someone else's ball and they lose control of their ball, they are out.
2. If your ball goes out of bounds (out of the perimeter).

Grading Rubric - Soccer Skills

	5	3-4	1-2	0
Ball handling	Student has proper control over the ball while dribbling	Student has proper control over the ball while dribbling almost all of the time	Student has proper control over the ball while dribbling sometimes	Student does not have proper control over the ball while dribbling
Passing	Ball was accurately passed	Ball was accurately passed	Ball was accurately passed	Ball was accurately passed
Shooting	Ball was accurately shot	Ball was almost accurately shot	Ball was somewhat accurately shot	Ball was not accurately shot

G. RUGBY SKILLS and DRILLS

Objective: Practice and understand the skills of passing and catching.

PASSING with a Partner – Split the group up into partners or groups of two.

Review PASSING:

- Hand placement on the ball
- Step with the opposite foot and release the ball

1. Practice at least 10 catches with your partner (walk from group to group to help with proper technique)
2. How many catches can you get in a minute with your partner? Walk from group to group reinforcing the passing cues you reviewed.
3. How far apart can you get without dropping the ball? If you drop it, take a step forward. Let the class practice for up to 3 minutes.

Grading Rubric - Rugby

	5	3-4	1-2	0
Hand placement	Hand is placed properly on the ball	Hand is almost placed properly on the ball	Hand is somewhat placed properly on the ball	Hand is NOT placed properly on the ball
Release of the ball	Students demonstrate the proper way to release the ball	Students almost demonstrate the proper way to release the ball	Students somewhat demonstrate the proper way to release the ball	Students does NOT demonstrate the proper way to release the ball
Accuracy of the throw	Throw was accurate	Throw was almost accurate	Throw was somewhat accurate	Throw was not accurate

H. SPEEDBALL SKILLS and DRILLS

Objective: Practice and understand the skills of throwing, catching and dribbling.

PRACTICE DRIBBLING & TRAPPING - Tap the ball with the inside of your foot. Keep it close and alternate feet. Try to keep control of the ball and do not to let the ball get away from you.

Give each student a ball and give them one to two minutes to free dribble around with the ball practicing dribbling and return to the starting line on the stop signal.

PASSING & TRAPPING - Leg swings back with toe extended and knee slightly bent, leg swings forward toe close to the ground and forward outward (knee bent) and leg straightens when the ball is kicked.

Split the class into groups of two. Have them practice with their partner passing the ball back and forth using the inside of their foot. See how many passes they can achieve in the allotted time.

TRAPPING- when the ball comes to you, you can trap it with the inside of your foot, bottom of your foot, your body or your leg.

Split the class into groups of two. Have them attempt to pass and trap the ball with their partner.

PASS & LIFT - Have the groups attempt to pass and then raise the ball into the air catching it with their hands. Practice 10 attempts each.

PASSING with your hands: Review hand placement on the ball and feet position when the ball is released.

Have the group see how many catches can you get in one to two minutes with their partner? Walk from group to group reinforcing the passing cues you reviewed.

Grading Rubric - Speedball

	5	3-4	1-2	0
Hand placement	Hand is placed properly on the ball	Hand is almost placed properly on the ball	Hand is somewhat placed properly on the ball	Hand is NOT placed properly on the ball
Ball handling	Student has proper control over the ball while dribbling	Student has proper control over the ball while dribbling almost all of the time	Student has proper control over the ball while dribbling sometimes	Student does not have proper control over the ball while dribbling
Accuracy of the throw	Throw was accurate	Throw was almost accurate	Throw was somewhat accurate	Throw was not accurate

I. TENNIS SKILLS and DRILLS

Objective: Practice and understand the skills of serving and volleying.

1. Practice a serve against the wall and volley it to yourself. See how many hit you can get in a minute.
2. Assign everyone a partner. Serve back and forth with a partner. Allow five minutes for them to serve and volley back and forth.
3. Triangle Game: Divide the group of players into two teams with at least three players on each side. Have each team form a triangle with a point at the net and the farthest players standing at outer corners of the baseline. Start the ball into play by having one of the players at the baseline serve. After each point is completed, players rotate to the next position. The Triangle game helps the students learn to quickly react at all positions on the court.

Grading Rubric - Tennis

	5	3-4	1-2	0
Volley	Body and racquet	Body and racquet	Body and racquet	Body and racquet

	position was proper during the volley	position was almost proper during the volley	position was somewhat proper during the volley	position was not proper during the volley
Body Position	Body was positioned properly prior to the serve	Body was almost positioned properly prior to the serve	Body was somewhat positioned properly prior to the serve	Body was not positioned properly prior to the serve
Accuracy	Ball was accurately served	Ball was almost accurately served	Ball was somewhat accurately served	Ball was not accurately served

Appendix D. – Rules

I. FLAG FOOTBALL -- Flag Football Rules Simplified

Objective: To score as many touchdowns or safety's as possible in the allotted time.

Key Terms:

Offense

Offense- the team that has possession of the football

Down- when the ball becomes dead.* Four downs are given in order to score a touchdown or cross the centerline. On the fourth down, if the offensive team doesn't score or cross the centerline, they turn over the ball to the other team.

First down- the first of four attempts to move the football forward into the end zone or pass the centerline.

Center- the offensive lineman who snaps the football to the quarterback

End zone- the area between the goal line and the end line where touchdowns occur

Fake- a move made by a player for the purpose of deceiving an opponent

Fumble- the ball carrier drops the ball while in their possession. Fumbles become dead balls and cannot be advanced by the recovering team.

Handoff/Runs- an exchange of the football from the quarterback to a teammate. Only one handoff during a series of downs. If a quarterback is pressured they can only run pass the line of scrimmage one time during a series of downs.

Offside- Movement across the line of scrimmage before the football is snapped. The offensive team losses a down for the series if caught offside.

Touchdown- an offensive player having possession of the football in the opponent's end zone.

Defense

Defense- the team that does not have possession of the ball.

Interception- when the defense catch a ball that was meant to be caught by the offensive team.

Line of Scrimmage- Imaginary line drawn from the forward tip of the football to the side line.

Offside- Movement across the line of scrimmage before the football is snapped. If defense is offside, the offense is rewarded with five steps and a repeat of downs, unless they cross the half way line, then they are rewarded a yardage and a first down.

Safety- removing the flag of the other team behind their own goal line with the ball

Additional Rules:

- Can be played with up to 9 players on a team, and can be played indoors or outdoors.
- The field should be longer than it is wider with cones used to determine the centerline.
- There will be no kickoff. Play will start five steps away from the offensive team's goal line. "Rock, paper, scissors" determines who gets first possession of the ball.

Scoring:

Touchdown = 7 points

Safety = 2 points

*Dead ball: the ball becomes dead when,

- a. the ball carrier's flag becomes detached
- b. when any part of the ball carrier's body other than the hands and feet touch the ground
- c. an incomplete pass
- d. a fumble
- e. when the ball goes out of bounds

II. ULTIMATE FRISBEE -- Ultimate Frisbee Simplified

By Steve Courlang and Neal Dambra

1. The Field -- A rectangular shape with end zones at each end. A regulation field is 70 yards by 40 yards, with end zones 25 yards deep.

2. Initiate Play -- Each point begins with both teams lining up on the front of their respective end zone line. The defense throws ("pulls") the disc to the offense. A regulation game has seven players per team.
3. Scoring -- Each time the offense completes a pass in the defense's end zone, the offense scores a point. Play is initiated after each score.
4. Movement of the Disc -- The disc may be advanced in any direction by completing a pass to a teammate. Players may not run with the disc. The person with the disc ("thrower") has ten seconds to throw the disc. The defender guarding the thrower ("marker") counts out the stall count.
5. Change of possession -- When a pass is not completed (e.g. out of bounds, drop, block, interception), the defense immediately takes possession of the disc and becomes the offense.
6. Substitutions -- Players not in the game may replace players in the game after a score and during an injury timeout.
7. Non-contact -- No physical contact is allowed between players. Picks and screens are also prohibited. A foul occurs when contact is made.
8. Fouls -- When a player initiates contact on another player a foul occurs. When a foul disrupts possession, the play resumes as if the possession was retained. If the player committing the foul disagrees with the foul call, the play is redone.
9. Self-Refereeing -- Players are responsible for their own foul and line calls. Players resolve their own disputes.
10. Spirit of the Game -- Ultimate stresses sportsmanship and fair play. Competitive play is encouraged, but never at the expense of respect between players, adherence to the rules, and the basic joy of play.

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III. SOCCER -- Soccer Rules Simplified

1. Can be played with up to 11 players on a team, and can be played indoors or outdoors. The field should be longer than it is wider with cones used to determine the centerline.
2. Play will begin after captains have "rock-paper-scissor" to decide who will kick off. The ball will be placed on the center of the field. The first pass must be

forward towards the opposition's goal. The defending team must be 10 yards away from the ball and only on their side of the field.

Scoring: A Goal is scored when the ball crosses the goal line on the GROUND only

Goal = 1 points

Terms and Regulations:

No Hands can be used while ball is in play- The only time the ball can be played with hands is during the throw in or by a goal keeper.

Restarts- no self-passing

a. Throw ins are used to restart the game when the ball has left the playing area over the sidelines. Two hands must be on the ball and must be passed touched by another player before the thrower can replay the ball (no self passing). Possession is awarded to the team who did not cause the ball to go out of bounds.

b. Corner kicks are awarded when the defending team kicks the ball over their own goal line. It is taken from the side where the ball went out. Defense must be 10 yards away.

c. Goal kicks are taken by the defending team after the attacking team has kicked or headed the ball past the goal line without scoring a goal.

d. Free kicks will be awarded for foul play or off-sides. Off-sides is called when an attacker is behind the last defender prior to a pass that is directed towards them or they end up playing. Foul play of any kind is not acceptable and will result in player coming out of game for 2 minutes. NO SLIDE TACKLING!!!

IV. BADMINTON -- Badminton Rules Simplified

1. The aim of badminton is to hit the shuttle with your racket so that it passes over the net and lands inside your opponent's half of the court. Whenever you do this, you have won a rally; win enough rallies, and you win the match. Badminton goes to 21 points. If both teams have a one point difference, a team has to be up by 2 points or the first team to get to 30 points wins.

2. You can win rallies from your opponent's mistakes: if he/she hits the shuttle into or under the net, or out of court, then you win the rally.

3. Once the shuttle touches the ground, the rally is over.

4. You must hit the shuttle once only before it goes over the net.

5. Setting up a badminton court: If you need to set up the court yourself, then check three things.

- The net covers the whole width of the court.
- The net is pulled tight, not slack.
- The net is in the middle, so that both court halves are the same size.

6. In doubles, either player can hit the shuttle; you do not have to take it in turns. The only exceptions are the first two shots of the rally.

7. The outermost lines form the doubles court. So in a doubles rally, the shuttle is allowed to land anywhere on the court. The singles court is slightly narrower than the doubles court.

8. The receiver is the person who hits the second shot in the rally. In doubles, the receiver's partner is not allowed to hit this shot.

9. In badminton, the serve must be hit in an upwards direction, with an underarm hitting action. You are not allowed to play a tennis style serve. The main rule here is that when you hit the shuttle, it must be below your waist. To be exact, the rules define this to be a height level with the lowest part of your ribcage.

10. The service courts are smaller box shapes inside the court. Notice that the badminton court has a line down the middle, extending from the back to near the net; this is the centre line. At the front of the court, the centre line is met by another line; this is the front service line. These two lines form a T shape where they meet.

11. On your side of the net, you have two service courts: your right service court, and your left service court. The same is true for your opponent.

12. The doubles service courts are wider than singles service court. They use the outside side line and they are shorter, because they use the inside back line. That's what the inside back line is for: doubles service, and nothing else. So just to be clear, a doubles service court is made from these four lines:

- The centre line
- A doubles side line (outside side line)
- The front service line
- The inside back line (not the very back line, but the next one in)

12. Service courts are used for three things:

- The server must stand inside a service court.
- The receiver must stand inside the diagonally opposite service court.
- The serve must travel into the diagonally opposite service court.

If the server is standing in his left service court, the receiver will be standing in his left service court.

If the serve is going to land outside the service court, then the receiver should let it fall to the floor. If the receiver hits the serve, then the rally continues even if the serve had been going out.

13. The server and receiver must stay inside their service boxes until the server contacts the shuttle with his racket. After that, they can leave the boxes immediately and move anywhere on court.

V. SPEEDBALL -- Speedball Rules Simplified

1. Speedball is played by two teams of 11 players on a 100 x 60 yard field. The ball (soccerball or gatorskin ball) is put into play by a rock, paper, scissors from the center field. The winning team starts with the ball.
2. The goal should be 6ft across marked with cones and 8ft tall.
3. The game shall consist of four 8 minute quarters.
3. Goals shall be changed at halftime.
4. On a kick-off, no opponent shall cross the restraining line and no teammate of the kicker may cross the halfway line until the ball has been kicked by a player taking the kick-off.
5. The ball can be advanced down the field by kicking a ground ball or if an aerial ball is caught aerial passes are permitted. No traveling with the ball in hand is permitted. Once an aerial ball has hit the ground it is to be played as a ground ball.
6. If the ball goes out-of-bounds along the sideline it will be thrown-in if the ball was aerial or kicked in if it was a ground ball.
7. If the ball goes over the goal line and does not score it shall be put in play at the spot where it crossed the goal line by a place kick or drop kick.
8. A ball on the ground can only be kicked or bounced off the body
9. The field also has a penalty area 5 yards in front of each goal and end line.

Fouls:

1. Blocking or charging
2. Pushing, holding, tripping
3. Handling a ground ball illegally
4. Traveling
5. Unnecessary roughness

Penalties for fouls:

1. Individual fouls made outside the penalty area result in a free kick/throw from point of infraction. Unnecessary roughness or any illegal contact also results in that person sitting out for 2 minutes of the game.
2. Fouls occurring within penalty area or behind goal result in one penalty kick. IF the player fouled was in the act of catching a legal forward pass for a touchdown and the foul prevented the score. A touchdown should be scored and a penalty kick awarded.
3. An attacking player behind opponent's goal line a free kick/throw on the goal in opposite the place where the foul occurred.

Definition of Terms

Aerial Ball- is a ball that has been raised into the air directly from a kick or thrown ball which has not touched the ground.

Ground Ball- is a ball that is rolling, bouncing, or stationary on the ground.

Kick-up- a means of converting a ground ball into an aerial ball

Drop-kick-

a) is a play in which a caught ball is dropped to the ground and the player kicks it just as it bounces from the ground.

b) a drop kick will be scored when a player has kicked the ball as it bounces from the ground and goes between the goal posts and over the goal if the player

is outside the penalty area.

Place kick- a play in which a player kicks a stationary ball into play

Field goal- when a ground ball is kicked so that it passes over the goal line between the goal posts and under the cross bar. A ball cannot be punted or thrown through to score a goal.

Speedball Rules Simplified (continued)

Touchdown- completion of a forward pass started outside the penalty area to a player behind the goal line. Passes started within the penalty area the defense will be awarded a free kick from the five yard line. Incomplete passes behind the goal line will be played as

out-of-bounds. If the pass is legally intercepted by the defense it will be awarded to the defense as out-of-bounds.

Penalty kick- shall be a drop kick taken by any member of the attacking team from twelve yards in front of the goal.

Free kick/throw- Unguarded throw-in or kick-in

Scoring:

Field Goal- 2 points

Touchdown- 2 points

Dropkick- 3 points

Penalty Kick- 1 point

Goalkeeper's Privileges:

Pick up the ball

Bounce ball

Punt or drop kick

Throw ball

Take two steps with the ball

VI. FLOOR HOCKEY -- Floor Hockey Rules Simplified

Game Plan: The object of the game is to hit the puck into the opponent's goal.

Team members: A typical team has 6 players:

- * 1 goalie
- * 1 center
- * 2 forwards
- * 3 defensemen

(One) GOALIE: Protector of the goal. The goalie can use their hands, feet, or stick to stop shots coming into the goal area. If a goalie catches a puck, they must throw it to the side of the goal box, NOT forward or toward the opponent's goal.

(One) CENTER: A player who may travel the entire court playing offense and defense.

(Three) DEFENSEMEN: A defensive player who tries to keep the puck out of their defensive area. These players can not go across the center line or the middle line of their areas.

(Two) FORWARDS: An offensive player who works with their center in scoring goals. They may not cross the center line or the middle line in their areas.

Face-off: In a face-off, two opposing centers face each other, holding their sticks on the floor; they will lift the sticks and tap them together three times. They then will be able to gain possession. A face-off at the middle of the centerline begins the game; and after each goal is scored.

The game: Hockey is a continuous game in which the offense and defense players battle for control of the puck, trying to advance it to the opponent's goal to score.

BASIC RULES:

*When a puck goes out of bounds, the last team that contacted it loses possession.

*All players may stop the puck with their hands but may not hold, pass, or throw it.

*The puck must precede offensive players across the centerline.

*Players must keep their sticks BELOW the waist, this will result in a penalty and players must exit playing field and sit out until either team scores a goal.

*Players must avoid all body contact with opponents.

*Each goal is scored as one point.

FOULS and PENALTIES

Results in face-off

1. Guards or forwards go out of their area
2. "High sticking" player raises the stick above the waist at any time.
3. Goalie throws the puck in a forward direction
4. Tripping and hooking
5. Elbowing
6. Interference and charging
7. Cross-checking and slashing

Adapted from: Hamilton Southeastern Schools

<http://www.hse.k12.in.us/staff/rseymour/SeymourPE/FLOOR%20HOCKEY.htm>

VII. BASKETBALL -- Basketball Rules Simplified

SCORING:

- 2 point field goal- a shot made from anywhere during play inside the 3 pt arc.
- 3 point field goal- a shot made from anywhere outside the 3 pt arc.
- Free throw- 1 point is awarded to an unguarded shot taken from behind the free throw line.
- "Rock-paper-scissors" to see who begins with possession and jump balls.

FOULS: results in one or more free throws awarded to the opposing team if done while player is in the act of shooting.

- Blocking- impeding the progress of an opponent by extending one or both arms horizontally or getting in the path of a moving player.
- Charging- running into a stationary player while you are moving with the ball.
- Hacking- the player hits the arm or hand of the person holding the ball.
- Holding- the player holds the person with or without the ball.

VIOLATIONS: results in a change of possession with the team in bounding the ball at the side line opposite where the infringement took place

- Traveling- moving illegally with the ball
- Three seconds- an offensive player remains in the key (free throw lane- the area under the basket) for more than 3 seconds
- Double dribble- a player dribbles the ball with both hands at the same time or they stop and then start dribbling again

SKILLS: to be reviewed and performed with teacher during the other games.

- Boxing out- a player's position between an opposing player and the basket to obtain a better rebounding position.

- Dribbling- bouncing the ball with 1 hand using your fingertips instead of your palm so that it rebounds back to yourself (the only legal way to move with the ball)
- Passing- moving the ball by throwing, bouncing, handing, or rolling it to another player (Chest, Bounce, Lob)
- Shooting- throwing the ball to make a basket
- Pivoting- stepping once or more in any direction with the same foot while holding the other foot at its initial point.
- Rebounding- The recovery of a shot that bounces off the backboard or the rim.

TERMS:

- Air ball- a shot that completely misses the rim and the backboard
- Assist- a pass to a teammate who then scores a field goal.
- Defense- team trying to stop the other team from scoring
- Dunk- to throw the ball down into the basket with the hand above the level of the rim
- Fast break- dribbling or passing the ball towards your basket before the defense can set up
- Man-to-man- a defensive strategy where everyone guards an assigned player
- Offense- team trying to score
- Turn over- any loss of the ball without a shot being taken
- Zone defense- a defensive strategy where everyone guards an area instead of a player (2-1-2, 2-3)

VIII. TENNIS -- Tennis Rules Simplified

Rule 1. Opponents stand on opposite sides of the court. The player who delivers the ball to start the point is called the server. The player who stands opposite and cross-court from the server is the receiver.

Rule 2. The right to serve, receive, choose your side, or give the opponent these choices is "rock paper scissors." If the choice of service or receiver is chosen, the opponent chooses which side to start.

Rule 3. The server shall stand behind the baseline, within the boundaries of the singles court when playing singles and within the doubles sideline when playing doubles. All even points are played from the deuce court and odd number points played from the advantage court. The server shall not serve until the receiver is ready. Serves are made from the deuce court to the opponents' service box on the deuce court. Advantage court to advantage box. If the server misses his target twice, he loses the point. If the ball hits the net and goes in the correct service box, another serve is granted. If the server steps on the baseline before he or she makes contact, the serve is deemed a fault.

Rule 4. The receiver is deemed ready if an attempt is made to return the server's ball. The receiver can stand where he likes but must let the ball bounce in the service box. If the ball does not land in the service box, it is deemed a fault and a second serve is given. If the ball is hit by either opponent before the ball bounces, the server wins the point.

Rule 5. The server always calls his score first. If the server wins the first point, he gets a score of 15. Scoring is done like a clock. See example below. Love means zero in tennis. The second point is called 30. The third point is called 45 (now-a-days known as

40) and game is won when the score goes back to love. If the score is 40-40, also known as deuce, one side must win by two points.

LOVE 15-30-40 (scoring system)--POINTS (game; first to get 6 points wins a set; must win by two)--SET (first to two sets wins the match)

Rule 5. After the game, the opponents serve. Games equal 1. The first to win 6 games, by two, wins the set. The first to win 2 sets wins the match. If the score is 6-6, a tie-breaker is played. This is scored by one's. The first team/player to score 7 points winning by two wins the set. The tiebreaker continues until one side wins by two.

Hence, Game-Set-Match.

Rule 6. If the ball goes into the net, or outside the boundaries of the court, the player who hit that ball loses the point. If the ball hits the net during the point and goes into the opponent's court, the ball is in play. A player loses the point if he touches the net, drops his racquet while hitting the ball, bounces the ball over the net, hits a part of the surroundings such as the roof, or a tree, the ball touches him or his partner, he deliberately tries to distract the opponent.

Rule 7. A let ("re-do") is called during the point if a ball rolls on the court or there is a distraction from someone besides the players on the court.

Rule 8. A ball that lands on the line is good.

Rule 9. If players serve out of turn or serve to the wrong person or court, the point or game will stand and order will be resumed following the point or game

Adapted from: http://westlake.k12.oh.us/hilliard/whspe/tennis/tennis_court.htm

IX. RUGBY -- Rugby Simplified Rules

1. The rugby field is also known as the "pitch".

2. Number of players: - maximum of 15 players on each side. With up to 7 substitutes allowed.

3. Two 5-10 minute halves

4. Officials - Referee and two touch judges.

5. Spirit of the rules of rugby – (1) We all make mistakes (2) What we think we saw/heard is sometimes not what really happened (3) Just like you, the Match officials are doing their best (4) Play to the whistle; it may be your advantage.

6. Advantage Rule-- If one team breaks the rule, play stops and some form of penalty is given against the team. In some cases that may hurt the opposing team. So the officials may let the play keep happening even if the rules are broken. If the rules are broken the match official can:

- Stop the game if letting the play continue will not help the other team. The rule breakers are penalized.
- Allow the play to continue if there is a possibility that the other team may benefit. So if the rules are broken always play to the whistle.

7. Scoring- tries and goals earn points. A try = 5 points. You score a try when you move the ball into the opposing team's in-goal area and ground the ball (touching the ball to the ground). A try or penalty try is 5 points. A penalty goal is 3 points.
8. Foul play is doing anything in the game which is against the rules of rugby or the spirit of the rules. This is one of the most important rules. Be fair, play fair! Foul play includes: obstructing opponents, punching, trampling, kicking or tripping players, and doing anything which is unfair or dangerous. Penalty goal-Depending on the seriousness of the offence, teams may be awarded a penalty goal which is three points.
9. Offside and Onside in General Play -- Aim to stay behind the ball. Make sure the ball and the player on your team playing the ball are ahead of you in relation to the opposition goal line.
10. Knock ON - Sometimes you accidentally mishandle the ball and knock it forwards off your hands or arms. You are allowed to try and regain control. If you catch it again before it touches another player or touches the ground you can play on. Otherwise it is a "knock on" and play may be stopped.
11. Throw Forward- It's because a pass or "throw forward" is not permitted. You can pass straight across the field and pass backwards towards your own goal-line. The hands and any movement must direct the ball backwards (or level). If you intentionally knock on or throw the ball forwards you may be penalized. If what you did prevents a probable try, a penalty try may be awarded.
12. The game begins with rock, paper scissors. The winning team starts with the ball. The ball is thrown at the start of each half of the game and for all restarts. A player that starts with the ball must throw it first, they can't score. All players must be behind the ball when goes into play. These throws are taken from the center of the halfway line,
13. The tackle- When the ball carrier flag is pulled, they no longer have possession of the ball.
14. The Mark- You may call "Mark" to get out of trouble if you are about to catch the ball in your own 22 meter area or in-goal area, have caught the ball cleanly, call "mark" at the same time as the catch is made, and not be catching during the first play of the game or after a restart in the middle of the field. This will make it so the match official blows his whistle. The opposing team can't pull your flag and the opposition players run back to 10 meters away from you. You can only do this once during a game.
15. Out of bounds- Lines running the length of the field mark each side of the field and are called "touch lines". When the ball crosses a touch line it goes/has gone "into touch". Play stops and you restart with a "lineout", where the ball is thrown into play between two lines of opposing players, usually the "forwards" of the two teams. You also restart play with a lineout if a player carrying the ball crosses or even touches a touchline.

Appendix E. - Assessments

I. Syllabus Quiz

Name: _____ Date: _____ Class Period: _____

Syllabus Quiz

Directions: Please circle the best answer

1. It is NOT important to change clothes for Physical Education class.
 - A. True
 - B. False
2. Ms. Gomes's office is located in:
 - A. P90X
 - B. Janitor's closet
 - C. Girls locker room
 - D. 101
3. Attendance is worth:
 - A. 200 points
 - B. 150 points
 - C. 100 points
 - D. 400 points
4. Boots are appropriate footwear and are allowed to be worn in Physical Education:
 - A. True
 - B. False
5. Which of the following footwear is considered appropriate attire for this class?
 - A. Timberland boots
 - B. UGGs
 - C. Tap dance shoes
 - D. Sneakers
6. If you are tardy, it must be an excused tardy:
 - A. True
 - B. False
7. Participation is worth the following amount of points:
 - A. 120
 - B. 34
 - C. 100
 - D. 30
8. Including the transition time from classroom to classroom, how much time does one have to arrive to class, get changed, and be prepared to participate?
 - A. 5 min
 - B. 10 min
 - C. 9 min
 - D. 4 min

9. All of the following are part of the respectful learning environment EXCEPT:
- A. Please arrive promptly to class.
 - B. Arrive to class ready to learn. Have all assignments, readings, homework, etc. completed prior to class and prepared to be handed in class (stapled).
 - C. Be prepared to engage in discussion, ask questions, and participate in all activities.
 - D. Please lock all cell phones in your locker.
 - E. Remove all trash, paper, food/beverage, when leaving the classroom.
 - F. Respect all members of class, their opinions and contributions to class.
 - G. Do whatever you want, whenever you want to.
10. Hazing and name calling is allowed in Physical Education class:
- A. True
 - B. False

II. Flag Football Quiz

Team: _____ Name: _____ Date: _____

Quiz: Football Rules

Section I: Multiple-Choice (5-points)

Please read the following questions and circle the best answer.

- 1.) A down begins when
- A. a player catches a pass.

- B. a defender intercepts a pass.
- C. an offensive player runs the ball.
- D. the ball is snapped into play.

- 2.) A dead ball occurs when
- A. the ball carriers flag becomes detached.
 - B. a pass is incomplete.
 - C. a player fumbles.
 - D. All of the above

- 3.) A touchdown is worth?
- A. 1 point
 - B. 7 points
 - C. A and B
 - D. 3 points

- 4.) You are allowed two handoffs during a series of downs
- A. T
 - B. F

- 5.) The offside line is created behind the forward tip of the ball prior to the snap.
- A. True
 - B. False

Section II: Matching (5-points)

6.) Please match the word to its definition

- | | |
|---|--|
| <p>1 Fumble</p> <p>— .</p> | <p>A the first of four attempts to move the football forward into the end zone or to the center line</p> |
| <p>— 2 First</p> <p>— . down</p> | <p>B removing the flag of the other team behind their own goal line with the ball</p> |
| <p>— 3 Line of</p> <p>— . Scrimmage</p> | <p>C the ball carrier drops the ball while in their possession</p> |
| <p>— 4 Safety</p> <p>— .</p> | <p>D Imaginary line drawn from the forward tip of the football to the sideline</p> |
| <p>— 5 Offside</p> <p>— .</p> | <p>E Movement across the line of scrimmage before the football is snapped</p> |

Section III: Extra Point (2-points)

What is a drop kick and in what instances can it be used in football? How many points is a drop kick worth?

III. Ultimate Frisbee Quiz

Team: _____ Name: _____ Date: _____

Quiz: Ultimate Frisbee Rules

Section I: Multiple-Choice (5-points)

Please read the following questions and circle the best answer.

1.) A player is allowed to take the following amount of steps after catching a Frisbee on the run

- A. 1
- B. 0
- C. 3
- D. 4

2.) A turnover occurs after all the following except

- A. A pass is caught
- B. An defender has counted out more than 11 "stall counts"
- C. On the reset after a score, the receiving team drops the frisbee
- D. More than three steps are taking after a catch on the run

3.) A score is worth how many points?

- A. 1 point
- B. 2 points
- C. A and B
- D. 3 points

4.) You are allowed to handoff during gameplay

- A. T
- B. F

5.) How many feet must be in the playing field in order to complete a pass?

- A. 1 foot
- B. 2 feet

Section II: Matching (5-points)

Please match the word to its definition

1				When a player initiates contact on another player a foul occurs. When a foul disrupts possession, the play resumes as if the possession was retained. If the player committing the foul disagrees with the foul call, the play is redone.
___	.	Substitutions	A	
2				Ultimate stresses sportsmanship and fair play. Competitive play is encouraged, but never at the expense of respect between players, adherence to the rules, and the basic joy of play.
___	.	Non-contact	B	
3				No physical contact is allowed between players. Picks and screens are also prohibited. A foul occurs when contact is made.
___	.	Fouls	C	
4				Players are responsible for their own foul and line calls. Players resolve their own disputes.
___	.	Self-Referee ing	D	
5				Players not in the game may replace players in the game after a score and during an injury timeout.
___	.	Spirit of the Game	E	

Section III: Extra Point (2-points)

How much does a game regulation Frisbee weight? Explain clearly.

IV. Soccer Quiz

Team: _____ Name: _____

Date: _____

Quiz: Soccer Rules

Section I: Multiple-Choice (5-points)

Please read the following questions and circle the best answer.

1.) Soccer can be played with up to ____ players.

- A. 12
- B. 13
- C. 7
- D. 11

2.) A goal is worth

- A. 1 point
- B. 2 points
- C. 3 points
- D. 7 points

3.) Hands can only be used when a player

- A. is playing goalie and is inside the 18 yard box.
- B. is throwing in a pass.
- C. A and B
- D. is passing during open play to another teammate.

4.) Foul play will result in a player sitting out for 4 minutes

- A. True
- B. False

5.) The offside line is created by the goalie.

- A. True
- B. False

Section II: Matching (5-points)

6.) Please match the word to its definition

- | | | |
|-----|------------|---|
| 1 | | |
| — . | Free Kicks | A Are used to restart the game when the ball has left the playing area over the sidelines. |
| 2 | Corner | |
| — . | Kicks | B Will be awarded for foul play or off-sides. |
| 3 | | C Called when an attacker is behind the last defender prior to a pass that is directed towards them or they end up playing. |
| — . | Throw ins | |
| 4 | | D No self-passing |
| — . | Restarts | |
| 5 | | E Are awarded when the defending team kicks the ball over their own goal line. |
| — . | Offside | |

Section III: Extra Point (2-points)

The greatest soccer player who ever lived won one world cup- who was it and when did he win!? Explain clearly.

V. Badminton Quiz

Team: _____ Name: _____

Date: _____

Quiz: Badminton

Section I: Multiple-Choice (5-points)

Please read the following questions and circle the best answer.

1.) A player is allowed to hit the shuttle how many times before it goes over the net?

- A. 0
- B. 1
- C. 2
- D. as many times as they would like to

2.) A rally is over

- A. if the shuttle is hit out of the court
- B. if your opponent hits the shuttle into the net
- C. once the shuttle touches the ground
- D. all of the above

3.) Badminton goes to 21 points unless there is a one point difference between the teams.

- A. T
- B. F

4.) The doubles service courts are wider than singles.

- A. T
- B. F

5.) The receiver is the person who hits the first shot in the rally

- A. T
- B. F

Section II: Matching (5-points)

Please match the word to its definition

- | | | | |
|-----|--------------|---|--|
| 1 | | A | When a player initiates makes contact with the shuttle below their waist and hits it in an upward direction to the receiver. |
| — . | Serve | | |
| 2 | | B | The object being hit back and forth |
| — . | Centre line | | |
| 3 | Aim of | C | The line down the middle of the court, extending from the back to near the net. |
| — . | badminton | | |
| 4 | | D | You have two service courts: your right service court, and your left service court. |
| — . | Shuttle | | |
| 5 | Your side of | E | Is to hit the shuttle with your racket so it passes over the net and lands inside your opponent's half of the court |
| — . | the net | | |

Section III: Extra Point (2-points)

Besides having a different number of players, what is the main difference between singles and doubles. Please be specific.

VI. Speedball Quiz

Team: _____ Name: _____ Date: _____

Quiz: Speedball Rules

Section I: Multiple-Choice (5-points)

Please read the following questions and circle the best answer.

1.) The penalty area is

- A. 10 yards in front of each goal and end line
- B. does not exist
- C. is where you go and sit out if you have a penalty
- D. is 5 yards in front of each goal and end line

2.) Speedball is played by two teams of:

- A. unlimited players
- B. 11 players
- C. 55 players
- D. 5 players

3.) A touchdown is worth?

- A. 2 point
- B. 7 points
- C. A and B
- D. 3 points

4.) You are allowed kick the ball in the air for an aerial catch.

- A. T
- B. F

5.) A ball on the ground can only be kicked or bounced off the body.

- A. True
- B. False

Section II: Matching (5-points)

6.) Please match the word to its definition

- | | | | |
|---|-------------|---|---|
| 1 | Aerial Ball | A | a play in which a player kicks a stationary ball into play |
| — | . | | |
| 2 | Groundball | B | completion of a forward pass started outside the penalty area to a player behind the goal line. |
| . | | | |
| 3 | Touchdown | C | is a ball that has been raised into the air directly from a kick or thrown ball which has not touched the ground. |
| . | n | | |
| 4 | Kick-up | D | a means of converting a ground ball into an aerial ball |
| . | | | |
| 5 | Place kick | E | is a ball that is rolling, bouncing, or stationary on the ground |
| . | | | |

Section III: Extra Point (2-points)

What happens if a foul occurs within the penalty area?

VII. Hockey Quiz

Team: _____ Name: _____ Date: _____

Section I: Multiple-Choice (2-points each question)

Please read the following questions and circle the best answer.

1.) A “high stick” is penalized when

- A. Player scores a goal and raises his or her stick on celebration
- B. A player raises his or her stick above the waist at any time
- C. During a slap shot, the follow through goes up
- D. The puck is passed

2.) The following are penalties

- A. Guards or forwards go out of their area
- B. Tripping and hooking
- C. Goalie throws the puck in a forward direction
- D. A and C
- E. All of the above

3.) A player must exit the playing area when

- A. They score a goal
- B. Are substituted out
- C. Commits “high sticking”
- D. B and C

4.) When a puck goes out of bounds, the last team that contacted it loses possession.

- A. T
- B. F

5.) All players may stop the puck with their hands and may hold, pass, or throw it.

- A. T
- B. F

Section II: Matching (5-points)

6.) Please match the word to its definition

- | | |
|---------------------|---|
| 1
___ . Goalie | A A player who may travel the entire court playing offense and defense. |
| 2
___ . Center | B An offensive player who works with their center in scoring goals. They may not cross the center line or the middle line in their areas. |
| 3
___ . Guard | C Performed at the middle of the centerline, this begins the game and also occurs after each goal is scored. |
| 4
___ . Forward | D A defensive player who tries to keep the puck out of their defensive area. These players can not go across the center line or the middle line of their areas. |
| 5
___ . Face-off | E Protector of the goal. The goalie can use their hands, feet, or stick to stop shots coming into the goal area. If a goalie catches a puck, they must throw it to the side of the goal box, NOT forward or toward the opponent's goal. |

Section III: Extra Point (2-points)

Why do fans throw octopi on the ice in hockey games? Explain clearly.

VIII. Basketball Quiz

Date: _____

Quiz III: Basketball Rules

Section I: Multiple-Choice (5-points)

Please read the following questions and circle the best answer.

1.) One or more free throws are awarded to the shooting player when a _____ foul occurs.

- A. Blocking- impeding the progress of an opponent by extending one or both arms horizontally or getting in the path of a moving player.
- B. Charging- running into a stationary player while you are moving with the ball.
- C. Double dribble
- D. A and B

2.) Out of the following rule infringements which one is not a violation?

- A. Traveling
- B. Double dribble
- C. Hacking
- D. Three seconds

3.) Boxing out is when players position themselves between an opposing player and the basket to obtain a better rebounding position.

- A. T
- B. F

4.) When the ball goes out of bounds, the last team that contacted it loses possession.

- A. T
- B. F

5.) A slam dunk is worth 2 points.

- A. T
- B. F

Section II: Matching (5-points)

6.) Please match the word to its definition

- | | |
|------------------------|--|
| ___ 1 . Dribbling | A throwing the ball to make a basket |
| ___ 2 . Double dribble | B bouncing the ball with 1 hand using your fingertips instead of your palm so that it rebounds back to yourself (the only legal way to move with the ball) |
| ___ 3 . Shooting | C moving the ball by throwing, bouncing, handing, or rolling it to another player (Chest, Bounce, Lob) |
| ___ 4 . Free throw | D a player dribbles the ball with both hands at the same time or they stop and then start dribbling again |
| ___ 5 . Passing | E 1 point is awarded to an unguarded shot taken from behind the free throw line while the clock is stopped. |

Section III: (2-points)- Extra Credit

Which NBA franchise holds the most championships, the LA Lakers or Boston Celtics and by how many?

IX. Tennis Quiz

Team: _____ Name: _____ Date: _____

Quiz: Tennis Rules

Section I: Multiple-Choice (5-points)

Please read the following questions and circle the best answer.

1.) A player who delivers the ball is called:

- A. The Deliver
- B. The Server
- C. The Receiver
- D. The Catcher

2.) When is the Receiver deemed ready?

- A. When they waive their hands in the air
- B. When they tap their racquet to the ground 5 times
- C. When they attempt to return the server's ball
- D. When they jump up and down 10 times

3.) If the server wins the first point he gets a score of?

- A. 20
- B. 15
- C. 30
- D. 5

4.) You win the set if you are the first one to win 6 games by 2 games.

- A. T
- B. F

5.) A ball that lands on the line is NOT good.

- A. T
- B. F

Section II: Matching (5-points)

Please match the word to its definition

- | | | |
|-------|---------------|---|
| 1 | | |
| ___ . | Server | A The player who stands opposite and cross-court from the receiver. |
| 2 | | |
| ___ . | Receiver | B Means zero in tennis. |
| 3 | | |
| ___ . | Love | C Is a score of 40-40. |
| 4 | | |
| ___ . | Let ("re-do") | D The player who delivers the ball to start the point.
Is called during the point if a ball rolls on the court or there's a distraction on the court from someone besides the players. |
| 5 | | |
| ___ . | Deuce | E |

Section III: Extra Point (2-points)

List two ways in which fault can occur.

How much does a game regulation Frisbee weight? Explain clearly.

X. Rugby Quiz

Team: _____ Name: _____ Date: _____

Quiz: Rugby Rules

Section I: Multiple-Choice (2-points each question)

Please read the following questions and circle the best answer.

1.) You can throw the ball forward in Rugby

- A. True
- B. False

2.) Spirit of the Rules of Rugby include:

- A. We all make mistakes.
- B. What we think we saw/heard is sometimes not what really happened .
- C. Play to the whistle; it may be your advantage.
- D. All of the above

3.) A try is worth?

- A. 1 point
- B. 5 points
- C. 7 points
- D. 3 points

4.) The maximum number of players in Rugby is:

- A. 15 with 7 substitutes
- B. 30 without any substitutes
- C. 37
- D. All of the above

5.) The lines running the length of the field mark each side of the field and are called "touch lines".

- A. True
- B. False

Section II: Matching (5-points)

6.) Please match the word to its definition

- | | | | | |
|---|----------------|-----------|-----------------|---|
| 1 | Advantage Rule | A | Worth 3 points. | |
| — | 2 | Pitch | B | When a penalty occurs, but the officials do not blow the whistle. |
| — | 3 | Foul Play | C | The field in Rugby. |
| — | 4 | Knock On | D | Is doing anything in the game which is against the rules of rugby or the spirit of the rules. |
| — | 5 | Penalty | E | When you hit the ball in a forward motion. |
| — | . | Goal | | |

Section III: Extra Point (2-points)

What is a scrum and when is it used in Rugby?

XI. Assigning Team Roles

TEAM NAME: _____

Please choose which role you'd like to fulfill this quarter as part of your team. The following requirements will be used to grade your teammates on their performance throughout the quarter. The assessment will take place at the end of the quarter and will not be shared with your classmates. You will be assessed on if you completed all the responsibilities that fall under the team roles (Out of 10). You will also give a score on your role as a positive team member. Did you fulfill the idea of the ideal teammate (Out of 10).

Coach NAME: _____

- Be fair to all players on your team
- Lead team and give pep talks
- Ensure all players have equal opportunity to practice and play
- Take attendance
- Listen to ideas of players
- Teach Positions
- Organize players for teams
- Manage practices and teach skills and drills

Captain NAME: _____

- Serve as a liaison between coach and players relative to practice and game play. May need to assume coach position if coach is absent
- Lead on the field and motivate
- Assist the equipment manager in setting up and taking care of equipment, if needed.
- Be an example of fair play / Set a good example
- Manage team spirit and the sportsmanship of the team
- Organize team for games
- Settle disputes
- Manage representation of team uniforms/colors. (Each team will choose a name and color of their team. The color should be presented on each player for every day) NOT Mandatory!

Equipment Manager NAME: _____

- Assist in transportation of equipment to the game site.
- Set up equipment prior to game play and practice
- Manage the care of equipment by each team (distribution and putting away)
- Organize return of all equipment
- Make sure all team members have appropriate equipment
- Be able to list equipment needed

Strength and Conditioning Coach NAME: _____

- Assess strength, cardiovascular, and flexibility requirements for sport participation
- Lead fitness sessions
- Teach injury prevention to teammates
- Develop and conduct 10 min warm up for the team prior to participation
- Develop and conduct cool down, if necessary

Official/Referee NAME: _____

- Expert on the rules of the game / Teach the rules to teammates
- Modify rules to fit different games if necessary
- Always available to answer rule discrepancies and play conflicts

Equipment Manager Assistant NAME: _____

- Assist in transportation of equipment to the game site.
- Assist in any preliminary set up prior to game play and practice
- Manage the care of equipment by each team (distribution and putting away)
- Organize return of all equipment
- Make sure all team members have appropriate equipment

Scorekeeper NAME: _____

- Keep score during the games
- Expert on the rules of the game
- Manage all aspects of the games
- Keep track of the time of the game
- Track substitutions

Statistician NAME: _____

- Keeps the stats during the games
- Develops a stat sheet
- Provides the stats to the coach
- Gives the results of the stats to the publicist
- Track substitutions

Publicist NAME: _____

- Announce contests

- Advertises game results
- Post sport-related news
- Develops seasonal awards for team

“Team Member Responsibilities” adapted from Professor Michele Sweeney, SMS 162 Territorial Games, fall 2008 Class Syllabus. Salem State College, Salem, Massachusetts and A Complete Guide to Sports Education (2011).

XII. Team Role Assessment

TEAM NAME: _____ YOUR NAME: _____ Period: _____

Team Assessment

Use this form to evaluate your teammates on their performance throughout the quarter. The results of this assessment will not be shared with your classmates.

Instructions: You will be assessing your teammates based on whether or not they completed all their team role responsibilities. You will also assess their role as team member. Did they fulfill your criteria of the ideal teammate:

Preparation: Were they on time for class? Were they prepared when they came to class?

Contribution: Did they contribute productively and enthusiastically to team discussions and work? Did they demonstrate serious effort during activity? Did they handle their team role enthusiastically?

Respect for others: Did they encourage others to contribute their ideas? Involve all team members in decisions? Did they play fairly? Did they demonstrate sportsmanship?

Use the following scale to give each member a score from 1-10.

1	2	3	4	5	6	7	8	9	10
Unsatisfactory				Satisfactory					Commendable

Coach

NAME: _____

- Be fair to all players on your team
- Lead team and give pep talks
- Ensure all players have equal opportunity to practice and play
- Take attendance
- Listen to ideas of players
- Teach Positions
- Organize players for teams
- Manage practices and teach skills and drills

SCORES:

TEAM Role Responsibility: _____/10 TEAM Membership: _____/10

Captain

NAME: _____

- Serve as a liaison between coach and players relative to practice and game play. May need to assume coach position if coach is absent
- Lead on the field and motivate
- Assist the equipment manager in setting up and taking care of equipment, if needed.
- Be an example of fair play / Set a good example
- Manage team spirit and the sportsmanship of the team
- Organize team for games
- Settle disputes
- Manage representation of team uniforms/colors. (Each team will choose a name and color of their team. The color should be presented on each player for every day) NOT Mandatory!

SCORES:

TEAM Role Responsibility: _____/10 TEAM Membership: _____/10

Equipment Manager

NAME: _____

- Assist in transportation of equipment to the game site.
- Set up equipment prior to game play and practice
- Manage the care of equipment by each team (distribution and putting away)
- Organize return of all equipment
- Make sure all team members have appropriate equipment
- Be able to list equipment needed

SCORES:

TEAM Role Responsibility: _____/10 TEAM Membership: _____/10

Strength and Conditioning Coach

NAME: _____

- Assess strength, cardiovascular, and flexibility requirements for sport participation
- Lead fitness sessions
- Teach injury prevention to teammates
- Develop and conduct 10 min warm up for the team prior to participation
- Develop and conduct cool down, if necessary

SCORES:

TEAM Role Responsibility: _____/10 TEAM Membership: _____/10

Official/Referee NAME: _____

- Expert on the rules of the game / Teach the rules to teammates
- Modify rules to fit different games if necessary
- Always available to answer rule discrepancies and play conflicts SCORES:

TEAM Role Responsibility: _____/10 TEAM Membership: _____/10

Equipment Manager Assistant NAME: _____

- Assist in transportation of equipment to the game site.
- Assist in any preliminary set up prior to game play and practice
- Manage the care of equipment by each team (distribution and putting away)
- Organize return of all equipment
- Make sure all team members have appropriate equipment SCORES:

TEAM Role Responsibility: _____/10 TEAM Membership: _____/10

Scorekeeper NAME: _____

- Keep score during the games
- Expert on the rules of the game
- Manage all aspects of the games
- Keep track of the time of the game
- Track substitutions

TEAM Role Responsibility: _____/10 TEAM Membership: _____/10

Statistician NAME: _____

- Keeps the stats during the games
- Develops a stat sheet
- Provides the stats to the coach
- Gives the results of the stats to the publicist
- Track substitutions

TEAM Role Responsibility: _____/10 TEAM Membership: _____/10

Publicist NAME: _____

- Announce contests
- Advertises game results
- Post sport-related news
- Develops seasonal awards for team

SCORES:

TEAM Role Responsibility: _____/10 TEAM Membership: _____/1

Appendix F. – Point System

Team Sports - Point System for Teams

The following is how your team will be graded on a daily basis and how you will gain your ranking in the League Standings:

Teamwork points: 30 possible points, 1 point can be earned in each category every day

- 10- Warm-up and cool-down properly completed by all team members
- 10- All team members dressed appropriately and everyone arrives to class on time
- 10- All team members participate in class activities

Team cognitive points: 30 possible points, awarded on all or none basis in each category

- 10- Refereeing appropriately
- 10- Class folders completed (stat sheets) and turned in on time
- 10- Tests, quizzes and worksheets turned in on time and all team members get a passing grade (70 or higher)

Fair play points: 40 initial points awarded to each team

- 1 point deducted for warning by teacher or referee
- 2 points deducted for a time-out by teacher or yellow card
- 3 points deducted for repeated time-out, red card or technical foul

Tournament points:

- 1 point for playing cooperatively and working together with everyone on the team
- 1 point for each win
- 1/2 point for each tie

*This is in addition to individual quizzes given, skill tests and an assessment on your specific role on the team. For more specific please see your syllabus.

Adapted from: Complete Guide to Sport Education

Appendix G. – Ideal Teammate / Fair Play / Goals

An Ideal Teammate, Fair Play Rules / Contract & Goals

Name: _____

Date: _____

Below are examples of the Characteristics of Fair and Unfair Play. The characteristics of fair play make up good sportsmanship. Please read them over.

Fair Player Characteristics

Follows the rules

Unfair Player Characteristics

Tries to bend the rules and cheat

Accept official's calls
Compliments good play of others
Encourages teammates
Plays own position
Helps players that are less skilled
Is gracious in victory or defeat
Competes under control
Wants everyone to succeed
Plays hard but fair

Argues with the officials
Blames mistakes on others
Criticizes teammates
Hogs space and dominates play
Makes fun of players who are less skilled
Gloats in victory, sulks in defeat
Loses temper frequently
Favors only a few classmates
Skirts rules to gain advantage

Answer the following questions honestly as your answers will make up our fair play contract. You will be graded on quality of writing (10 points) and content/information (10points).

1. List and describe four characteristics of an ideal teammate

1. _____
2. _____
3. _____
4. _____

2. What is good sportspersonship? How is good sportspersonship demonstrated?
Please list 4 characteristics of fair play that you'd like to see demonstrated this quarter.

- _____
- _____
- _____
1. _____
 2. _____
 3. _____
 4. _____

3. What are your goals for this quarter?

- _____
- _____
- _____
- _____

4. What team goals will you like to accomplish by the end of the quarter?

- _____
