1. Demonstrate mature technique of striking using a forehand drive and serve.
2. Identify and describe key elements of a forehand drive.

3. Explain and demonstrate the concept of spin and rebound.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pickleball

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Cite specific examples of demonstrating the mature technique of a forehand drive from practice, assessment and/or games.
2. j02998851Describe the four key elements of the forehand drive.

•

•

•

•

3. Use the circles below to **label** and **draw** the spin and rebound lines.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No Spin

4. What are the advantages of using spins in game of Pickleball?

## Pickleball Study Guide

## **The Game:** Pickleball may be played with two (singles) or four (doubles) players on the court. A net divides the court. The object of the game is to hit the ball with a paddle to score points.

## **Scoring:** The person or team must be serving to score a point. A game is either to 11 points and be 2 points ahead to win or a timed game which will end on a whistle.

**Serve:**

• Both feet behind the line on a serve

• The serve is underhand

• Paddle makes contact with the ball below the waist

• There is no bounce on a serve

• Serve diagonally across the court

• Must clear the non-volley zone area

• One attempt per serve with the exception of a “Let”

• **“Let”** is when the ball is served and hits the net and goes into the correct service court

**Hand:** A term used to designate which player is serving

**Volley:** Hitting the ball before a bounce. All volleys must be hit from behind the non-volley zone line.

#### Double Bounce Rule-

Each team must play their first shot off the bounce. Both receiving and serving teams must let it bounce.

**Faults:**

• Hitting the ball out of bounds

• Not clearing the net

• Stepping in to the non-volley zone to volley the ball

• Hitting the first ball with a volley

• Letting the ball bounce twice on your side of the net

• Having more than one foot in the court on a serve called a **“foot fault”**

**Doubles Play:**

**•** Right hand court serves first (**first hand**)

• Play continues until a fault or point is scored

• When a point is won, the serving team switches sides and the same player serves the next point

• When the serving team faults, they stay in their same court and the second partner serves

(**second hand**)

• When the second fault occurs, they lose the serve and the opponents have their turn at serve

• Teammates only switch sides after they have earned a point from a serve

### The Court

net

sideline

Right service court

Left service court

Non-Volley

Zone

baseline

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_\_\_

###### THE FOREHAND DRIVE PRE-TEST

1. Were you able to consistently use the proper technique for the forehand drive?

|  |  |
| --- | --- |
| Forehand Technique | Yes /No |
| Held with a handshake grip |  |
| Step with shoulder to target |  |
| Contact at front foot |  |
| Swing low to high |  |

2. Circle your current level.

“Ready to move on” “Need more practice” “I do not get it!”

3. Were you able to produce a spin on the forehand drive? Diagram the spin and the rebound.

|  |  |
| --- | --- |
| Spin and Rebound | Yes /No |
| Top spin |  |
| Back spin |  |
| Side spin |  |
| No spin |  |

4. Circle your current level.

“Ready to move on” “Need more practice” “I do not get it!

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THE SERVE**

Each group consists of 3 students; a server, a recorder and a retriever.

• The server will serve 3 from the right service court and 3 from the left service court.

• The recorder will “X” out the successful trials . Record the total score.

• The retriever will gather and return served balls.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Serve Technique | Right  #1 | #2 | #3 | Left  #1 | #2 | #3 | Total Score |
| Contacted below the waist |  |  |  |  |  |  |  |
| Both feet behind line |  |  |  |  |  |  |  |
| Served without a bounce |  |  |  |  |  |  |  |
| Ball cleared the net |  |  |  |  |  |  |  |
| Landed in diagonal service court |  |  |  |  |  |  |  |
| Produce spin on the serve |  |  |  |  |  |  |  |

###### THE FOREHAND DRIVE

Each group consists of 3 students; a hitter, a recorder and a tosser.

• The hitter will perform 5 forehands over the net

• The recorder will “X” out the successful trials. Record the total score.

• The tosser will underhand toss the ball to the hitter’s forehand side.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Forehand Technique | #1 | #2 | #3 | #4 | #5 | Total Score |
| Held with a handshake grip |  |  |  |  |  |  |
| Step with shoulder to target |  |  |  |  |  |  |
| Contact at front foot |  |  |  |  |  |  |
| Swing low to high |  |  |  |  |  |  |
| Produce spin on the forehand |  |  |  |  |  |  |

**Summary of Skills**- Circle your current skill level in Pickleball.

Beginner Intermediate Adva

1. Students will analyze movement patterns and correct errors.
2. Students will perform multicultural dances.

3. Students will accept responsibility for individual improvement.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dance

1. How successful were you in analyzing patterns and correcting errors? Be specific with at least two dances including the corrections.

2. What specific feedback did you **receive** that improved your performance?

3. What skills or tools did you learn, in the dance unit, that you could use later in life?

Description: j0089612

4. What was your favorite dance? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. What was your least favorite dance? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period\_\_\_\_\_\_\_\_\_\_\_\_

**Individual Dance Scores**

Record your **dance quiz scores**. Refer to the master sheet.

4= **great** performance, no mistakes, very good rhythm & coordination

3= **average** performance, a few mistake, good rhythm & coordination

2= **below average** performance, multiple mistakes, poor rhythm & coordination

1= **poor** performance, many mistakes, does not have the rhythm & coordination

**Dances:**

Agadou \_\_\_\_\_\_\_ Bus Stop \_\_\_\_\_\_\_

Pata Pata \_\_\_\_\_\_\_ Cowboy Boogie \_\_\_\_\_\_\_

Allunellul \_\_\_\_\_\_\_ Ten Step \_\_\_\_\_\_\_

Hora \_\_\_\_\_\_\_ Cotton-eyed Joe\_\_\_\_\_\_\_

Night Fever \_\_\_\_\_\_\_ Whoop It Up! \_\_\_\_\_\_\_

**Dance quiz total \_\_\_\_\_\_\_\_\_\_\_\_**

**NOTES**

|  |  |  |
| --- | --- | --- |
|  | Name of Dance | Country or Era |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |

**PEER COACHING TIPS**

**1.** DEMONSTRATES and DESCRIBES what the learning should look like.

**2.** Is positive, encouraging, patient and praises good effort.

**3.** Gives “Success and improvement” comments like, “you did a nice job with...next time try…”

**4.** Pays close attention and watches awhile before commenting.

**5.** Celebrates success with learner.

Rubric Scoring Guidelines

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Per.\_\_\_\_\_**

**Partner’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**4 = Advanced**

Great performance, no mistakes, excellent rhythm and coordination.

**3 = Proficient**

Average performance, a few mistakes, good rhythm and coordination

**2 = Basic**

Below average performance, many mistakes, poor rhythm and coordination.

**1. Below Basic**

Does not know the dance but is willing to attempt the dance

Rubric Score & Feedback

\_\_\_\_\_\_\_\_ Night Fever \_\_\_\_\_ Cowboy Boogie

\_\_\_\_\_\_\_\_ Pata Pata \_\_\_\_\_\_\_Ten Step

\_\_\_\_\_\_\_\_ Alunelul \_\_\_\_\_\_\_Cotton Eyed Joe

\_\_\_\_\_\_\_\_ Agadou \_\_\_\_\_\_\_\_Bus Stop

\_\_\_\_\_\_\_\_Whoop It Up \_\_\_\_\_\_\_\_ Hora

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dance Unit Written Final

Directions:

1. **Listen** to the music

2. **Write** the dance name

3. **Write** the country and/or era

\*Use the word bank below to help with spelling. Some countries/eras will be used more than once.

|  |  |  |
| --- | --- | --- |
|  | Dance | Country/Era |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |

Dances Countries and/or Era

Alunelul France

Whoop it Up USA

Cowboy Boogie Disco

Ten Step Israel

Hora South Africa

Cotton Eyed Joe 90’s

Pata Pata Romania

Agadou

Night Fever

Bus Stop

Self-Defense

Combatives

**Learning Goals**

1. Demonstrate correct techniques of Self Defense Combinations.

2. Demonstrate knowledge of Personal Safety and Avoidance Techniques.

3. Participate in Combatives.

4. Identify appropriate and inappropriate risks involved in self-defense.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Name and describe 2 self-defense combinations.

|  |  |
| --- | --- |
| Name of combination | Technique of combination |
|  |  |
|  |  |

2. Cite 3 examples of Personal Safety and/or Avoidance techniques.

\*

\*

\*

3. Describe your favorite combative activity. What was the underlying purpose of combatives?

\* Favorite combative -

\* Purpose of combatives-

4. Identify each risk as appropriate (A) or inappropriate (I).

|  |  |  |  |
| --- | --- | --- | --- |
|  | Practice technique at a level that looks like a fight scene. (timing distance, power and focus) |  | Think you are invincible because you have taken self-defense then put yourself in unsafe situations. |
|  | Committing to personal safety strategies despite peer pressure. |  | Step outside your comfort zone to protect yourself. (yell loudly in front of others) |
|  | Using self-defense techniques as horse-play. |  | Injure your partner when practicing self-defense combinations. |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_ Due Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We are pleased to inform you that your son/daughter will be participating in a 3 week SELF-DEFENSE/COMBATIVES course. Our goal is to make students more aware of their surroundings, more cautious in their actions and responsible for their own safety.

The objectives of this unit are to:

• to teach students to recognize and avoid dangerous situations

• to increase awareness of safety precautions

• to practice self-defense techniques such as strikes and escapes

• to increase body awareness through combative movements

Our concern, as middle school teachers, is the information and techniques taught in class might be used as “play” on campus. We value the importance and seriousness of the curriculum and we are looking for your support. Please discuss appropriate behavior with this learned information. All school rules will be in effect and inappropriate behaviors will be referred to our Administration. **Please initial the following requests:**

j0322699

\_\_\_\_\_\_\_\_ We have discussed the importance of appropriate behavior on campus during and after the Self-Defense/Combatives Unit.

\_\_\_\_\_\_\_\_ I (the parent) understand the self-defense techniques are to be used during class and in appropriate situations to defend against an attacker.

\_\_\_\_\_\_\_\_\_ I (the student) understand the self-defense techniques are to be used during class and in appropriate situations to defend against an attacker and not be used as play during school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

student signature parent signature date

THIS FORM MUST BE SIGNED AND RETURNED TO THE PHYSICAL EDUCATION TEACHER BEFORE THE STUDENT IS PERMITTED TO ENGAGE IN THE UNIT.

PSYCHOLOGICAL ASPECTS OF SELF-DEFENSE

1. **Be willing to act!** Your chance for success is determined by your attitude. If attacked, fight back. If someone has to be hurt, let it be the attacker.
2. **Don’t be an easy victim. Shout! Resist! Fight!** If you are scared, yell loudly. Statistics tell us that 60% of assault cases victims have escaped serious harm by screaming. Only scream, however, at certain times. Yelling will not be effective when being choked or when there is a knife to your throat.
3. **Use the element of surprise!** As soon as you shout and fight back, the element of surprise is on your side. Your attacker does not expect effective resistance, or he would not have chosen you.
4. **Develop self-confidence**. Believe in your ability to use these simple self-defense techniques. Practice until your reaction is automatic. The techniques do work, and they can work for you.
5. **Don’t panic**. If you can’t keep your fear under control, you can’t control the situation.
6. **Bluff.** Make an effort to show your attacker that you are determined, not afraid. Concentrate on winning. Sometimes pretending to go along with the attacker until you can see an opening is another course of action.
7. **Escape.** Your first inclination may be to run, but only run if you know you can reach help. If you are alone in an isolated area, run only after you have made sure the attacker is unable to pursue you.
8. **Keep it simple**. Stick to those techniques you have practiced or those you can use quickly and easily.
9. **Don’t hesitate**. Once you are forced to defend yourself, use everything available to you. Shout, kick, strike, throw something and/ or bite. If you are forced to start an offense, finish it!
10. **Know yourself**. In an attack situation, there should only be one stranger. Know yourself and your capabilities. Be prepared to use everything you know, and if that is not enough, improvise. Always remember. There are no rules in self-defense.
11. **Don’t be nice**. Don’t expect to win without hurting your attacker. Don’t be a “gentle” fighter. An attacker is not a gentleman or lady.
12. **Visualize**. Mentally practice what you would do in a variety of situations.

“COMMON SENSE SELF-DEFENSE”

j0398153Part 1

Can you answer “YES” to the following questions? If you can, you are using COMMON SENSE SELF-DEFENSE”.

WHEN WALKING DO YOU:

­­­­\_\_\_\_\_\_\_ 1. Walk confidently and quickly? Know where you are going. Look confidently at those you pass and make eye contact.

\_\_\_\_\_\_\_ 2. Avoid walking alone at night? (It’s not wise to walk at night with a friend either.)

\_\_\_\_\_\_\_ 3. Walk in well lit areas, near a curb and away from bushes when you must walk at night?

\_\_\_\_\_\_\_ 4. Avoid walking in deserted areas anytime? Always try to be around other people.

\_\_\_\_\_\_\_ 5. Walk with at least one friend, whenever possible?

\_\_\_\_\_\_\_ 6. Pay attention to your surroundings?

\_\_\_\_\_\_\_ 7. Tell your parents when to expect you home? Do they know your route?

\_\_\_\_\_\_\_ 8. Carry a whistle or other emergency item to use if you need help?

\_\_\_\_\_\_\_ 9. Walk facing the traffic?

\_\_\_\_\_\_\_ 10. Carry a cell phone to make a phone call?

\_\_\_\_\_\_\_ 11. Avoid getting close to a car in which someone is asking directions?

\_\_\_\_\_\_\_ 12. AVOID HITCH-HIKING?

j0185604“COMMON SENSE SELF-DEFENSE”

Part 2

Can you answer “YES” to the following questions? If you can, you are using COMMON SENSE SELF-DEFENSE”.

AT HOME DO YOU:

­­­­\_\_\_\_\_\_\_ 1. Know your neighbors well?

\_\_\_\_\_\_\_ 2. Have emergency phone numbers on speed dial or close to the phone?

\_\_\_\_\_\_\_ 3. Have a peep hole viewer on your door?

\_\_\_\_\_\_\_ 4. Have dead bolt locks on all of your doors? Do you have additional locks on sliding glass doors and windows?

\_\_\_\_\_\_\_ 5. Avoid opening the door to anyone you doubt or don’t know? (day or night)

\_\_\_\_\_\_\_ 6. Avoid being in the home alone with repairmen or people you don’t know?

\_\_\_\_\_\_\_ 7. Avoid letting a caller know you are home alone?

\_\_\_\_\_\_\_ 8. At night, leave the lights on in more than one room?

\_\_\_\_\_\_\_ 9. At night, turn on outside lights?

\_\_\_\_\_\_\_ 10. At night, close curtains so people can’t see into the home?

\_\_\_\_\_\_\_ 11. Have a trusted neighbor you can call for help?

j04241901“COMMON SENSE SELF-DEFENSE”

Part 3

Can you answer “YES” to the following questions? If you can, you are using COMMON SENSE SELF-DEFENSE”.

ON THE PHONE DO YOU:

­­­­\_\_\_\_\_\_\_ 1. Avoid letting callers know you are home alone? Say, “My Dad is busy, may I take a message.” + don’t tell people you are baby-sitting!

\_\_\_\_\_\_\_ 2. Discourage inappropriate or creepy phone calls or messages online.

A. Hang up. Block the phone number or user.

B. Contact Police if problem persists.

\_\_\_\_\_\_\_ 3. Avoid giving personal information to strangers on the phone or online.

\_\_\_\_\_\_ 4. Report all inappropriate behavior online to the website. Report behavior to the police if the problem persists.

IF SOMEONE IS FOLLOWING YOU, YOU SHOULD;

1. Turn around to face your problem!
2. Say forcefully, and loudly, “Stop following me!”
3. Draw attention! Scream (FIRE) and cause a scene! If he is armed, you may need to cooperate.
4. Run to the nearest public place.
5. Ask other people for help.
6. If you are being followed by someone in a car, turn around and walk the other way.
7. If you are in a car and being followed, DO NOT DRIVE HOME! Drive to the nearest public place and call the police.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Self Defense Student Notes

Period \_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Avoidance Tips**     1. *Avoidance is your BEST self defense!* 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_\_\_\_\_\_\_ 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_\_\_\_\_\_\_ 7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­ 8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_ | **Body Language**   1. Passive- 2. Aggressive- 3. Assertive- |
| **Blocking Combination**   1. Outer Form Block 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Give and Take**   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. Punch |

|  |  |
| --- | --- |
| **Defend Against a Wrist Grab**   1. Stomp 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. ­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7. Take Down 8. Scan 9. Get Away | **Shoulder Grab from Behind**   1. Raise Hand/Arms 2. ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. Take Down 6. Scan 7. Get Away |
| **Defend Against a Strike**   1. ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. Take Down 6. Scan 7. Get Away | **Rear Bear Hug**   1. ­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. ­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. Take Down 6. Scan 7. Get Away |



1. Demonstrate mature technique of striking using a serve.

2. Explain and demonstrate the concept of spin and rebound.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Table Tennis

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_

1. Assess your own ability to demonstrate the correct technique and outcome for the forehand serve during practice or gameplay. (Basic, Proficient, Advanced) Explain your reasoning
2. Describe the characteristics of each spin shot.

**Topspin:**

*A. How to produce topspin:*

*B. Length of time in the air (compared to a no spin shot):*

**Backspin:**

*A. How to produce backspin:*

*B. Length of time in the air (compared to a no spin shot):*

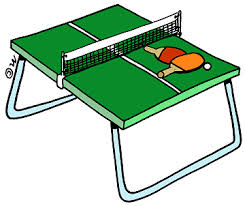
**Side Spin:**

*A. How to produce sidespin:*

3. Use the circles below to **label** and **draw** the spin and rebound lines.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**No Spin Top Spin Back Spin Side Spin**

 **Table Tennis Rules**

**Scoring:**

* Games are played to 11 points. You must win by 2 points.
* Matches can consist of 3, 5, or 7 games.

**Serving:**

* The serve alternates with each player serving twice until the game is over.
* If the score is 10-10, then the serve alternates back and forth every point until one person wins by 2 points.
* **THE SERVER MUST DO THE FOLLOWING:**
* Ball must lay in servers open palm of their hand
* Ball must be above the table height, and behind the end line
* Ball must be thrown straight up at least 6” (net height for reference)
* Ball must be contacted on the way down
* The serve must contact the server’s side first, pass over the net, and land on the opponent’s side.
* During the serve, if the ball touches the net but is otherwise a good serve, a **LET** is called and the serve is repeated.

**A point is awarded when any of the following occurs:**

* Your opponent fails to make a good serve or you fail to make a good return
* Your return shot doesn’t hit the opponents table
* The ball bounces twice on the table before you can return it
* Your opponents strikes the ball twice while returning it
* Your opponent moves the table
* Your opponent’s free hand touches the surface of the table

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Doubles Rules:**

* You and your partner must always alternate hitting shots

**Doubles Serve:**

* At the beginning of the match, you will decide who serves first and your opponents will decide who receives first. You must keep this order throughout the entire match. This means you will always serve to the same person!
* The serve will always be taken from the right court and served into the opponents right court
* The rotation of who serves goes as follows:
  + You serve twice (then switch sides with your partner)
  + The receiver of your serve will serve twice
  + Your partner will serve twice (then switch sides with you)
  + The partner of the original receiver serves twice
* Remember, you will always alternate like this!

**SERVE ASSESSMENT**  Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Each group consists of 4 students; 1 server, 2 recorders (share responsibilties) and 1 retriever.

* The server will serve 5 times from the right service box into the left service box.
* The recorders will “X” out what the server did correctly. Record the total score. One recorder will watch the set up (prior to contact) and the other will watch the outcome.
* The retriever will gather and return served balls.
* Rotate responsibilities after each server is finished.

**ASSESSMENT 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Serve Technique | #1 | #2 | #3 | #4 | #5 | **Total Score** |
| Handshake grip, non-dominant foot forward |  |  |  |  |  | /5 |
| Ball starts in palm of open hand - above table |  |  |  |  |  | /5 |
| Ball tossed staight up at least 6” |  |  |  |  |  | /5 |
| Contact is made on way down & behind the end line of the table |  |  |  |  |  | /5 |
| Ball bounces in their service box first |  |  |  |  |  | /5 |
| Clears net |  |  |  |  |  | /5 |
| Lands in diagonal service court |  |  |  |  |  | /5 |
| **Produces spin on the serve** |  |  |  |  |  | /5 |

**Advanced\_\_\_\_\_\_\_ Proficient\_\_\_\_\_\_\_ Basic\_\_\_\_\_\_\_\_ Below Basic\_\_\_\_\_\_\_\_**

**ASSESSMENT 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Serve Technique | #1 | #2 | #3 | #4 | #5 | **Total Score** |
| Handshake grip, non-dominant foot forward |  |  |  |  |  | /5 |
| Ball starts in palm of open hand - above table |  |  |  |  |  | /5 |
| Ball tossed staight up at least 6” |  |  |  |  |  | /5 |
| Contact is made on way down & behind the end line of the table |  |  |  |  |  | /5 |
| Ball bounces in their service box first |  |  |  |  |  | /5 |
| Clears net |  |  |  |  |  | /5 |
| Lands in diagonal service court |  |  |  |  |  | /5 |
| **Produces spin on the serve** |  |  |  |  |  | /5 |

**Advanced\_\_\_\_\_\_\_ Proficient\_\_\_\_\_\_\_ Basic\_\_\_\_\_\_\_\_ Below Basic\_\_\_\_\_\_\_\_**

**SERVE ASSESSMENT** Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Each group consists of 4 students; 1 server, 2 recorders (share responsibilties) and 1 retriever.

* The server will serve 5 times from the right service box into the left service box.
* The recorders will “X” out what the server did correctly. Record the total score. One recorder will watch the set up (prior to contact) and the other will watch the outcome.
* The retriever will gather and return served balls.
* Rotate responsibilities after each server is finished.

**ASSESSMENT 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Serve Technique | #1 | #2 | #3 | #4 | #5 | **Total Score** |
| Handshake grip, non-dominant foot forward |  |  |  |  |  | /5 |
| Ball starts in palm of open hand - above table |  |  |  |  |  | /5 |
| Ball tossed staight up at least 6” |  |  |  |  |  | /5 |
| Contact is made on way down & behind the end line of the table |  |  |  |  |  | /5 |
| Ball bounces in their service box first |  |  |  |  |  | /5 |
| Clears net |  |  |  |  |  | /5 |
| Lands in diagonal service court |  |  |  |  |  | /5 |
| **Produces spin on the serve** |  |  |  |  |  | /5 |

**Advanced\_\_\_\_\_\_\_ Proficient\_\_\_\_\_\_\_ Basic\_\_\_\_\_\_\_\_ Below Basic\_\_\_\_\_\_\_\_**

**ASSESSMENT 4**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Serve Technique | #1 | #2 | #3 | #4 | #5 | **Total Score** |
| Handshake grip, non-dominant foot forward |  |  |  |  |  | /5 |
| Ball starts in palm of open hand - above table |  |  |  |  |  | /5 |
| Ball tossed staight up at least 6” |  |  |  |  |  | /5 |
| Contact is made on way down & behind the end line of the table |  |  |  |  |  | /5 |
| Ball bounces in their service box first |  |  |  |  |  | /5 |
| Clears net |  |  |  |  |  | /5 |
| Lands in diagonal service court |  |  |  |  |  | /5 |
| **Produces spin on the serve** |  |  |  |  |  | /5 |

**Advanced\_\_\_\_\_\_\_ Proficient\_\_\_\_\_\_\_ Basic\_\_\_\_\_\_\_\_ Below Basic\_\_\_\_\_\_\_\_**

1. Demonstrate correct technique for the following patterns: throwing, catching, kicking, striking, trapping, dribbling, and volleying.
2. Develop an individual or dual game that meets specific requirements.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Manipulative**

**Skills**

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_

1. What is the definition of a manipulative skill?

**NOTES: Critical Elements of Manipulative Skills**

**Create-a-Game**

* Your group (3-4) will develop and teach an individual or dual game to your classmates that

incorporates the following elements:

* Name
* Objective
* **Use of at least one manipulative skill** 
  + *Throwing, catching, kicking/punting, striking, trapping, dribbling (hands & feet), and volleying*
* 2 different offensive strategies
* A scoring system
* A penalty system
* Be creative with your game! There is no right or wrong way to create a game as long as it is appropriate for a school setting.
* The game must be capable of being played in class with the equipment provided. If the P.E. department doesn’t have the equipment necessary to play your game then you may bring in equipment from home to use in class.
* You must use a visual aid to teach the rules of the game to the class. Your visual can be in the form of a poster, PowerPoint, QuickTime video, etc. You must run your idea for a visual aid by me before starting. **Your visual will be graded on creativity and clarity. Have fun with it!**
* Students that aren’t in your group will be encouraged to ask clarifying questions during your presentation to clear up any confusion about the rules or purpose of the game. The class will provide feedback at the end of the presentation on the effectiveness of your instructions and overall quality of the presentation.
* After all the groups are finished presenting, the class will vote for a game they thought looked most enjoyable and then play it as a class.

**The project consists of 3 parts:**

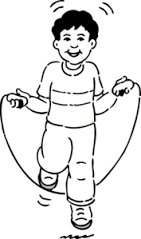
1. Creating a game that incorporates all the required elements.

2. Designing a creative and effective visual aid to teach the class the rules.

3. Demonstrating how the game is played in front of the class.

**Rubric**

|  |  |
| --- | --- |
| 4 | Game incorporates all required elements, visual aid is creative and informative, presentation is organized and well thought out, presenters are enthusiastic and confident. |
| 3 | Game incorporates all required elements, includes visual aid, presentation is fairly organized, presenters show moments of enthusiasm and confidence. |
| 2 | Game is missing a required element, includes visual aid, group appears somewhat unprepared for presentation; presenters may be lacking confidence or enthusiasm. |
| 1 | Game is missing multiple required elements, visual aid is poorly created, group appears disorganized and under prepared, |



1. Demonstrate body management and object manipulation skills by completing a series of Jump Rope challenges.

2. Combine manipulative, locomotor, and non-locomotor skills into movement patterns.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jump Rope**

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_

1. Circle the club you belonged to at the end of the unit: (1) Red (2) White (3) Blue

2. How many skills did you complete in the club you finished in? \_\_\_\_\_\_\_\_\_\_

3. What part(s) of Jump Roping was most challenging for you? Coordination? Rhythm? Fitness level? Explain your answer.

4. As you learned each new skill, did you find it more helpful to (A) read the task card with the steps and instructions written on it or (B) watch someone else do the trick? Or did you prefer to use a combination of both?

5. Did you progress quicker when you practiced each skill as a whole or when you broke it up in smaller parts (looked at the steps, practiced without the rope, slowed down the movements, etc.)? Explain why your answer.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**JUMP ROPE SKILL CHALLENGE**

|  |  |  |  |
| --- | --- | --- | --- |
| **RED CLUB**  **\*10 Consecutive Jumps/Trick** | **INITIAL** | **WHITE CLUB**  **\*10 Consecutive Jumps/Trick** | **INITIAL** |
| **TRICKS** |  | **TRICKS** |  |
|  |  |  |  |
| Double Bounce Forward |  | Single Rope Swing |  |
| Double Bounce Forward Right Foot |  | Double Rope Swing |  |
| Double Bounce Forward Left Foot |  | Side Jumps |  |
| Double Bounce Backward |  | Center Jumps |  |
| Double Bounce Backward Right Foot |  | Side Straddle |  |
| Double Bounce Backward Left Foot |  | Forward Straddle |  |
|  |  | Front Kicks |  |
| Single Bounce Forward |  | Side Kicks |  |
| Single Bounce Forward Right Foot |  | Heel Exchange |  |
| Single Bounce Forward Left Foot |  | Toe Exchange |  |
| Single Bounce Backward |  | Side Steps |  |
| Single Bounce Backward Right Foot |  | The #45 |  |
| Single Bounce Backward Left Foot |  | The #45 Heel Touch |  |
|  |  | Crossies |  |
| Jog in Place |  | Crossies Left Foot |  |
| Moving On |  | X to straddle |  |
|  |  | X to side Step |  |
|  |  | Double Side Steps |  |
|  |  |  |  |
| **PRESENTATION** | **Teacher/T.A** | **PRESENTATION** | **Teacher/T.A** |
| Forward: 4 tricks (4 hops/trick) |  | Forward: 6 Tricks (4 hops/trick)  **\* *Can only use one rope swing trick*** |  |
| Backward: 4 tricks (4 hops/trick) |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Personal Hot Peppers **#\_\_\_\_\_\_\_ in 15’** |  | Personal Hot Peppers **#\_\_\_\_\_\_\_ in 15’** |  |
| **50** Consecutive Jumps |  | **100** Consecutive Jumps |  |

|  |  |
| --- | --- |
| **BLUE CLUB**  **\*10 Consecutive Jumps/Trick** | **INITIAL** |
| **TRICKS** |  |
|  |  |
| Crossies Right Foot |  |
| Combo Jumps |  |
| Combo Straddles |  |
| Combo Kicks |  |
| Heel-Toe Exchange |  |
| X to Heel Touch |  |
| Triple Side Step |  |
| Rope Swing 180 |  |
| The 90 |  |
|  |  |
| **BACKWARD TRICKS** |  |
| Rope Swings |  |
| Front Kicks |  |
| Heel Exchange |  |
| Side Straddles |  |
| Side Jumps |  |
| Side Steps |  |
| X to Straddle |  |
| The 45 |  |
| Crossies |  |
|  |  |
| **PRESENTATION** | **Teacher/T.A.** |
| Backward: 6 Tricks (4 hops/trick) |  |
|  |  |
| Personal Hot Peppers **#\_\_\_\_\_\_\_ in 15’** |  |
| **200** Consecutive Jumps |  |

1. Demonstrate body management and locomotor skills needed for successful participation in Track & Field

2. Evaluate the effect of expressing encouragement to others while participating in Track & Field.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Track & Field

Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**1. List the track and field events you participated in and how you finished.**

Event 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Place\_\_\_\_\_\_\_ Time/Score\_\_\_\_\_\_\_\_

Event 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Place\_\_\_\_\_\_\_ Time/Score\_\_\_\_\_\_\_\_

Event 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Place\_\_\_\_\_\_\_ Time/Score\_\_\_\_\_\_\_\_

Event 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Place\_\_\_\_\_\_\_ Time/Score\_\_\_\_\_\_\_\_

Event 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Place\_\_\_\_\_\_\_ Time/Score\_\_\_\_\_\_\_\_

**2. Why did you choose to sign up for these events? Were they the easiest? Were you helping out your team? Are they your strongest events?**

**3. List 3 things you learned about track and field (running form, field event form, relay handoffs, etc.)**

**4. How did you feel when your teammates cheered you on during your event?**

**Track Events**

**Sprints:**

1. 100 Meters - (1/4 Lap)

2. 200 Meters - (1/2 Lap)

**Middle Distance:**

1. 400 Meters (1 lap)

2. 800 Meters (2 laps)

**Long Distance:**

1. 1600 Meters (4 laps)

**Relays:**

1. 4 x 100 (4 person event…each runner runs 1/4 of a lap)

2. 4 x 400 (4 person event…each runner runs 1 lap)

3. Sprint Medley Relay (4 person event…first two runners run 100 meters each, third runners runs 200 meters, fourth runners run 400 meters)

4. Team Mile (Each player must run until a mile is completed)

**Field Event:**

1. Long Jump

2. High Jump

3. Shot Put

**Day 1**

400 Meters

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

High Jump

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(\_\_\_\_\_\_/\_\_\_\_)

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

4 x 100

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

**Day 3**

200 Meters

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

1600 Meters

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(\_\_\_\_\_\_/\_\_\_\_)

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(\_\_\_\_\_\_/\_\_\_\_)

Sprint Medley Relay

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

**Country\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Team # \_\_\_\_\_\_\_**

**Team Members**

|  |  |
| --- | --- |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |
| **8** |  |
| **9** |  |

**Day 2**

800 Meters

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

4 x 400

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

Shot Put

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

**Day 4**

100 Meters

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

Long Jump

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

Team Mile

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_/\_\_\_\_)

**Place Value:**

Boy’s & Girls

1st place = 5 pts.

2nd place = 4 pts.

3rd place = 3 pts.

4th Place = 2 pts

5th Place = 1 pt.

**Country:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Team # \_\_\_\_\_\_\_**

**Period \_\_\_\_\_\_\_\_**

**Day 1**

400 Meters

Timer: 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place Keeper 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/2\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recorder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

High Jump

Recorder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 x 100

Timer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place Keeper1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/2\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recorder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Day 3**

200 Meters

Timer: 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/2\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place Keeper 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/2\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recorder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1600 Meters

Timer: 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/2\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place Keeper1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/2\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recorder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sprint Medley Relay

Timer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place Keeper\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recorder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Place Value:**

Boy’s & Girls

1st place = 5 pts.

2nd place = 4 pts.

3rd place = 3 pts.

4th Place = 2 pts

5th Place = 1 pt.

**Day 2**

800 Meters

Timer: 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/2\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place Keeper1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/2\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recorder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 x 400

Timer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place Keeper\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recorder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Shot Put

Measurer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recorder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Day 4**

100 Meters

Timer: 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/2\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place Keeper1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/2\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recorder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Long Jump

Measurer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recorder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Raker\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Mile

Recorder\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



1. Demonstrate a mature technique for an overhead clear.

2. Explain various shot and gameplay tactics utilized in doubles.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Badminton

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_

1. Describe the purpose of each shot and when it should be utilized.

**Clear:**

**Smash:**

**Drop:**

**Drive:**

2. Diagram & explain the reasoning behind a basic and advanced gameplay strategy in doubles.

**Basic doubles strategy:**

**Advanced doubles strategy:**

**Rules:**

**Spirit of the Game:**

* You will be officiating your own game. Be honest and fair!

**Toss:**

* Before play begins, the birdie is hit in the air and whatever team it faces after it lands gets to choose one of the following options:
* 1.serving or receiving first

OR

* 2.which side to start on

**Scoring:**

* Games are played to 21 points. You must win by 2 points. Match is a best of 3 games.
* Rally scoring. The side that wins the rally will add a point to their score.

**Change of ends:**

* You will switch sides after each game.
* The side that wins the game will serve first in the next game.

**Faults:**

* Birdie goes under net or into net.
* Birdie falls outside the opponent’s boundary lines. (**LINES** + **NETS** ARE IN!)
* Birdie touches a player.
* Birdie is hit twice by the same player or by both partners.
* A player strikes the net.
* A player invades the opponent’s court.

**Let (Do Over)**

* The server serves before the receiver is ready
* Both the server and receiver fault on the serve

**Boundaries:**

* Singles- Baseline to Singles Sideline (long and narrow)
* Doubles- Baseline to doubles sideline (full court)

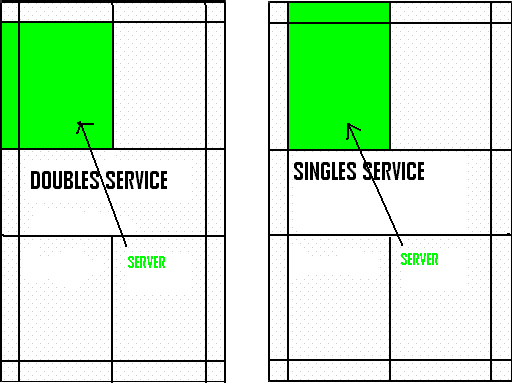
**Serving Rules + Boundaries**

**Service Rules:**

* The server and the receiver must stand in diagonally opposite courts without touching any lines.
* The server and the receiver must remain still until the server makes contact with the birdie.
* The server must make contact with the birdie below their waist with the racket point down.
* If the server misses the birdie it is a fault.
* The birdie may hit the net on the serve.
* The server must make sure the receiver is ready before serving.
* The partners may stand anywhere on the court as long as they don’t interfere with the other two players.
* After the return of the serve, either player may hit the birdie.

**Serving and Receiving Courts:**

* Game starts by serving on the right side. You can choose who on your team serves first.
* A player will serve from the right side if their team’s score is an even amount.
* A player will serve from the left side if their team’s score is an odd amount.
* **You only switch courts if you score a point while serving.**
* If you lose the point while serving, you will stay in the same court that you lost the point on and the opposing team will now serve.



|  |  |
| --- | --- |
|  | Physical Education: 7th Grade |
|  | Badminton: Overhead Clear |
| **Score 4.0**  **Advanced** | **In addition to a score 3.0 performance**, an advanced student will be able to demonstrate:   * **Above average velocity, distance or accuracy** |
| **Score 3.0**  **Proficient** | A proficient student will be able to consistently demonstrate the following:   * **Correct technique and outcome for the overhead clear**   1. **Ready position (knees bent, feet shoulder width, racket up)**   2. **Body positioned underneath shuttle**   3. **Shoulder turns towards target**   4. **Contact shuttle up high (arm extended)**   5. **Follow through** |
| **Score 2.0**  **Basic** | A student who scores basic will be able to demonstrate:   * **Correct technique and outcome for the overhead clear with minor errors and/or omissions.** |
| **Score 1.0**  **Below Basic** | With help, partial success is made with score 2.0 and score 3.0 content. |

**Overhead Clear** Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Each group consists of 4 students; 1 server, 2 recorders (share responsibilties) and 1 hitter.

* The hitter will hit 5 times.
* The recorders will “X” out what the hitter did correctly. Record the total score. One recorder will watch steps 1-2 and the other will steps 3-5.
* Rotate responsibilities when finished (unless only one person is comfortable serving).

**ASSESSMENT 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Shot Technique | #1 | #2 | #3 | #4 | #5 | **Total Score** |
| 1. Ready position (feet shoulder width, knees bent, racket up) |  |  |  |  |  | /5 |
| 2. Body positioned underneath or slightly behind the shuttle |  |  |  |  |  | /5 |
| 3. Shoulder turned towards target |  |  |  |  |  | /5 |
| 4. Contacted shuttle high (arm extended) |  |  |  |  |  | /5 |
| 5. Follow through |  |  |  |  |  | /5 |
| **Advanced**: Low trajectory and/or speed on the shuttle |  |  |  |  |  | /5 |

**Advanced\_\_\_\_\_\_\_ Proficient\_\_\_\_\_\_\_ Basic\_\_\_\_\_\_\_\_ Below Basic\_\_\_\_\_\_\_\_**

**ASSESSMENT 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Shot Technique | #1 | #2 | #3 | #4 | #5 | **Total Score** |
| 1. Ready position (feet shoulder width, knees bent, racket up) |  |  |  |  |  | /5 |
| 2. Body positioned underneath or slightly behind the shuttle |  |  |  |  |  | /5 |
| 3. Shoulder turned towards target |  |  |  |  |  | /5 |
| 4. Contacted shuttle high (arm extended) |  |  |  |  |  | /5 |
| 5. Follow through |  |  |  |  |  | /5 |
| **Advanced**: Low trajectory and/or speed on the shuttle |  |  |  |  |  | /5 |

**Advanced\_\_\_\_\_\_\_ Proficient\_\_\_\_\_\_\_ Basic\_\_\_\_\_\_\_\_ Below Basic\_\_\_\_\_\_\_\_**

**Overhead Clear** Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Each group consists of 4 students; 1 server, 2 recorders (share responsibilties) and 1 hitter.

* The hitter will hit 5 times.
* The recorders will “X” out what the hitter did correctly. Record the total score. One recorder will watch steps 1-2 and the other will steps 3-5.
* Rotate responsibilities when finished (unless only one person is comfortable serving).

**ASSESSMENT 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Shot Technique | #1 | #2 | #3 | #4 | #5 | **Total Score** |
| 1. Ready position (feet shoulder width, knees bent, racket up) |  |  |  |  |  | /5 |
| 2. Body positioned underneath or slightly behind the shuttle |  |  |  |  |  | /5 |
| 3. Shoulder turned towards target |  |  |  |  |  | /5 |
| 4. Contacted shuttle high (arm extended) |  |  |  |  |  | /5 |
| 5. Follow through |  |  |  |  |  | /5 |
| **Advanced**: Low trajectory and/or speed on the shuttle |  |  |  |  |  | /5 |

**Advanced\_\_\_\_\_\_\_ Proficient\_\_\_\_\_\_\_ Basic\_\_\_\_\_\_\_\_ Below Basic\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
|  | Badminton: Shot & Gameplay Tactics | |
| **Score 4.0**  **Advanced** | **In addition to a score 3.0 performance**, an advanced student will be able to:   * **Explain & diagram advanced doubles gameplay tactics (attacking and defensive positions)** | |
| **Score 3.0**  **Proficient** | A proficient student will be able to:   * **Explain the purpose of each of these shots in a game 🡪** * **Explain and diagram basic doubles gameplay tactics (mirroring)** | **Types of Shots:**   * **Clear** * **Smash** * **Drop** * **Drive** |
| **Score 2.0**  **Basic** | A student who scores basic will be able to:   * Explain the simpler details of shot & gameplay tactics with minor errors and/or omissions. | |
| **Score 1.0**  **Below Basic** | With help, partial success is made with score 2.0 and score 3.0 content. | |

1. Students will demonstrate correct use of compass for Orienteering.

2. Students will demonstrate a variety of knot tying techniques.

3. Students will identify appropriate and inappropriate risks involved in adventure activities.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Orienteering

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_

1. Describe 3 tips when using a compass.

\*

\*

\*

1. Name and describe 4 types of knots that were you able to tie?

|  |  |
| --- | --- |
| Name of Knot | Steps used to tie the knot |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

1. Describe the steps to finding a degree between 2 points on a compass?

Knot Tying

Terms You Will Need to Know:

* ***Working End*** – The part of the rope that is used to tie the knot.
* ***Standing End*** – The part of the rope that is not used to tie the knot.
* ***Bend*** – A bend is used to tie two ropes together.
* ***Hitch*** – A hitch attaches the rope to something. (e.g, a tree, a pole, etc.)
* ***“Dressing the knot”*** – Making sure all of the parts of the knot are in the right place and the rope does not cross over itself unnecessarily.

|  |  |
| --- | --- |
|  | The **Bowline** Knot   * Make a “6” with the rope. * The rabbit comes out of it’s hole, * Goes around the tree, * Then back into it’s hole. |
|  | The **Figure 8 Follow-through**.   * Make a figure 8 knot. * Wrap the working end around the object. * Put the choo-choo on the tracks, and follow through the figure 8 knot. |
|  | The **Water** Knot   * Tie an overhand knot. * Put the choo-choo on the tracks. * Follow the tracks through the overhand knot. * Dress the knot and pull tight. |
|  | The **Square** Knot   * Hold the ends of your rope in each hand. * Cross the left side over the right. * Take the right side, bring it under the rope and back over. * Cross the left side over the right, and bring it through the hole. * Dress the knot and pull tight. |
|  | The **Prusik** Knot  • Use a piece of cord formed into a loop.  •Pass the knot around the rope three times inside the loop.  •Make sure the turns lie neatly beside each other and pull the knot tight. |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Compass Rose

Write the degree where each of the following cardinal and inter-cardinal points are found.

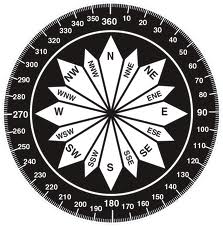
•The cardinal lines are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

•The inter-cardinal lines are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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| --- | --- |
| N |  |
| NNE | 22 1/2 |
| NE |  |
| ENE | 67 1/2 |
| E |  |
| ESE | 112 1/2 |
| SE |  |
| SSE | 157 1/2 |
| S |  |
| SSW | 202 1/2 |
| SW |  |
| WSW | 247 1/2 |
| W |  |
| WNW | 292 1/2 |
| NW |  |
| NNW | 337 1/2 |

[](http://www.google.com/imgres?imgurl=http://www.nappf.com/CompassRose.gif&imgrefurl=http://www.nappf.com/nappf_navigation.htm&usg=__NY2Mpqf4KMe6n8LAQeG528gkWa8=&h=639&w=632&sz=45&hl=en&start=50&sig2=x2FYn2vV3wh3IVIsg9jfrA&zoom=1&tbnid=sy8htjywBsCp6M:&tbnh=154&tbnw=152&ei=dhpSTeSuKY24sAOW3rm_Bg&prev=/images?q=compass+rose&hl=en&client=firefox-a&hs=ve2&sa=X&rls=org.mozilla:en-US:official&biw=971&bih=466&tbs=isch:1&itbs=1&iact=hc&vpx=597&vpy=149&dur=64&hovh=226&hovw=223&tx=133&ty=105&oei=MxpSTbL-EomesQOX89m9Bg&esq=6&page=6&ndsp=9&ved=1t:429,r:3,s:50)

There are four **cardinal points** on a compass - North, South, East, and West. When reading a compass, and telling other people directions, you need to wipe "right" and "left" out of your vocabulary. Right and Left are relative directions and differ depending on your location and direction, but the cardinal points are constant.

The direction halfway between North and East is an **inter-cardinal point** and is called *North-East*. The other three inter-cardinal points are South-East, South-West, and North-West.

Finally, there are **secondary inter-cardinal points** halfway between each cardinal point and inter-cardinal point. These are North-North-East, East-North-East, East-South-East, South-South-East, ... and so on. With these directions, you can give someone a fairly good idea of what direction they need to go.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Compass Points Review

Begin at the START

1. Draw a line four squares N

2. Draw a line four squares NE

3. Draw a line four squares SE

4. Draw a line four squares S

5. Draw a line four squares NW

6. Draw a line four squares SW

You should be back at the START

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|  |  | Start |  |  |  |  |  |  |  |  |  |
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**How to Use a Compass:**

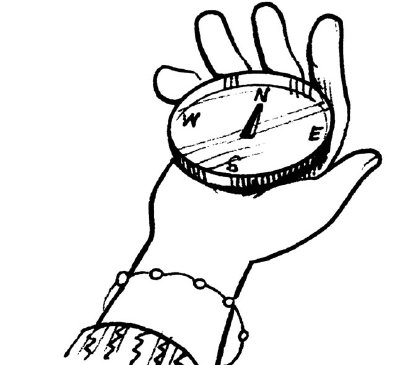
**Step 1:** To align a compass, read the directions for the compass and learn which end of the needle points north.

**Step 2:** Turn the compass until the north arrow on the compass's face is aligned with the north end of the pointer. You are now aligned "north." Observe the letters on the compass: N is north, E is east, S is south, W is west. Northeast, southeast, southwest, and northwest will also be present.

**Step 3:** Next, look at the numbers. These are degrees, another form of measuring compass direction.

**Step 4:** Turn and face any direction. Hold one hand out flat and place the compass on your palm. Point the arrow on the baseplate in the direction you're facing.

**Step 5:** Turn the dial on the compass until the north-facing arrow is aligned with the pointer. Now read the degree mark that the index line crosses. This is your direction in degrees.



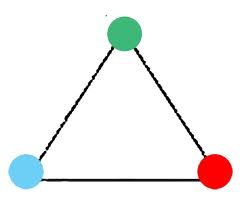
How to Use a Compass

***Find a direction from a given bearing***

1. Hold compass flat in the palm of your hand
2. Turn **compass dial** so given bearing is lined up with the direction of **travel arrow** (i.e. 245 degrees)
3. Rotate your palm around until North end of the **magnetic needle** is lined up in the **orienteering arrow** (get ‘red in the shed’)
4. The **direction of travel** arrow is now pointing to the direction you are looking for

***Find a bearing from a given direction***

1. Hold compass flat in the palm of your hand
2. Rotate **base plate** until **direction of travel arrow** is pointing to the given direction
3. Turn compass dial until North end of the **magnetic needle** is lined up with the **orienteering arrow** (get ‘red in the shed’)
4. Read the degree heading on the dial where it lines up with the **direction of travel arrow** and that is the bearing you are looking for.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 2 |
| 3 |

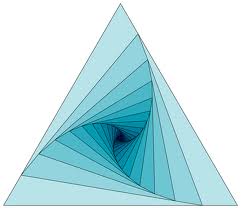
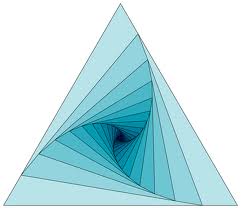
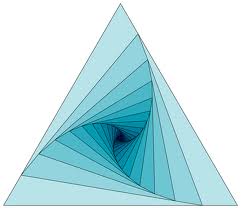
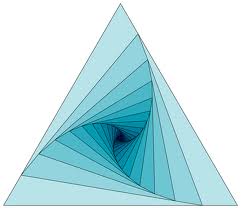
Walk A Triangle Challenge

1. Place your marker on the ground. Choose a direction between 0 and 120 degree. Record the degree in the box-1. Face the bearing and walk 5 steps then STOP.

2. Look at your compass again. Add 120 degrees to your original number. Record your new degree in the box-2. Set the new bearing on your compass. Face the new bearing and walk 5 steps then STOP.

3. Look at your compass again. Add 120 degrees to the number in

box-2. Record your new degree in the box-3. Set the new bearing on your compass. Face the new bearing and walk 5 steps then STOP. Did you return to your marker?



|  |
| --- |
| 1 |
| 2 |
| 3 |

1. Place your marker on the ground. Choose a direction between 0 and 120 degree. Record the degree in the box-1. Face the bearing and walk 10 steps then STOP.

2. Look at your compass again. Add 120 degrees to your original number. Record your new degree in the box-2. Set the new bearing on your compass. Face the new bearing and walk 10 steps then STOP.

3. Look at your compass again. Add 120 degrees to the number in

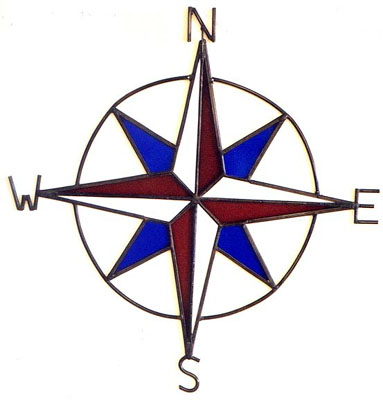
box-2. Record your new degree in the box-3. Set the new bearing on your compass. Face the new bearing and walk 10 steps then STOP. Did you return to your marker

|  |
| --- |
| Begin at the START  1. Shade two squares at 45 degrees from start  2. Shade one square at 360 degrees from #1  3. Shade four squares at 270 degrees from #2  4. Shade three squares at 45 degrees from #3  5. Shade one square at 90 degrees from #4  **N**  6. Shade two squares at 360 degrees from #5  7. Shade one square at 45 degrees from #6  8. Shade one square at 135 degrees from #7  9. Shade two squares at 180 degrees from #8  10. Shade one square at 90 degrees from #9  11. Shade three squares at 135 degrees from #10  12. Shade four squares at 270 degrees from #11  13. Shade one square at 180 degrees from #12  14. Shade two squares at 135 degrees from #13  15. Shade six squares at 270 degrees from #14  You should be back at the START. |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  |  | Start |  |  |  |  |  |  |  |  |  |

**FOLLOWING A DEGREE** Period\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Finding A Bearing

Use a compass or a compass rose to find your bearing. Start at the Church and record the degrees you should travel to get to the next map point. Measure from dot to dot.

1. Church to Marsh \_\_\_\_\_\_\_\_\_\_\_

2. Marsh to Hill \_\_\_\_\_\_\_\_\_\_\_

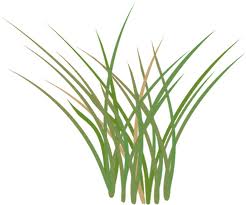
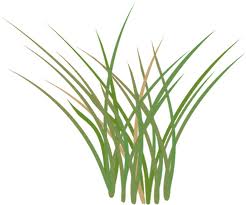
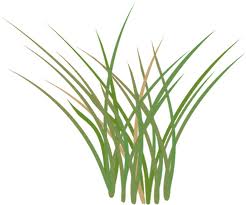
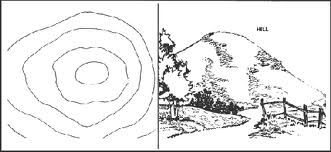
3. Hill to Airport \_\_\_\_\_\_\_\_\_\_\_

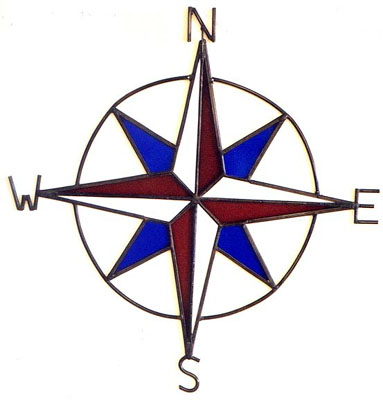
4. Airport to Bridge \_\_\_\_\_\_\_\_\_\_\_

5. Bridge to Hospital \_\_\_\_\_\_\_\_\_\_\_

**N**

[](http://www.google.com/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/thumb/c/c5/Airplane_silhouette.svg/400px-Airplane_silhouette.svg.png&imgrefurl=http://commons.wikimedia.org/wiki/File:Airplane_silhouette.svg&usg=__Z-GSGP3fcAxQcLVuFdcPnWwsoQE=&h=400&w=400&sz=11&hl=en&start=45&sig2=06rWSGVhZWARw8soauI0qw&zoom=1&tbnid=5uTnyyAO3tH-8M:&tbnh=134&tbnw=137&ei=NwxSTcaJHIL2tgPRhNHSBg&prev=/images?q=airplane&hl=en&client=firefox-a&hs=Sh1&sa=X&rls=org.mozilla:en-US:official&biw=1066&bih=590&tbs=isch:1&prmd=ivnsb&itbs=1&iact=hc&vpx=860&vpy=283&dur=328&hovh=167&hovw=167&tx=126&ty=65&oei=EQxSTarPLYegsQPVkoXBBg&esq=17&page=4&ndsp=15&ved=1t:429,r:9,s:45)

[](http://www.google.com/imgres?imgurl=http://1.bp.blogspot.com/_AcBUSVxs82w/S8HjCsqD5qI/AAAAAAAAb-o/hAt24w9O_70/s1600/Hospital+Symbol.jpg&imgrefurl=http://symbolphotos.blogspot.com/2010/04/hospital-symbol-photos.html&usg=__Ax4Kh4aWdCFM--Kf7P-C1dRS5T0=&h=400&w=400&sz=14&hl=en&start=0&sig2=bFjwLQW-4T_Nk8hA2QeJug&zoom=1&tbnid=qYmjOXTTrvTRlM:&tbnh=113&tbnw=118&ei=9A9STd6hLI3QsAOjm5nZBg&prev=/images?q=symbol+for+hospital&hl=en&client=firefox-a&hs=Vx1&sa=X&rls=org.mozilla:en-US:official&biw=1066&bih=590&tbs=isch:1&prmd=ivns&itbs=1&iact=hc&vpx=240&vpy=51&dur=730&hovh=225&hovw=225&tx=117&ty=126&oei=DhBSTeuWEYb0tgO-heG9Bg&esq=1&page=1&ndsp=19&ved=1t:429,r:1,s:0)http://upload.wikimedia.org/wikipedia/commons/b/bc/NPS_map_symbol_bridge.png[](http://www.google.com/imgres?imgurl=http://ian.umces.edu/imagelibrary/albums/userpics/12789/normal_iil-symbol-spartina-sp.png&imgrefurl=http://ian.umces.edu/imagelibrary/displayimage-4614.html&usg=__um0ahMkuGslRWP66v_h6bnpeK30=&h=333&w=400&sz=101&hl=en&start=15&sig2=ls9iQLeh8IcrHbcqksK1wQ&zoom=1&tbnid=mCWzx-gILwDt6M:&tbnh=140&tbnw=164&ei=Zg9STcScOZGksQOW6annBg&prev=/images?q=symbol+for+grass&hl=en&client=firefox-a&hs=daM&sa=X&rls=org.mozilla:en-US:official&biw=1066&bih=590&tbs=isch:1&itbs=1&iact=hc&vpx=425&vpy=212&dur=1759&hovh=205&hovw=246&tx=158&ty=110&oei=Dg9STY6sCJLSsAOW48HPBg&esq=32&page=2&ndsp=17&ved=1t:429,r:2,s:15)[](http://www.google.com/imgres?imgurl=http://www.4orienteering.com/images/fig10-17.gif&imgrefurl=http://www.4orienteering.com/elevation_relief/48/&usg=__mtgGKUIQDK0IYwqv939FOLbZnV4=&h=210&w=456&sz=8&hl=en&start=34&sig2=lzHhMGfdIkEcico0gBra5A&zoom=1&tbnid=-JMtnbqDqBzGkM:&tbnh=79&tbnw=171&ei=0AtSTZu7IYiqsAPC9fzSBg&prev=/images?q=orienteering+symbol+for+a+hill&hl=en&client=firefox-a&hs=A1g&sa=X&rls=org.mozilla:en-US:official&biw=1066&bih=590&tbs=isch:1&itbs=1&iact=hc&vpx=88&vpy=246&dur=1331&hovh=152&hovw=331&tx=135&ty=70&oei=wgtSTZ6QC4K4sAOo4KzEBg&esq=3&page=3&ndsp=15&ved=1t:429,r:0,s:34)[](http://www.google.com/imgres?imgurl=http://freepages.genealogy.rootsweb.ancestry.com/~famlytre/Paluxy/Church.gif&imgrefurl=http://freepages.genealogy.rootsweb.ancestry.com/~famlytre/Paluxy/RC_MarvinChapel.html&usg=__Z8hqvmNUNCaTO2hayo0ZqIJ2MZo=&h=485&w=445&sz=8&hl=en&start=0&sig2=M99s5te37tnlN5ufNP3bjw&zoom=1&tbnid=DPJrDhMTLT5Y0M:&tbnh=107&tbnw=98&ei=6wlSTbaADoymsQPJuqTVBg&prev=/images?q=church&hl=en&client=firefox-a&hs=Htg&sa=X&rls=org.mozilla:en-US:official&biw=1066&bih=590&tbs=isch:1&prmd=ivnscml&itbs=1&iact=hc&vpx=689&vpy=91&dur=2418&hovh=234&hovw=215&tx=141&ty=126&oei=6wlSTbaADoymsQPJuqTVBg&esq=1&page=1&ndsp=18&ved=1t:429,r:4,s:0)

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Figuring Your Stride Length

1. **Walk 50 ft.** counting your steps. Record the number of steps below. Repeat 3 times.

|  |  |
| --- | --- |
|  | Number of Steps |
| 1st Time |  |
| 2nd Time |  |
| 3rd Time |  |

2. How many steps would it take you to WALK:

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ **\_\_\_\_\_\_**

**25 ft. 50 ft. 100 ft. 150 ft. 200 ft. 250 ft. 300 ft.**

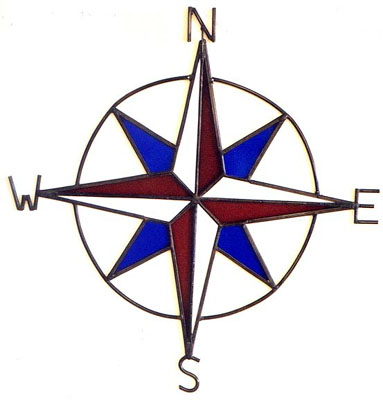
3. **Jog/Run 50 ft**. counting your steps. Record the number of steps below. Repeat 3 times.

|  |  |
| --- | --- |
|  | Number of Steps |
| 1st Time |  |
| 2nd Time |  |
| 3rd Time |  |

4. How many steps would it take you to JOG/RUN:

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ **\_\_\_\_\_\_**

**25 ft. 50 ft. 100 ft. 150 ft. 200 ft. 250 ft. 300 ft.**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Word Search

**Orienteering**

T P A Y X Z N O T X W O Y B G

L B F D T S Q U L Y D W N E N

N Z R N I G B U G J I O T T I

E L D E E N C I T E N G A M R

P C O M P A S S R O S E B L E

W E G R A Z H G I M L H A G E

H N D R U T P T M E H V S U T

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Z O K M R N T A J S O Y P G E

W M I I I E T N J Q R P L N I

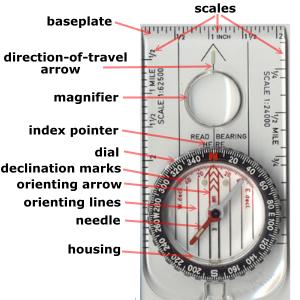
G Z X L N I C L O D T H A I R

A J C W O G R T I C H I T R O

Y E V N A A W M I Y T I E A D

D S S A P M O C Z O Y B G E A

T R A V E L A C S B N N A B T



ARROW

AZIMUTH

BASE PLATE

BEARING

COMPASS

COMPASS ROSE

CONTOUR

DECLINATION

DIRECTION

ELEVATION

HIKING

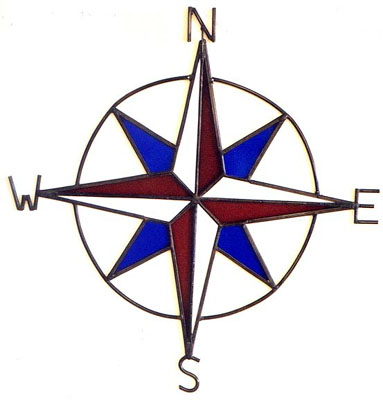
MAGNETIC NEEDLE

NORTH

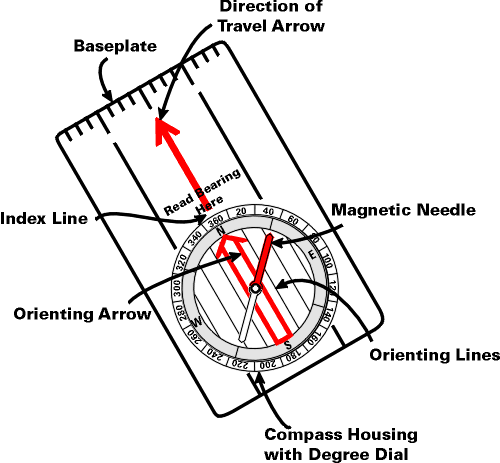
ORIENTEERING

SCALE

TRAVEL



**Parts of a Compass**



**North Sign**

**360 Dial**

**Word Scramble**

Use the diagram above to help unscramble the following words.

EXDNI NLIE **\_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_**

SBAE LTAEP **\_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_**

RETLAV RORWA **\_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_**

LIDA **\_\_ \_\_ \_\_ \_\_**

GTAEMNCI ELDENE **\_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_**

TGOINREIN NSLIE **\_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_**

RHTON GINS **\_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_**

RGNTNIEOI ORWRA **\_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_**