

NTI

Non-Traditional Instruction

Physical Education Days 1-10

****Work will be modified according to each
student's IEP or 504 plan**

MHS
NTI
GYM
Instruction Sheet

All GYM students, GRADES 9-12, will complete an NTI packet per NTI day.

Day 1: Learning about Heart Rate

Day 2: Learning about Heart Rate

Day 3: Target Heart Rate Performance Task Quiz Sheet A

Day 4: Heart Health Pyramid Student Assessment (2 pages, 10 questions)

Day 5: Training Principles Student Assessment (2 pages, 12 questions)

Day 6 and Day 7: Volleyball (13 pages)

Day 8 and Day 9: Golf

Day 10: Basketball

BE SURE TO COMMUNICATE WITH YOUR TEACHER THROUGHOUT THE DAY VIA EMAIL
OR LMS

MHS 606.242.8820

Teacher Email

lewis.morris@mboro.kyschools.us

RST.9-10.7 R 7. Translate quantitative or technical information expressed in words in a text into visual form(e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LEARNING ABOUT HEART RATE WHILE EXERCISING WORKSHEET

PE Day 1

Resting Heart Rate	
Heart rate after 5 minutes of walking	
Heart rate after 2 minutes of skipping	
Heart rate after of 5 minutes of jogging	
Heart rate after 5 minutes of rest	

What was your heart rate while you were resting? _____

Was it lower or higher when you were working out? _____

When was your heart rate the lowest? _____

When was your heart rate the highest? _____

Use the internet to define resting heart rate: _____

Use the internet to define target heart rate: _____

If the basic calculation for heart rate is (220 minus your age) What is your max heart rate? _____

RST.9-10.7 R 7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

To find out your percentage of maximum heart rate while exercising: Take your heart rate while exercising and divided it by your heart rate.

What was you percentage of maximum heart rate from your previous chart?

	Your heart rate while exercising	Percentage of Max heart rate.
Resting Heart Rate		
Heart rate after 5 minutes of walking		
Heart rate after 2 minutes of skipping		
Heart rate after 5 minutes of jogging		
Heart rate after 5 minutes of rest		

The healthy heart zone is 50 – 70% of your maximum heart rate.

Were you ever in this fitness zone? _____

During which exercises? _____

The aerobic zone is 70 – 85% of your maximum heart rate.

Were you ever in this fitness zone? _____

During which exercises? _____

If you wanted to increase your heart rate during exercise what are two ways you could increase it?

1. _____

2. _____

Target Heart Rate Performance Task Quiz Sheet A

Please give a thorough explanation of what target heart rate is.

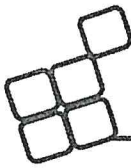
Please give a through explanation of why exercising within the target heart rate is important.

Please give a through explanation of your experience of reaching your target heart rate during your physical education class. (Include types of exercise, target heart rate percentage and how it made you feel).

Using your age, please write the formula for Maximum Heart Rate _____

Using your age, Please write the formula for Target heart rate for the following percentages.

50%	_____	70%	_____
60%	_____	75%	_____



HEART HEALTH PYRAMID



STUDENT ASSESSMENT

STUDENT ASSESSMENT

Name _____

1. Heart rate monitors provide:
 - a. Analysis of future heart problems
 - b. An exercise plan for improvement
 - c. Instant feedback of the intensity level
 - d. Information regarding muscular strength
2. The heart health pyramid is used to:
 - a. Help a person work at the correct intensity level
 - b. Help a person climb to the top level of the pyramid
 - c. Help a person increase muscular endurance
 - d. Help a person lose unwanted weight
3. The best way to increase cardiorespiratory endurance is to:
 - a. Work at the max level of the pyramid
 - b. Work at the heart health level of the pyramid
 - c. Work at the base level of the pyramid
 - d. Do 10 push-ups in between wind sprints
4. Which of these conditions has not been linked to inactivity?
 - a. Heart disease
 - b. Osteoporosis
 - c. Muscular dystrophy
 - d. Obesity
5. According to the FITT Principle, cardiorespiratory endurance training should be performed:
 - a. Three to five times per month
 - b. Twice a week
 - c. Twice a day
 - d. Five times per week
6. According to the FITT Principle, how many minutes a day should be in the Heart Health level:
 - a. 45 minutes
 - b. 60 minutes
 - c. 20 minutes
 - d. 30 minutes
7. The age-adjusted formula for finding your maximum heart rate is 220 minus a person's:
 - a. Age
 - b. Weight
 - c. Resting heart rate
 - d. Mile run time



PE Day 4

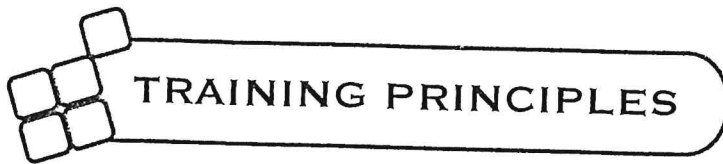


STUDENT ASSESSMENT

STUDENT ASSESSMENT - CONTINUED

Name _____

8. Consistent cardiorespiratory endurance training will:
 - a. Help a person decrease his/her appetite
 - b. Help a person gain weight
 - c. Help a person lose unwanted weight
 - d. Help a person lose fat cells
9. Heart rate monitors provide a way for people to:
 - a. Work at a pace that is best suited for themselves
 - b. Compete with others without racing
 - c. Compare themselves to others
 - d. Diagnose heart disease
10. Explain why a person who is walking might have a higher heart rate than the person who is running. Which one deserves a better grade?



PE Day 5

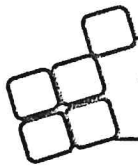


STUDENT ASSESSMENT

STUDENT ASSESSMENT

Name _____

1. Adjusting a fitness plan and eating a balanced diet will lead to changes in:
 - a. Health
 - b. Performance
 - c. Appearance
 - d. All the above
2. Overload is:
 - a. The number of exercise sessions per week
 - b. The training load expressed as resistance, speed or heart rate
 - c. An increase in one or more of the FITT variables to provide an additional workload
 - d. Minutes or repetitions
3. Frequency is:
 - a. The number of exercise sessions per week
 - b. The training load expressed as resistance, speed or heart rate
 - c. An increase in one or more of the FITT variables to provide an additional workload
 - d. Minutes or repetitions
4. Intensity is:
 - a. The training load expressed as resistance, speed or heart rate
 - b. The number of exercise sessions per week
 - c. An increase in one or more of the FITT variables to provide an additional workload
 - d. Exercise training specific to the muscles used and the component of fitness trained
5. Progression is:
 - a. The training load expressed as resistance, speed or heart rate
 - b. The number of exercise sessions per week
 - c. Exercise training specific to the muscles used and the component of fitness trained
 - d. A gradual increase in one or more of the FITT variables to create an overload
6. Specificity is:
 - a. Additional work that is not normally experienced by the muscles
 - b. The number of exercise sessions per week
 - c. The training load expressed as resistance, speed or heart rate
 - d. Exercise training specific to the muscles used and the component of fitness trained
7. The variables of the FITT principle that can be adjusted for training are:
 - a. Fitness, Integrity and Training
 - b. Frequency, Intensity and Time
 - c. Fitness, Intensity and Time
 - d. Frequency, Intensity and Training
8. Dan jumps rope once a week at 65%-85% of his maximum heart rate for 20 minutes. If Dan wants to improve his cardiorespiratory endurance, he will need to increase:
 - a. Intensity
 - b. Progression
 - c. Frequency
 - d. Specificity



TRAINING PRINCIPLES



STUDENT ASSESSMENT - CONTINUED

9. Karen jogs 5 times per week at 65%-85% of her maximum heart rate for 5 minutes. If Karen wants to improve her cardiorespiratory endurance, she will need to increase:
- Intensity
 - Time
 - Frequency
 - Specificity
10. Ron participates in an aerobics class 5 times per week at 50% of his maximum heart rate for 20 minutes. If Ron wants to improve his cardiorespiratory endurance, he will need to increase
- Intensity
 - Progression
 - Frequency
 - Specificity
11. Juanita is attempting to improve her cardiorespiratory endurance. She goes to the fitness center twice a week and walks on the treadmill for 10 minutes at 50% of her maximum heart rate. Using the FITT Principle, explain how Juanita can meet her goal of improving cardiorespiratory endurance? (Explain your answer in complete sentences.)

12. Lee is trying to gain more muscular strength to improve his performance in rock climbing. He currently runs three times a week, but has not seen any improvements in his rock climbing.
- Which training principle has Lee overlooked in his fitness plan?

- Explain what Lee needs to do in order to see an improvement in muscular strength. 0 (Explain your answer in complete sentences.)

VOLLEYBALL

PACKET # 1

INSTRUCTIONS

This Learning Packet has two parts: (1) text to read and (2) questions to answer.

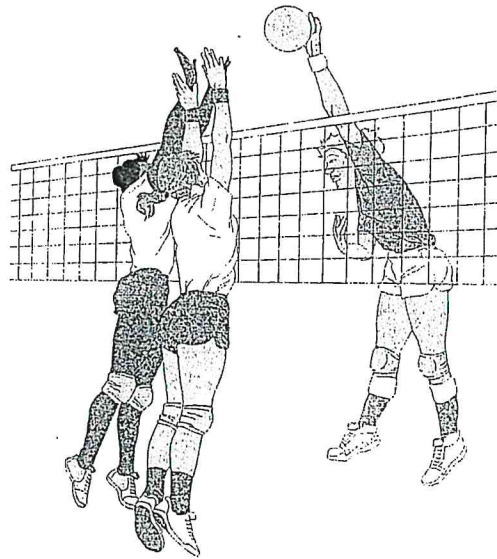
The text describes a particular sport or physical activity, and relates its history, rules, playing techniques, scoring, notes and news.

The Response Forms (questions and puzzles) check your understanding and appreciation of the sport or physical activity.

INTRODUCTION

Volleyball is a popular sport which can be played both indoors and outdoors. It appeals to people of all ages and skill levels. It is fast-paced, with constant jumping and running, and thus provides a strenuous aerobic workout. It also requires mental alertness and quick, precise physical reactions.

Many associate volleyball with the beaches of southern California and in fact, a number of professional players get their start by playing beach volleyball. However, volleyball is popular not only on the beaches, but in virtually every country of the world. In 1964, it was officially recognized as part of the Olympic Games.

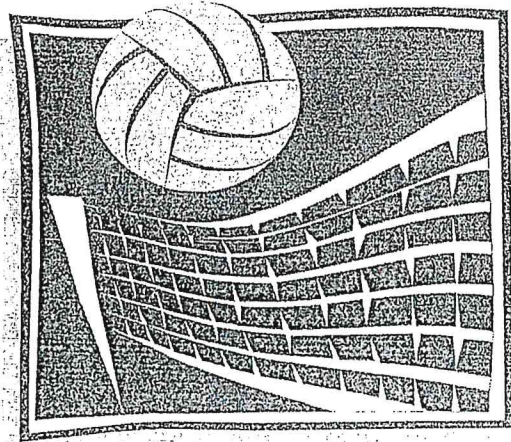


HISTORY OF THE GAME

Volleyball originated in Massachusetts in 1895 when the director of a local YMCA used the bladder of a basketball for a ball and a tennis net as the first volleyball net. The game was regulated by the YMCA until 1928 when the United States Volleyball Association was founded.

HOW VOLLEYBALL IS PLAYED

The name “volleyball” is not an entirely accurate description of this sport. The object of the game is hit the ball over the net in such a way that the opposing team cannot return it.



Volleyball is played on a court 30 feet wide by 60 feet long. The net is three feet high and spans the width of the playing area. The top of the net is positioned eight feet (in men's volleyball) from the floor or playing surface. The modern volleyball is about the size of a soccer ball.

The game is played by two opposing teams, with six players on each team. Once the ball is put into play, it is “volleyed” back and forth between the teammates up to three times before it is hit over the net or until it falls to the floor, is hit out

of bounds or a team commits a foul. The same player may not make a hit twice in a row. Even if the ball hits a player by accident, it counts as one of the three touches allowed per side. However, if a player blocks a spike, the block is not considered a “hit.”

The game has a total of 15 points. If a team fails to serve properly, return the ball, or commits any other fault, the opponent wins the rally and scores the point. Each game must be won by a two-point margin. A match consists of either three or five 15-point games. The team which wins two (in a three-game match) or three (in a five-game match) games is the winner of the match.

Volleyball requires a referee, who generally has the final word regarding points in dispute, an umpire who assists the referee, a scorekeeper, a timekeeper and linesmen. Even though there may be officials present during a game, players who commit fouls are expected to call out their own mistakes.

SKILLS AND TECHNIQUES

THE READY POSITION AND JUMP

One of the basic positions in volleyball is called the “ready position.” The knees are slightly bent with hands at waist level and elbows near the body to allow the player to concentrate on the ball. Players should learn this position so that time is not wasted



when the ball is hit. Jumping is always done near the net. Players should practice jumping so that they do not touch the net, or bump into or injure other players. They should also remember always to jump parallel to the net.

THE SERVE: OVERHAND AND UNDERHAND

Serving is a crucial skill for the volleyball player to learn. The cardinal rules of serving are simple: do not step on a boundary line, and get the ball over the net.

The overhand serve is the most popular and effective serve. It is similar to a tennis serve. The ball is thrown into the air so that it rises a few feet above the server's head. As the ball comes down, the right arm (if you are right-handed) is raised up and back while the elbow comes forward. The arm is then extended at the elbow and the server hits the ball with the heel of the hand.

The underhand serve is a good serve for beginners to use. It is simply another way of getting the ball over the net. The ball is held in one hand and hit by the heel of the other hand. The underhand serve is generally not as effective as the overhand serve.



THE PASS OR SET



The pass is a difficult move for many beginning players. This skill looks easier than it actually is when performed. Once the ball is served, the player who will pass the ball gets into position under the ball with knees bent, hands up and fingers cupped. All the fingers and the two thumbs contact the ball, but the ball does not touch the palm of the hand.

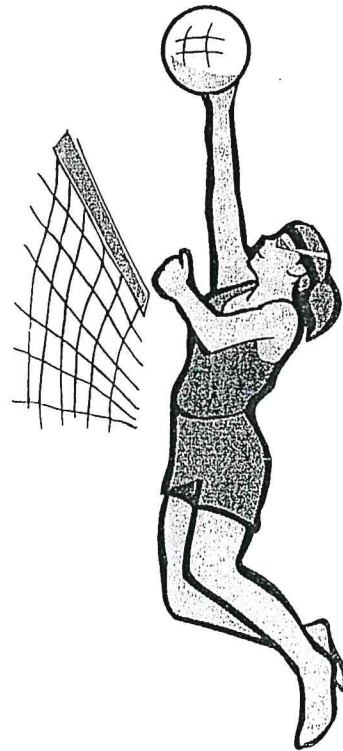
When the ball is in the air over the serving side's court, it may be passed up to three times before it is returned over the net. One player cannot pass the ball twice in a row.

Note that overhead passes are not used when the returning ball is a “spike.”

THE SPIKE

The spike is one of the most difficult plays in volleyball: a player has to run, jump and hit the ball to a specific spot on the other side of the net. However, it is the best offensive move in volleyball, and it should be learned.

Generally, a spiked ball is hit with an open hand. However, unless a player is quite experienced, spiking a ball can sometimes result in the ball going out of bounds or into the net. Remember that practice in timing, jumping and hitting are required to spike correctly. A spiked ball, hit properly, can move up to a hundred miles an hour.



THE FOREARM BOUNCE PASS-BUMP

The bump is used for receiving serves and spike balls. This shot is easy to execute because the ball simply bounces or bumps off the clasped hands, wrists or forearms.

The purpose of this shot is to bounce the ball into the air so that a teammate can get under it to make a set-up (a move usually used to direct the ball to the spiker).

ONE-HAND BOUNCE PASS-DIG

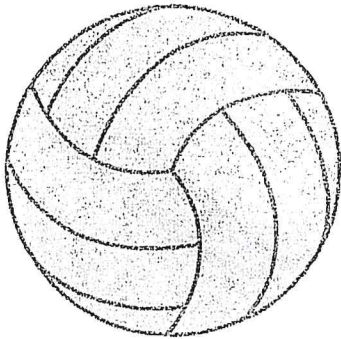
This is a recovery shot, and is used if the ball received is low and off to the side of a player. If you cannot make a bump pass, use a dig or save pass instead. In this move, the hands are cupped. They are then placed under the ball just before it hits the floor.

THE BLOCK

This move is used chiefly as a defensive position to stop spiked balls. As with spiking, timing is important in blocking.

A player must anticipate an opponent's spike and position him or herself accordingly. The blocker then jumps just after the spiker has jumped. The blocker's arms should be extended upward with fingers spread wide apart. This allows the ball to bounce off the

heels of the blocker's hands and land on the opposite side of the net.



This is the only move in volleyball that allows the player's hands to go over the top of the net.

EQUIPMENT AND CLOTHING

Standard clothing for playing volleyball is comfortable sportswear which allows for free movement. Gym shoes are a must since most gyms do not allow anyone on the floor in regular shoes. When played on the beach, attire ranges from gym clothes to swimsuits. Many play barefoot in the sand.

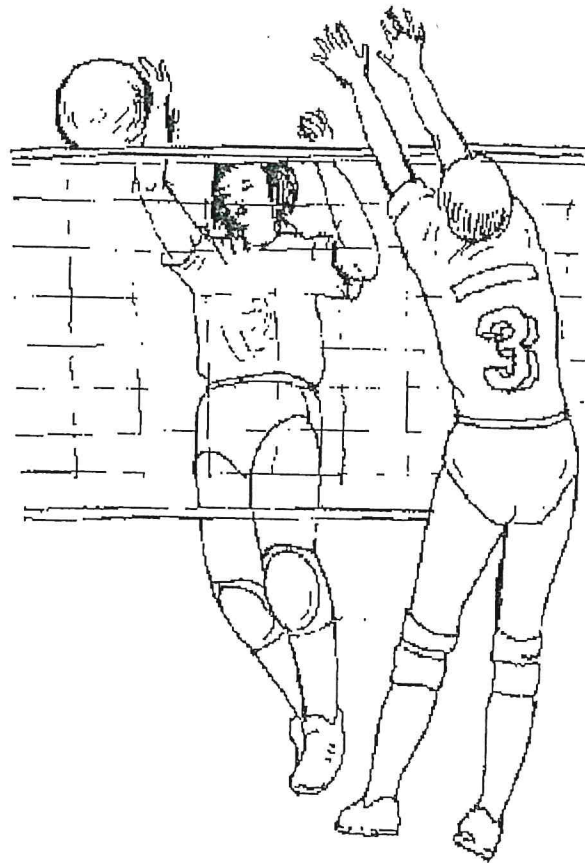
VOLLEYBALL NOTES AND NEWS

The Cougars of Brigham Young University became the 2004 NCAA Men's volleyball National Champions, as they rallied from a low-scoring first game to defeat Long Beach State 15-30, 30-18, 20-30, 32-30 and 19-17 in Honolulu, Hawaii. Jonathan Alleman nailed four kills to lead BYU in the fifth game.

The University of Southern California Women of Troy won the Division I Women's volleyball Championship for a second consecutive year, as they defeated the University of Florida 3-1. USC finished their season with 35 wins and no losses and have won 47 consecutive matches.

Volleyball is also an Olympic sport. At the 2004 Olympics, both women and men had 12 teams in competition.

Medalists in the 2004 Athens Olympic Indoor and Beach Volleyball competition are listed on the next page.



Indoor Competition:

Men's:

GOLD - BRAZIL
SILVER - ITALY
BRONZE - RUSSIA

Women's:

GOLD - CHINA
SILVER - RUSSIA
BRONZE - CUBA

Beach Competition:

Men's:

GOLD - BRAZIL
SILVER - SPAIN
BRONZE - SWITZERLAND

Women's:

GOLD - UNITED STATES
SILVER - BRAZIL
BRONZE - UNITED STATES



In addition to these national and international contests, local volleyball competitions are held in most states. Check your local schools and volleyball associations for coverage.

You can also find out more by visiting these volleyball web sites on the internet:

<http://www.ncaachampionships.com/>
<http://www.volleyball.org>

STUDENT RESPONSE PACKET

VOLLEYBALL

NAME _____

DATE _____

WHAT TO DO

The following questions will help you to have a greater appreciation and understanding of volleyball. Write your answers in the spaces below the questions. If there is not enough room, write on the backs of these sheets. Be neat, spell correctly, and write in complete sentences.

1. Why is volleyball considered to be such a good aerobic exercise?

2. How many total points can be scored in a game of volleyball?

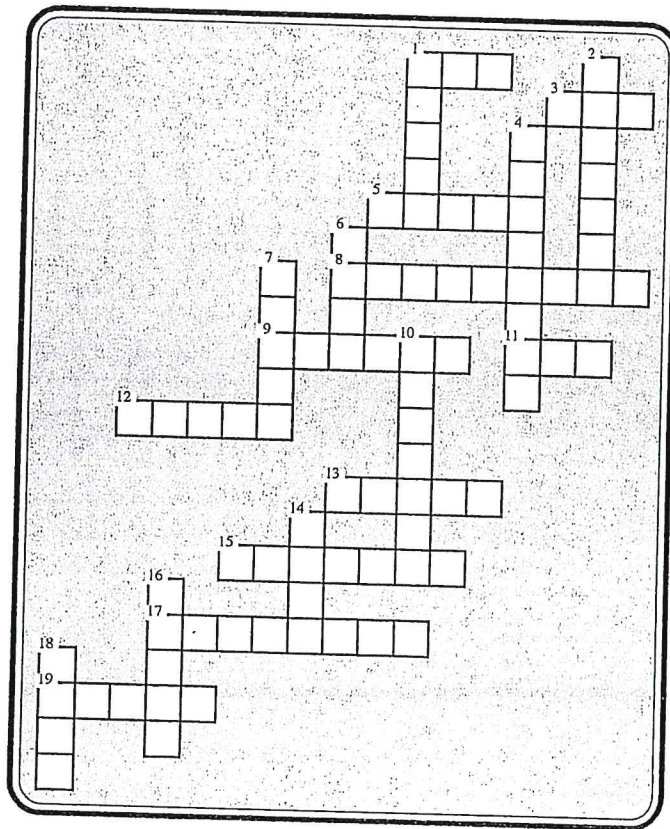
3. What does "a match" in volleyball consist of?

4. What clothing is typically worn for playing volleyball?

5. What is “the ready position” in volleyball and how is it used?
6. What is an overhand serve?
7. What is an underhand serve?
8. What is a pass and how is it used?
9. How is a spike ball hit?
10. How is a block used?

Name: _____ Date: _____

Physical Education 1 Crossword



Across:

1. The number of players on a volleyball team
3. A type of forearm pass
5. The ball is put into play when one team does this
8. To serve with the heel of the hand
9. This person assists the referee
11. It is three feet high and is located in the center of the court
12. The top of the net is ____ feet from the floor
13. Most number of times the ball can be volleyed across the net
15. First volleyball was made of this from a basketball
17. They assist the referee
19. Three out of five 15-point games

Down:

1. Fast offensive hit to a specific spot
2. Total points in a game
4. Most popular serve technique
6. The forearm bounce pass- _____
7. It is 30 feet wide and 60 feet long
10. Chief official for a volleyball game
14. The palm does not touch the ball during a _____
16. Defensive technique to stop spiked balls
18. Institution where volleyball was founded

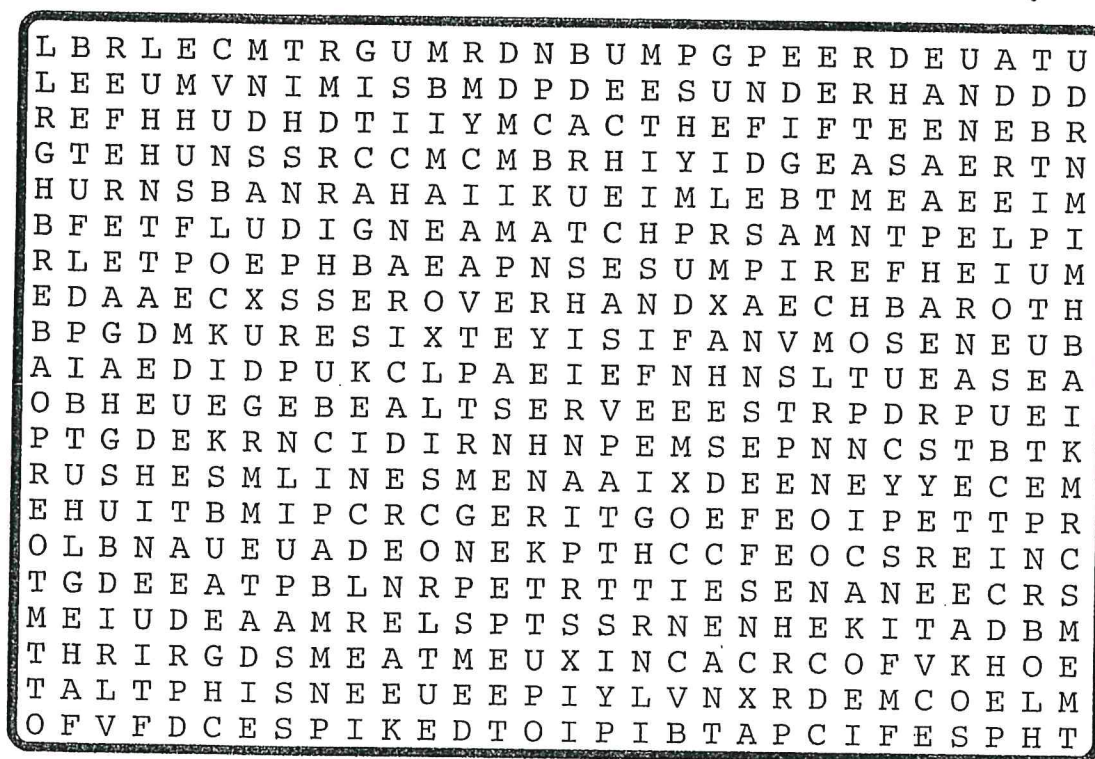
Name: _____

Date: _____

Day 6

Day 7

Physical Education 1 Word Search



Use the clues below to discover words in the above puzzle. Circle the words.

1. It is 30 feet wide and 60 feet long
2. It is three feet high and is located in the center of the court
3. Defensive technique to stop spiked balls
4. Three out of five 15-point games
5. Most popular serve technique
6. Total points in a game
7. The ball is put into play when one team does this
8. Institution where volleyball was founded
9. The top of the net is ____ feet from the floor
10. Fast offensive hit to a specific spot
11. A type of forearm pass
12. They assist the referee
13. Chief official for a volleyball game
14. First volleyball was a basketball's _____
15. Most number of times the ball can be volleyed across the net
16. To serve with the heel of the hand
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19. The forearm bounce pass-_____
20. This person assists the referee

GOLF

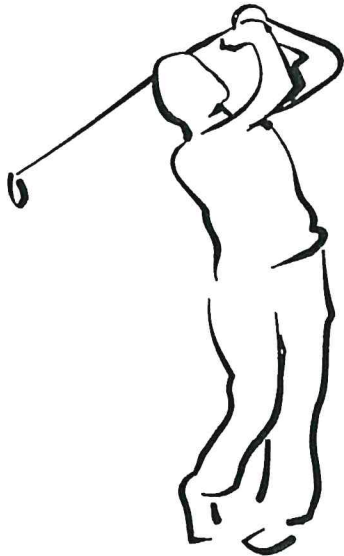
PACKET # 9

INSTRUCTIONS

This Learning Packet has two parts: (1) text to read and (2) questions to answer.

The text describes a particular sport or physical activity, and relates its history, rules, playing techniques, scoring, notes and news.

The Response Forms (questions and puzzles) check your understanding and appreciation of the sport or physical activity.



INTRODUCTION

Golf is the most popular and fastest-growing sport in many countries today. People of all ages can (and do) play golf, at many different levels of skill.

Why is golf so popular? It's relaxing, it's good exercise and it's played in pleasant surroundings. It presents challenges, yet isn't too taxing to be played at an amateur level.

Golf is also a great spectator sport. Thousands of viewers watch the sport on television, while thousands more follow their favorite golf pro to tournaments.

HISTORY OF GOLF

According to legend, a shepherd in Scotland hit a stone with a stick and watched the stone soar in the air. Thus the game of golf was born!

Golf flourished first in Scotland and later in England. The first golf balls used in England around the fifteenth century were called "feathery" because they were made of leather and stuffed with feathers.

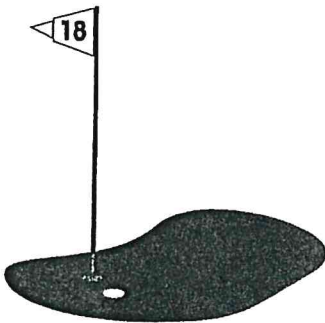
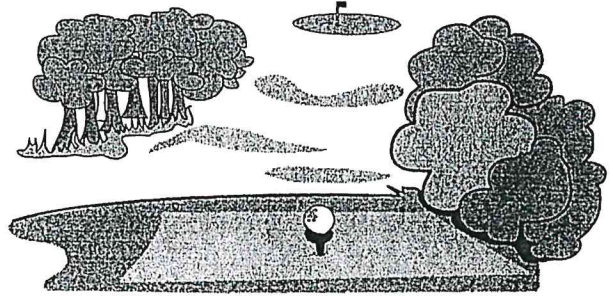
The game of golf grew in popularity, especially among the wealthy because it was seen as a game played and controlled by the upper classes. Although many people still con-

sider golf “a rich man’s game,” public courses in contemporary America are open to the population at large.

Golf first became popular in America around 1895, when the first U. S. Open Tournament was held. The first 18-hole golf course opened in Wheaton, Illinois in 1893.

HOW GOLF IS PLAYED

Golf is played on a golf course. Full-sized courses have 18 holes, while smaller courses have only 9 holes. Golf balls are placed on small wooden or plastic supports called “tees,” which are pressed into the ground on a “teeing ground.” Golf clubs are used to hit the balls off the tees in the direction of the next hole, which is on what is called a “green” or “putting green.” The area between the tee and the green is called the “fairway.” Trees, lakes, streams, sand, and other obstructions may be on either side of the fairway. Sometimes, fairways are shaped like arms that are bent at the elbows.



The object of the game is to hit the golf ball off the tee, up the fairway, to the putting green, and into the hole with the fewest number of strokes possible. Each hole has a designated number of strokes. This designated number of strokes is called “par,” from which we get the popular expression, “par for the course.” Thus, a good player can move the ball from the tee to the hole on a “par 4” hole in four strokes. Par can vary from three to five strokes, depending on the difficulty of the course and the distance of the hole from the tee.

An excellent player may put the ball in the hole with fewer or greater strokes than are assigned as par for a particular hole. When this is done, there is a name for it:

- | | |
|--------|---|
| BIRDIE | Hitting the ball into the hole with one stroke under par. |
| BOGIE | Hitting the ball into the hole with one stroke more than par. |
| EAGLE | Hitting the ball into the hole with two strokes under par. An |

Eagle is possible on any hole above par 3.

ACE

Hitting the ball into the hole with one stroke. An “ace” is also called a “hole in one.”

According to golfing rules, once the ball is placed on a tee, it cannot be touched by anything other than a golf club until it is taken out of the hole. Most golfers strive to keep the ball on the fairway, the area between the teeing ground and putting green. If a ball is hit badly, it may end up “in the rough,” or the area near the fairway with bushes, trees and tall grass. Balls which are hit inaccurately also may end up in bunkers or sand traps.

GOLF ETIQUETTE

All sports require that the participant practice sportsmanlike behavior. Part of the goal of sports is learning how to be both a good winner and a good loser. Golf is no exception. Always observe the following six rules of golf etiquette:

1. Don't talk or move around when a player is about to hit the ball. All players should keep their distance from the golfer who is about to hit the ball. She or he should not be distracted by talking or movements by other players.
2. Replace any damage done to the course. If your golf club digs up a chunk of grass (a “divot,” in golfing terminology) on a shot, put the grass back where it came from. Also, rake a sand trap smooth after stepping out of it.
3. When a group of players is particularly slow, the group behind should be allowed to move ahead.
4. Technically, each group should be allowed to finish the hole before the next group starts. No one can tee off when another group is finishing up on the putting green. On holes of great distance, a group may tee off when the party in front of them is still on the fairway, but at a safe distance.
5. Help keep the putting green in immaculate condition. Keep carts and golf



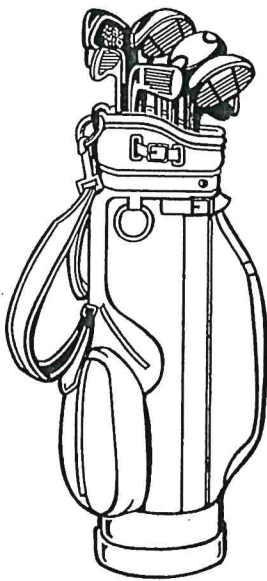
cars away from the greens.

6. Learn the proper way to warn other players about an approaching ball. If a player hits a ball too hard, inaccurately or carelessly and it heads for another player, the golfer who hit the ball should yell out "Fore!" to warn others.

PLAYING TECHNIQUES

THE GRIP

The grip is an important element in golf since the hands are the only parts of the body that touch a golf club. There are three types of grips in golf, as follows:



The interlocking grip. This type of grip is good for persons with shorter fingers. The little finger of the right hand locks between the index finger and the middle finger of the left hand. This is an extremely stable grip, and keeps the hands and fingers in the same position throughout the swing.

The overlapping grip. In this grip, the little finger of the right hand overlaps the index finger and middle finger of the left hand (the opposite if you are left-handed). This is a stable grip, but not as stable as the interlocking grip.

The baseball grip. In this type of grip, all ten fingers are on the club (as one would do in holding a baseball bat), with no interlocking or overlapping. This grip is not as stable as either of the other two grips.

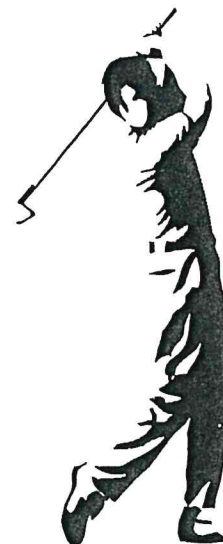
No one type of grip is absolutely superior to the others. Different people have different skeletal lever systems, and different muscular development. Some people like the interlocking grip because of its stability. Others find it too confining and difficult to use. The choice of grip depends on which one best suits the individual golfer.

THE GOLF SWING

In order to hit a golf ball accurately from a specific distance, a player must know the fundamentals of the golf swing. The correct way to swing can be broken down into steps, as follows. However, note that the swing, when performed properly, is one con-

tinuous smooth motion:

1. Stand before the ball with the face (flat area) of the golf club head positioned next to the ball. This is called "addressing the ball". If you are right-handed, your left side will be turned toward the green. The opposite is true if you are left-handed. Keep your eye on the ball as you start your backward swing.
2. Swing the club in an arc backward away from the ball. When the club is at about waist height, your wrists will remain stable as you grip the club. The shoulder facing the green will come up under the chin and the hips will begin to rotate away from the green. Keep your eye on the ball.
3. When the golf club is brought back as far as it can go in the backswing, your shoulders should be turned about 90 degrees from the direction your toes are pointing. Your hips should be turned about 45 degrees. Don't take your eye off the ball.
4. Start the downward motion of the club with a rotation of your hips toward the direction of the green. Keep your eye on the ball.
5. Follow the hip motion with the arms coming down with the wrists still stable. Do NOT lead the motion with the arms; lead with the hips. Keep your eye on the ball.
6. As the arms straighten, the club face hits the ball. Follow the ball with your eyes.
7. The swing does not stop at this point. The club continues to follow its path in the direction of the green as you finish off the swing. This is called the "follow-through."
8. Make every swing a full swing.



If a golf swing is properly done, it should look and feel smooth, effortless, and powerful, accomplished in a single smooth motion in the backswing, then a single smooth motion

through the arc of the forward swing and into the follow-through.

Strength doesn't necessarily mean a great deal in the game of golf. Having strong arms doesn't necessarily mean that the ball will travel a great distance when you hit it. To get the maximum distance when hitting a golf ball, you must coordinate the movements of your hips, torso, arms and wrists.

Think of your body as a whip, starting in the hips and ending in the head of the golf club. When the face of the club connects with the ball, that point of impact should be the point at which the swing has achieved its fastest motion and greatest energy. That energy is imparted to the ball by the face of the club. The greater the energy, the farther the ball will go. The smoother and more coordinated the swing, the greater the energy.



PUTTING

Putting is done when the ball is on the green and must now be hit into the hole. The ball may be near to, or far from the hole. Also, the green may slope off at an angle, may have rough and smooth grassy sections, and may be wet or dry. Each of these conditions will affect accurate putting.

When spectators are watching golfers on the putting green, they often think "It looks so easy!" However, this isn't usually the case. Putting is often the critical factor in a golf game. Many a golfer has lost a tournament because his or her putting wasn't precise enough.

Good putting requires a delicate touch and good judgment. There are many different styles of putting, and many different conditions on the putting green. But three things are necessary:

Keep your eye on the ball.

Keep your head absolutely still.

Move the putter along the line of the putt as if it were going through the ball.

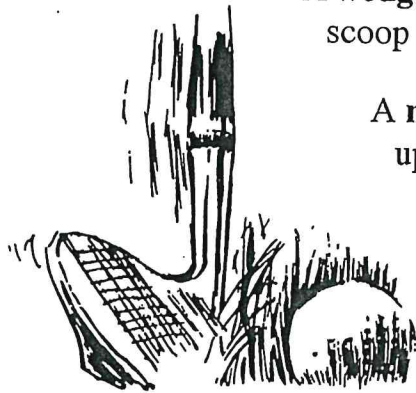
EQUIPMENT AND CLOTHING

Different golf clubs are designed to perform different tasks. Drivers are designed to hit

the ball long distances, and are usually used on the teeing ground. Drivers are made of wood or composition material. "Irons" (which are made of plated brass and/or steel, not iron) are usually used on the fairway. Putter are used on the green.

Golf clubs have varying degrees of angles on their faces. This angle is called "loft." The angle is measured from the vertical. Hence:

A **wedge** has the greatest loft and a very severe angle, and is used to scoop a ball out of the sand.



A **nine iron** has a large loft or angle, so it can propel a ball upwards in an arc over obstacles.

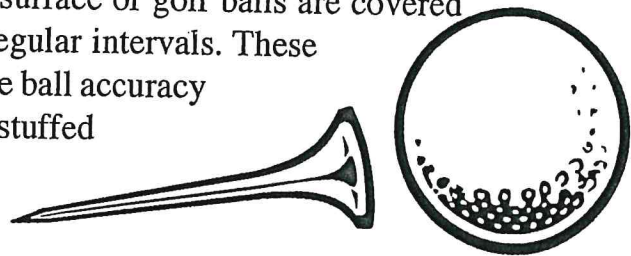
The **five iron** has less loft and a shallower angle, and is commonly used to hit the ball on down the fairway toward the green.

A **driver** has little angle and loft, and is used to drive the ball from the tee down the fairway.

A **putter** has almost no angle, since it is used for short, precise shots on the green.

A professional golfer usually owns four different wood clubs and ten different iron clubs. An amateur, however, can usually play with about half that number. A good amateur bag could carry the following clubs: Driver, Five iron, Seven iron and Putter

Golf balls weigh slightly over an ounce in weight. They are made of rubber and silicone, and other synthetic materials. The surface of golf balls are covered with tiny round indentations, spaced at regular intervals. These indentations are aerodynamic, and give the ball accuracy in flight—a far cry from the old feather-stuffed balls first used in the game!



GOLF NOTES AND NEWS

One doesn't ordinarily associate golf with strong emotional experiences. Instead, golfers seem cool and detached as they walk the links. But while golf does not present the spectacle offered by football or basketball, the drama is there. 1997 offered some of the most dramatic moments ever in golf, especially with the electrifying appearance of Tiger Woods. He started the 1997 professional tour with a victory at the Mercedes Championships in January, and then went on to set the course on fire in Augusta, Georgia at The Masters. In 1998 and 1999, however, he faded a bit. But not for long.



One of golf's great accomplishments was Tiger Woods' win at Augusta on April 8, 2001. This gave Tiger four majors in a row which included the U.S. Open, the British Open, and the PGA. Woods is the only man to hold all four of golf's major trophies at the same time. In 2002, Tiger won the Masters again, making this his third Augusta win (1997, 2001, 2002). He is only the third golfer to win consecutive Masters. Tiger, however, lost to Ernie Els from South Africa, in the 2002 British Open which closed his chances for a grand slam. In 2003 Woods won his third Western title. He became the first player to win four or more tournaments in five straight seasons.

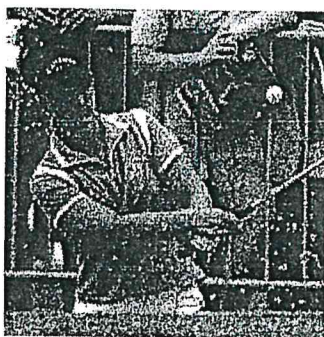
2004 Major Tournaments and Winners:

Tournament

Winner

Western Open
Mercedes Championships
Sony Open
Bob Hope Classic
MCI Heritage
Pebble Beach National Pro-Am
Buick Invitational
Nissan Open
Chrysler Classic
Honda Classic
Shell Houston Open
The Masters
The Players Championship
Byron Nelson Classic
U.S. Open

Stephen Ames
Stuart Appleby
Ernie Els
Phil Mickelson
Stewart Cink
Vijay Singh
John Daly
Mike Weir
Heath Slocun
Todd Hamilton
Vijay Singh
Phil Mickelson
Adam Scott
Sergio Garcia
Retief Goosen



In May, 2003, Annika Sorenstam became the first woman to play on the PGA Tour in 58 years. She, however, bowed out of the Colonial tournament after shooting 74 and missing the 36-hole cut at 145. This was a widely publicized event. She said, "Golf wasn't a problem. It was just the other things around it." The crowd following her was "Tiger-like."

In June, 2005, Michale Campbell, a Maori of New Zealand became the first from his country to win the U.S. Open. He passed Retief Goosen and Jason Gore (the Goose and the Cheese Ball) as the two self-destructed on the final day. Gore, in contention at the start of the last day, fired an 83 for the worst score of the day. He watched his paycheck go from potentially over a million to about \$20,000. Tiger Woods came in second.

<http://www.golfweb.com> <http://www.pga.com> <http://www.lpga.com>

STUDENT RESPONSE PACKET

GOLF

NAME _____

DATE _____

WHAT TO DO

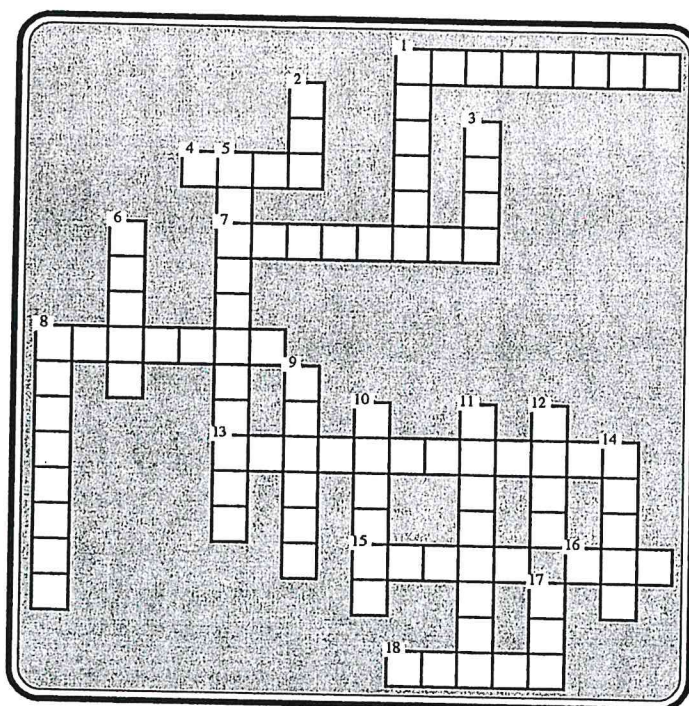
The following questions will help you to have a greater appreciation and understanding of golf. Write your answers in the spaces below the questions. If there is not enough room, write on the backs of these sheets. Be neat, spell correctly, and write in complete sentences.

1. What physical benefits can be derived from playing golf?
2. Is golf really just “a rich person’s game?” Explain your answer.
3. What is a birdie? a bogey? an eagle?
4. What does it mean to say that a ball ends up “in the rough?”

5. Why does a professional golfer usually own many types of clubs?
6. Name three types of grips in golf.
7. Name six steps in making a smooth swing.
8. What two things are fundamental to good putting?
9. How should you warn other players of an approaching ball?
10. What should you do after you step out of a sand trap?

Name: _____ Date: _____

Physical Education 9 Crossword



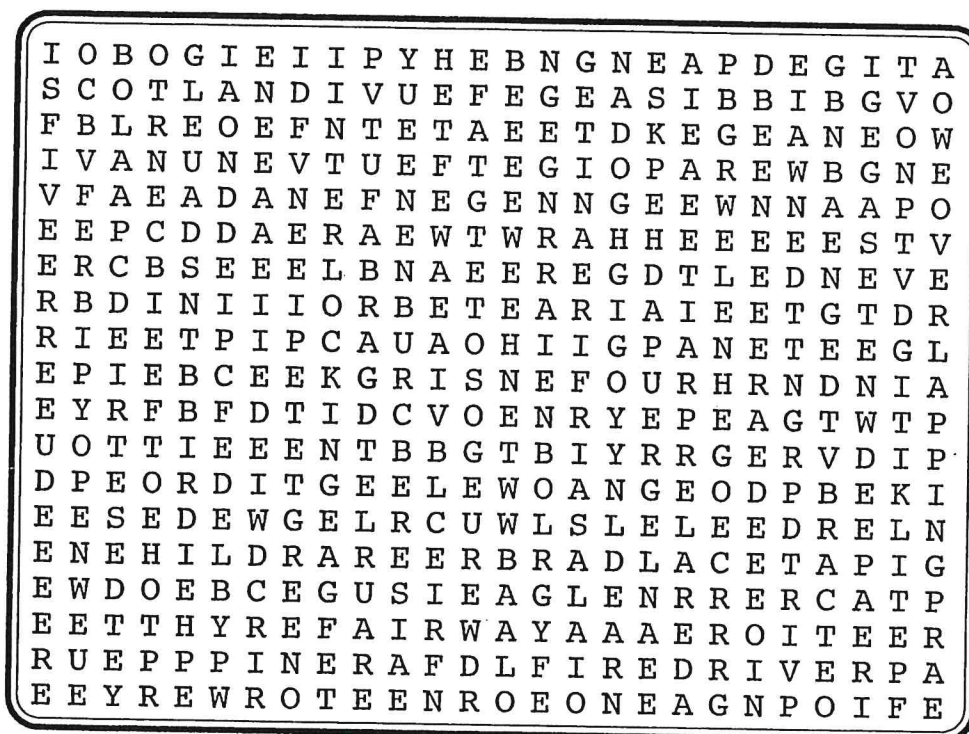
Across:

1. This grip reminds one of holding a bat
4. The number of clubs in a good amateur golf bag
7. Usual number of holes on golf courses
8. The area between the tee and the green
13. Type of grip where fingers are entwined
15. Hitting a ball into a hole two strokes under par
16. Name of gadget on which the golf ball is placed
18. The club with the greatest loft

Down:

1. Hitting a ball into a hole one stroke under par
2. Rated strokes for a particular hole
3. The first US _____ tournament was held in 1895
5. Type of grip where fingers of one hand are on top of fingers of the other
6. Hitting a ball into a hole one stroke over par
8. A fifteenth century English name for golf balls
9. This club is used on the green
10. Wood used to hit the ball off the tee
11. Where legend says golf was invented
12. The highest par rating on a hole
14. The hole is located here
17. Hitting a ball into a hole with one stroke

Name: _____ Date: _____



Use the clues below to discover words in the above puzzle. Circle the words.

- Hitting a ball into a hole two strokes under par
- Rated strokes for a particular hole
- Hitting a ball into a hole one stroke over par
- This grip reminds one of holding a bat
- A fifteenth century English name for golf balls
- Hitting a ball into a hole one stroke under par
- The hole is located here
- Usual number of holes on golf courses
- Hitting a ball into a hole with one stroke
- Wood used to hit the ball off the tee
- Where legend says golf was invented
- Type of grip where fingers are entwined
- This club is used on the green
- Name of gadget on which the golf ball is placed
- The area between the tee and the green
- The first US _____ tournament was held in 1895
- The highest par rating on a hole
- The club with the greatest loft
- The number of clubs in a good amateur golf bag
- Type of grip where fingers of one hand are on top of fingers of the other

BASKETBALL

PACKET # 4

INSTRUCTIONS

This Learning Packet has two parts: (1) text to read and (2) questions to answer.

The text describes a particular sport or physical activity, and relates its history, rules, playing techniques, scoring, notes and news.

The Response Forms (questions and puzzles) check your understanding and appreciation of the sport or physical activity.

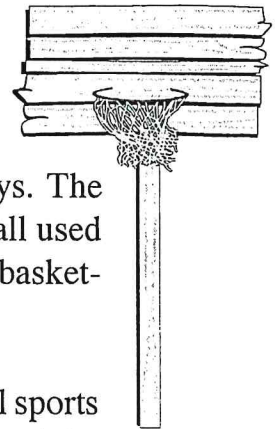
INTRODUCTION

Basketball is an extremely popular sport. More people watch basketball than any other sport in the United States. It is played in driveways, parking lots, back yards, streets, high schools, colleges and professional arenas.

Basketball's popularity is not confined to the United States. The game is also enjoyed internationally, with rules available in thirty languages. Basketball is included among the Olympic sports.

HISTORY OF THE GAME

In 1891, a physical education instructor at a YMCA Training School in Massachusetts invented basketball as an indoor activity for boys. The game began with two peach baskets tied to balconies and a soccer ball used to shoot baskets. Two years later, two college teams began to play basketball. The game's popularity has increased continuously ever since.



The National Basketball Association (NBA) is the largest professional sports league. It was created when the Basketball Association of America and the National Basketball League merged in 1949. The majority of professional players are recruited by the NBA from college ranks.

HOW THE GAME IS PLAYED

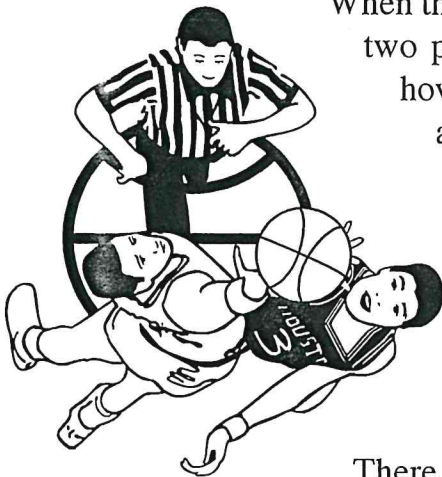
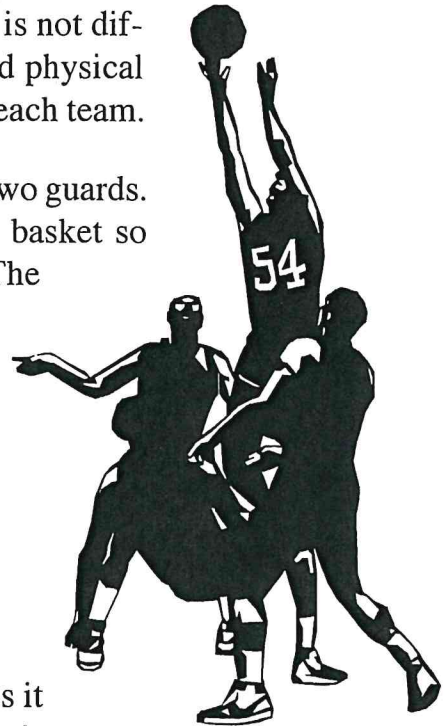
GENERAL PLAYING RULES

The game of basketball is easy to understand. Players try to prevent their opponents

from scoring while each team tries to get the ball through the basket that the other team is defending. Although the game is not difficult to understand, a tremendous amount of mental and physical endurance and skill is required from the five players on each team.

A basketball team consists of a center, two forwards and two guards. The forwards are positioned near the opposing team's basket so that they can be ready for shooting and rebounding. The center is located near the basket or near the free-throw line so that he/she can be ready for shooting and rebounding. Guards normally bring the ball down the court to begin offensive play.

The game begins with a jump ball. The referee tosses the ball into the air. As it comes down, one player from each team jumps upward in an attempt to tap the ball to a teammate. Once the ball is in play, team members dribble the ball in order to get closer to the basket or pass it to another player. "Dribbling" the ball means bouncing it on the floor repeatedly with one hand. "Passing" means throwing the ball to a teammate. Passing is vital to scoring plays. In fact, most professionals consider good passing to be almost as important as accurate shooting.



When the ball is put into the basket, it is called a "field goal" and two points are awarded to the team that scores. If the shot, however, was taken past the three-point line, then three points are earned. The National Basketball Association instituted a new distance of 20'-6" from the basket for the 3-point line. A "free throw" means a toss from behind the free-throw line, with no interference from the opposing team. If a player has been fouled by an opponent, the fouled player gets a free throw. If the free throw ball goes into the basket, the team gets one point.

There are two types of fouls in basketball—personal fouls and technical fouls:

A personal foul means that a player holds, pushes or trips an opponent.

A technical foul may occur when the game is delayed, too many time-outs are taken, players leave or enter the court illegally or participate in misbehavior such as disrespect toward the referee.

A team may lose possession of the ball for "traveling." Traveling occurs when a player runs or walks with the ball. Double dribbling (bouncing the ball with both hands or stopping dribbling, then starting again) can also cause a team to lose possession of the ball.

DEFENSE AND OFFENSE

Professional basketball teams play four 12-minute quarters. College-level play amounts to two 20-minute halves, and high school basketball is four 8-minute quarters. In the case of a tie game, teams play overtime.

Professional teams play 5-minute overtimes. High school and college teams play shorter overtimes.

DEFENSE

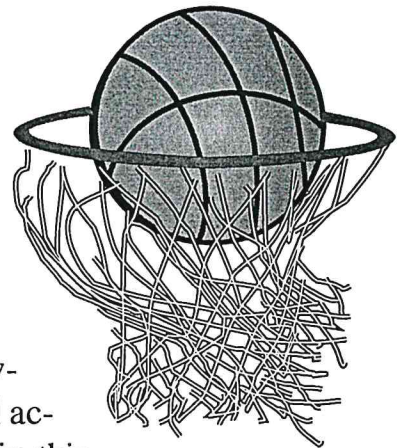
The zone and player-to-player (once called "man-to-man") systems are two defensive techniques. The zone system uses each player as a guard, protecting a specific zone near the basket that his/her team is defending. Guarding the ball is more important than any particular player in this type of defense.

In the player-to-player ("man-to-man") system, the opposite is true. Each player guards a player from the opposing team in order to keep the opposition from scoring.

OFFENSE

The fast-break offensive style offers fast movement from one part of the court to another and a chance for scoring. It is characterized by fast, quick passes down the court and using more players on the attack than the opposition has for their defense.

Slower, more deliberate play characterizes the slow-break style. This technique calls for more thoughtful action; players maneuver carefully in order to shoot in this type of offense.



PLAYING TECHNIQUES

TYPES OF SHOTS

ONE-HAND SHOT

A shot executed with both hands holding the ball initially. The ball is then pushed into the basket with one hand.

HOOK SHOT

The ball is thrown to the basket over one shoulder of the player who is handling the ball. The center and forwards on a team will find this shot extremely valuable.

TWO-HANDED SHOT

A shot usually made when a player is not close to the basket. The ball is thrown with two hands. This type of shot tends to be quite accurate.

JUMP SHOT

A shot in which the player shoots the ball into the basket at the top of the jump.

LAY-UP

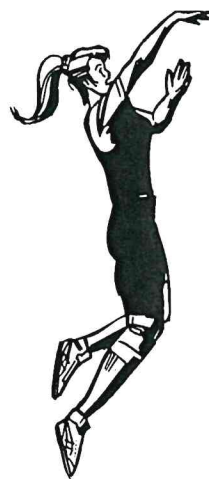
A shot in which a basket is attempted from under the net; generally considered one of the easier shots.

TIP-IN

A shot in which the ball is tapped back into the basket as it rebounds from the backboard.

FREE-THROW

A shot in which a player who has been fouled shoots from behind the free-throw line.



2004 Athens Olympics Results:

Women:

Gold: United States
Silver: Australia
Bronze: Russia

Men:

Gold: Argentina
Silver: Italy
Bronze: United States

More information about the sport of basketball can be found at these websites:

<http://www.nba.com/>
<http://www.ncaachampionships.com/>
<http://www.wnba.com/>

BASIC PASSES

TWO-HANDED CHEST PASS

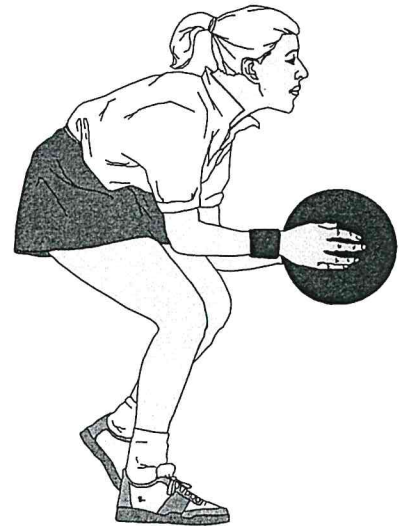
A pass used for short, fast passing of distances up to twenty feet.

TWO-HANDED OVERHEAD PASS

A popular pass that can be used from anywhere on the court; especially good for closely-guarded players.

ONE-HANDED OVERHEAD PASS

A pass used as a long pass from any position on the court. Like all one-hand passes, this move takes more time to perform and requires excellent control.



BOUNCE PASS

This pass is used when two players are relatively close to each other. The ball usually bounces once before being caught by the other player.

ONE-HAND UNDERHAND PASS

An effective move when the passer is moving at fast speeds; difficult to perform and should be used only when no alternative exists.

EQUIPMENT AND CLOTHING

A basketball is about two and a half feet in circumference and weighs 22 ounces. Baskets are made of a metal ring with an inside diameter of 18 inches. Netting or webbing hangs from the ring. Two baskets, one at each end of the court, hang 10 feet above the floor. The standard basketball court measures about 50 feet by 94 feet.

Clothing is loose-fitting and designed for freedom of movement. Contemporary □long shorts□ were made popular by superstar Michael Jordan of the Chicago Bulls. Shoes are

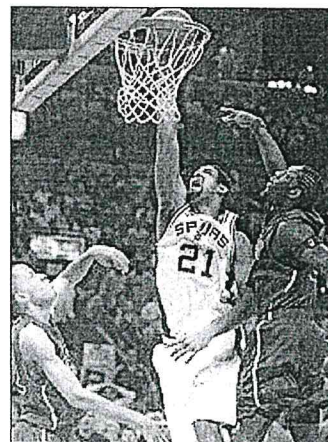
specially designed to withstand pounding the floor in jumps and other movements, as well as to brace the feet and ankles during violent lateral movements.

BASKETBALL NOTES AND NEWS

The San Antonio Spurs defeated the Detroit Pistons to win their second NBA Championship in the last three seasons in June of 2005.

Tim Duncan came up big in the biggest game of his career as the Spurs found the resolve to dethrone the Detroit Pistons, 81-74, and win the championship.

With his unique multidimensional talent, Duncan depleted and dissected the Pistons, collecting 25 points and 11 rebounds. He was the fulcrum of virtually every key play down the stretch.



“His complete game is so sound, so fundamnetal, so unnoticed at times, because if he didn’t score, people think, “Well, he didn’t do anything,” Spurs coach Gregg Popovich said. “But he was incredible and he was the force that got it done for us.”

Shaky showings in Games 5 and 6 had many questioning Duncan’s determination. Playing an all-or-nothing game for the first time, he did it all, rescuing the Spurs in the third quarter and controlling the game in the final period.



“It wasn’t the greatest of games but there was a stretch where I felt really good and I just wanted to be assertive at that point,” Duncan said.

“You follow your leader,” Spurs guard Tony Parker said. “Timmy is the leader of the team, and he just carried us tonight.”

Duncan scored when the Spurs needed it, then turned his teammates into stars. He even dove for a pair of loose balls, showing the Pistons he wanted the championship as badly as they did.

STUDENT RESPONSE PACKET

BASKETBALL

NAME _____

DATE _____

WHAT TO DO

The following questions will help you to have a greater appreciation and understanding of basketball. Write your answers in the spaces below the questions. If there is not enough room, write on the backs of these sheets. Be neat, spell correctly, and write in complete sentences.

1. What are some of the physical benefits of playing basketball?

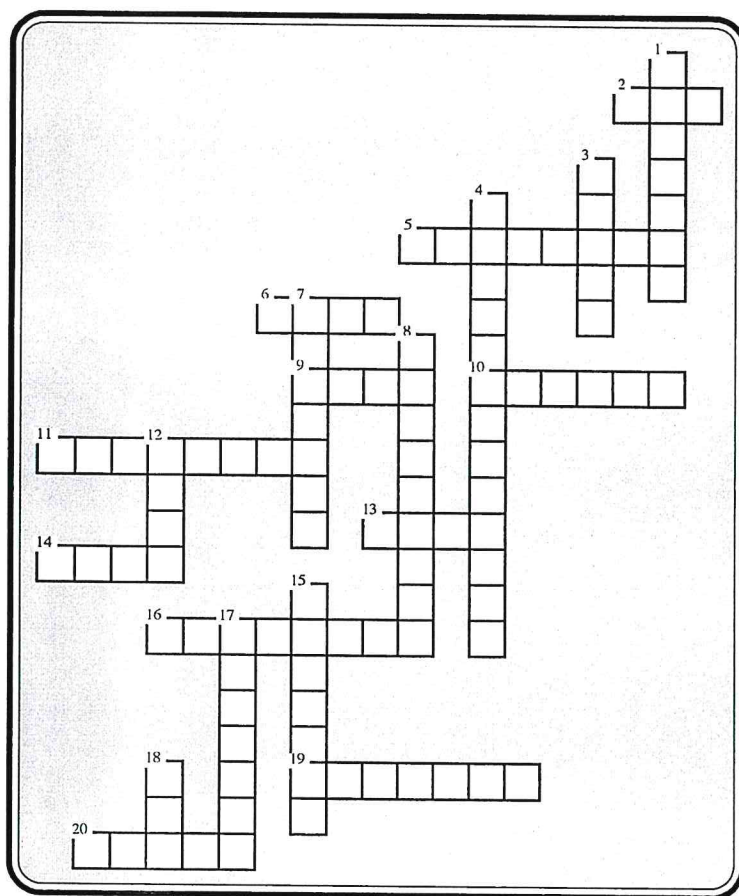
2. True or False: More people watch basketball than any other sport in the United States.

3. What is the object in any game of basketball?

4. What comprises a team in basketball? How many players and what positions?

5. How does any game of basketball begin?
6. What is a field goal?
7. Name at least three types of shots.
8. Name at least three types of passes.
9. Name two defense techniques.
10. What is the difference between a fast-break and slow-break offensive style?

Name: _____ Date: _____

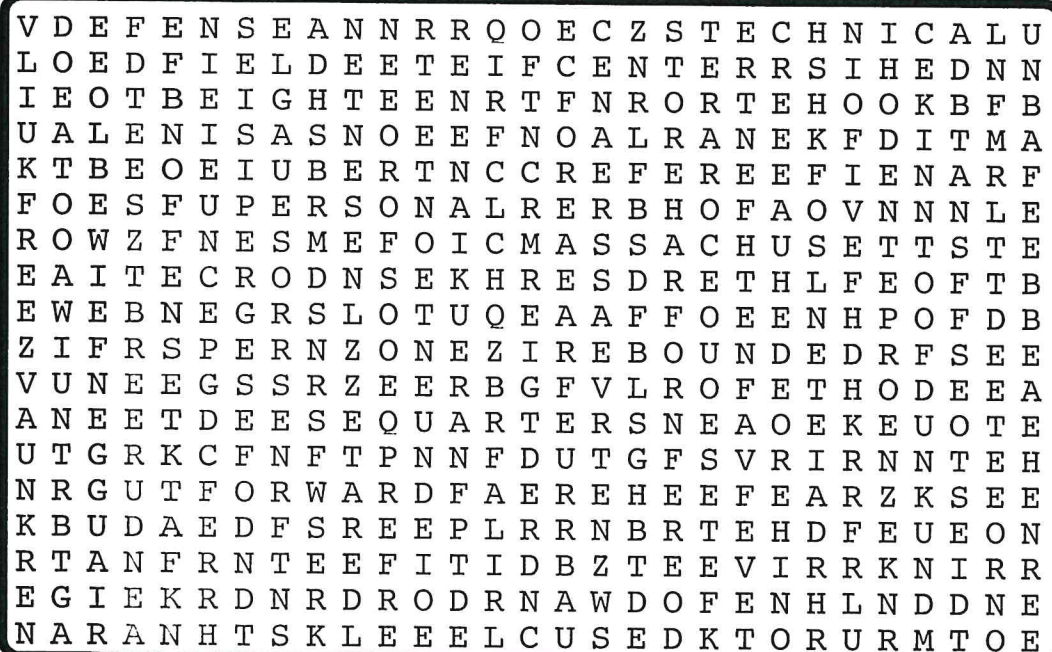

Across:

2. Height in feet of the basket above the floor
5. A professional game is made up of four of these
6. A defensive technique that uses each player to guard a specific area
9. A ____ throw is worth one point if it goes in the basket
10. One of the five players - usually the tallest
11. Inside diameter in inches of a basketball rim
13. Number of players on a basketball team
14. A player's hand is above the rim when the ball is slammed through the hoop
16. One of the two types of fouls
19. This person controls the game by calling the fouls and determining who gets the ball
20. A basketball team usually has two of these (shorter) players

Down:

1. You are on _____ when the other team has the ball
3. A _____ goal is when a player shoots the ball into the basket for two or three points
4. State in which basketball was invented
7. You are on _____ when your team has the ball
8. This type of foul can be called on a player for bad conduct
12. A type of shot where the ball is thrown over one shoulder
15. There are usually two of these players on the team - often good at rebounding
17. When one grabs the ball after a missed shot
18. Acronym for the world's largest basketball association

Name: _____ Date: _____



Use the clues below to discover words in the above puzzle. Circle the words.

1. One of the five players - usually the tallest
2. Acronym for the world's largest basketball association
3. A basketball team usually has two of these shorter players
4. There are usually two of these players on the team
5. One person jumps so high his hand is above the rim when he slams the ball through the hoop
6. You are on _____ when the other team has the ball
7. When one grabs the ball after a missed shot
8. A type of shot where the ball is thrown over one shoulder
9. A _____ goal is when a player shoots the ball into the basket for two or three points
10. A _____ throw is worth one point if it goes in the basket
11. You are on _____ when your team has the ball
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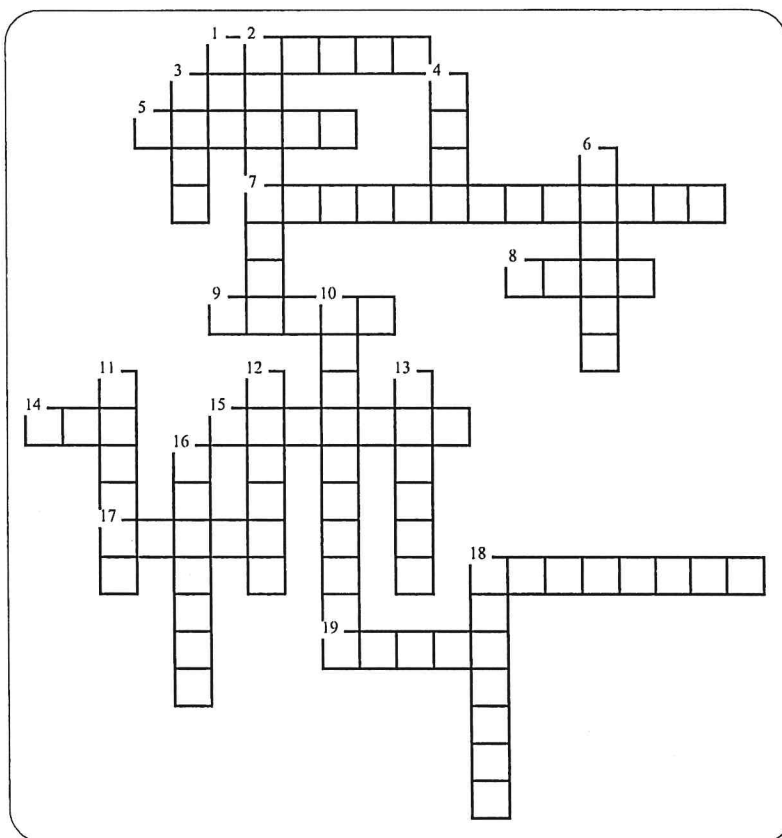
Sports Crossword 12

name _____

Use the clues provided to complete the crossword puzzle below.

Across:

1. Countryman and training partner of Sebrle
5. An athlete from the Czech Republic
7. Webb wants to put himself in a position to win _____ races
8. America's most popular track event
9. Webb is a student from South _____ High School
14. El Guerrouj shared his victory _____ with Webb
15. Webb was the first miler to break four minutes indoors since _____



17. A national-meet finish in the top _____ would earn Webb a spot on the US team for the World Championships
18. Webb is headed to this university
19. World's leading female track athlete

Down:

2. Webb is from this state
3. He smashed Ryun's 36-year-old record recently
4. The last US man to win an Olympic medal in the metric mile
6. A runner with a record of 3:53:26 in 1968
10. History's fastest miler
11. Webb thought he ran great _____
12. The Olympic medal won by Ryun
13. An Olympic sprint champion
16. Where Hicham El Gerrouj lives
18. An ex-miler and chief executive officer of USA Track and Field