ACADEMIC LEARNING PACKETS

PHYSICAL EDUCATION

Volume 2
# TABLE OF CONTENTS

**ACADEMIC LEARNING PACKETS**

**PHYSICAL EDUCATION**

**INSTRUCTIONS AND SUGGESTIONS**

Learning Packet #12: GYMNASTICS

Student Response Packet

Learning Packet #13: FOOTBALL

Student Response Packet

Learning Packet #14: WEIGHTLIFTING

Student Response Packet

Learning Packet #15: DANCE

Student Response Packet

Learning Packet #16: FIELD EVENTS

Student Response Packet

Learning Packet #17: TRACK EVENTS

Student Response Packet

Learning Packet #18: RACQUETBALL

Student Response Packet
Learning Packet #19: SOFTBALL
   Student Response Packet

Learning Packet #20: HANDBALL
   Student Response Packet

Learning Packet #21: MARTIAL ARTS: KARATE
   Student Response Packet

Learning Packet #22: AEROBICS
   Student Response Packet
The following License Terms govern your use of the Advantage Press, Inc. Learning Packets.

1. License Grant. The Advantage Press, Inc. grants you a license to use the Learning Packet Files contained on the enclosed CD. “Use” includes using, storing, loading, installing, executing, and displaying the Learning Packet Files. You may modify the Learning Packet Files.

2. Ownership. The Learning Packet Files are owned and copyrighted by The Advantage Press, Inc. Your license confers no title to, or ownership in, the Learning Packet Files and is not a sale of any rights in the Learning Packet Files.

3. Copies and Adaptations. You may only make copies or adaptations of the Learning Packet Files for archival purposes and for dissemination in the Purchasing School Building. You must reproduce all copyright notices in the original Learning Packet Files and on all copies or adaptations. You may not copy the Learning Packet Files onto any public network.

4. General Use. You may install and use a copy of the Learning Packet Files on your school’s computer(s) including network server and portable computing devices by adhering to the provisions in numbers five and six below.

5. Server Use. You may install and use a copy of the Learning Packet Files on your Internal computer Network for use on computers within the physical purchasing site. No other network use is permitted, including, but not limited to using the Learning Packet Files either directly or through commands, data or instructions from or to a Computer not part of your internal network, for internet or web hosting services or by any user not licensed to use this copy of the Learning Packet Files through a valid license from The Advantage Press.

6. Computer Use. The primary user of the Computer on which the Learning Packet Files are stored may also make a second copy for his or her exclusive use on a portable Computer provided the Learning Packet Files are not being disseminated onto a computer network outside of the purchasing site.

7. Termination. The Advantage Press, Inc. may terminate your license, upon notice, for failure to comply with any of the above terms. Upon termination, you must immediately destroy the Learning Packet Files, together with all copies, adaptations and merged portions in any form.
INSTRUCTIONS AND SUGGESTIONS

Physical Education Learning Packets provide constructive learning experiences for students who do not, or cannot, meet physical education requirements. This volume contains 11 Learning Packets, ranging from gymnastics to aerobics.

The purpose of these Learning Packets is to acquaint students with particular sports or other physical activities. There should be a sufficient variety among these packets to interest almost any student, whether or not he or she is particularly active in sports.

In some cases, you may want to distribute these packets to students who, for physical or health reasons, cannot participate in sports and other strenuous activities, but who would like to know how games are played and scores are kept so that they can feel more a part of these school activities, and be a more informed spectator. Physical Education Learning packets will give these students the rudiments of each sport or activity.

You may also have students who have no apparent interest in physical education, and habitually present a variety of excuses not to participate (such as “forgetting” to bring their gym shoes or clothes to class, etc.). These packets can be used as a means of discouraging such students from making excuses for not participating.

There may also be students who would like to know more about different sports and would welcome an opportunity to read about the history and techniques of a particular sport in addition to being a player. In this case, the packets may be used to provide extra credit for such inspired students.

Physical Education Packets also provide instant lesson plans for any substitute teacher. All that is necessary is access to a photocopier. As many copies of a packet as needed can be made. PE teachers can also use Physical Education Packets to introduce a sport or activity to a class. In addition, you may want to use the packets as a unit lesson, and utilize the questions and puzzles for a unit test.
Each packet consists of 4 or 5 pages of narrative material for each sport or physical activity, including an introduction, history, description of how the game is played, and individual techniques for playing.

After the student has read the narrative, there are 10 questions, a crossword puzzle, and a wordsearch to evaluate student mastery of the materials.

INSTRUCTIONS FOR USING THE PACKETS

1. Make extra copies of your Learning Packets. Don’t give students the master copies. Save them for making additional copies.

2. Give each student one of the packets for him or her to read. Also give him or her the corresponding questions, crossword puzzle and wordsearch puzzle. Each packet is designed to be a 45-minute lesson.

3. A teacher answer section is provided with each packet for ease of grading. Graded Physical Education Packets can give you an objective assessment tool for arriving at quarter or semester grades.
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

Some people consider gymnastics to be the purest of all sports or athletic activities. The human body can perform movements that are exquisite to behold. For this reason, gymnastics is visually exciting. Yet many casual viewers and enthusiasts alike do not realize how much dedication, skill and training are required on the part of gymnastic performers.

Gymnastics has grown in popularity in the United States, perhaps due to the good press given to this sport in recent Olympic competitions. Currently, there are about 40,000 competing gymnasts in the United States.

HISTORY OF GYMNASTICS

Gymnastics has been popular since ancient Greece. However, “modern” gymnastics began only in the 1820s, when Ludwig Jahn founded gymnasiums, called “Turnverein,” throughout Germany. Jahn also invented equipment, including parallel bars, the horizontal bar, rings and the horse. This equipment is still in use today.

The first gym club was built in America in 1850. The first college to train teachers in gymnastics began in 1865. In 1888, the Amateur Gymnastics Association was founded in England.
Men’s gymnastics was one of the original seven sports included in the first modern Olympic Games, held at Athens in 1896. Starting in 1928, women were included in the competition. In 1950, the world championships were introduced. They have been held regularly at four-year intervals ever since.

**TRAINING REQUIRED**

Gymnastics is similar to ballet in terms of the physical demands and personal sacrifice required. Aspiring gymnasts typically start to train seriously when they are about eight years old. Two organizations, the Junior Olympic program of the United States Gymnastic Federation (USGF) and the Junior Olympic Gymnastic Program of the Amateur Athletic Union (AAU), offer classes for young people from nine to eighteen years of age.

Many high schools and colleges offer comprehensive programs in gymnastics. At the high school level, the National Federation of State High School Associations (NFSHSA) oversees the rules and regulations for both men and women engaged in gymnastics.

A final state high school championship is the culminating year-end event held annually. College-level gymnastics is controlled by the National Collegiate Athletic Association (NCAA).

Currently, Eastern European countries, particularly Romania and Russia, dominate the international gymnastics scene. Children in these countries tend to start their training at an earlier age than do American children. Also, the government directs the athletic programs. These programs tend to combine the best elements of gymnastic training from many different countries.

**HOW GYMNASTICS IS PERFORMED**

**GYMNASTIC TERMS AND MOVES**

The following terms illustrate the type of language gymnasts use to describe specific moves. Just as baseball, golf, bowling and other sports have their own language, so does gymnastics. On the next page are some important and frequently-heard terms in gymnastics:
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Axis</strong></td>
<td>An imaginary line around which the body rotates.</td>
</tr>
<tr>
<td><strong>Arab spring</strong></td>
<td>A move in which the legs come together as the body makes a one-quarter turn (similar to a cartwheel).</td>
</tr>
<tr>
<td><strong>Bridge position</strong></td>
<td>As the body is in a handstand position, the shoulders move away from the hands while the feet reach toward the floor, slightly apart. The knees are bent and the body forms a wide back arch.</td>
</tr>
<tr>
<td><strong>Dislocate</strong></td>
<td>On the rings, the legs are thrown up and back as the arms are spread out to the side. The body is arched as the feet are swung back down to touch the floor.</td>
</tr>
<tr>
<td><strong>Felge</strong></td>
<td>On the parallel bars, the gymnast hangs upside down as he/she turns backward and lets go, re-grasping the parallel bars in the hang or front positions.</td>
</tr>
<tr>
<td><strong>Hecht jump</strong></td>
<td>A jump executed from the highest of two asymmetrical bars in which the body is folded around the lower bar and continues to circle until the legs point down at a 45-degree angle. The body is then extended from the hips as the gymnast jumps to the floor with legs straightened and arms extended.</td>
</tr>
<tr>
<td><strong>Piked position</strong></td>
<td>The standard position for performing a variety of exercises in which the knees are straight and the hips flexed as far as possible.</td>
</tr>
<tr>
<td><strong>Tuck</strong></td>
<td>The body position where the back is rounded and the chin is on the chest. The knees are also bent up to the chest.</td>
</tr>
<tr>
<td><strong>Straddle</strong></td>
<td>A body position where the legs are apart.</td>
</tr>
<tr>
<td><strong>Russian giant</strong></td>
<td>A movement done on the horizontal bar. This is also called the inverted giant swing.</td>
</tr>
<tr>
<td><strong>Split right angle</strong></td>
<td>A move done on both the rings and parallel bars, also known as the “straddle L” position.</td>
</tr>
</tbody>
</table>
**TYPES OF GYMNASTICS**

The two types of gymnastics most commonly seen in competition are artistic gymnastics and rhythmic gymnastics. Artistic events are performed on equipment and on floor mats. In the men’s division, there are six events: floor exercise, pommel horse, still rings, vault, parallel bars and the horizontal bar. The women’s division includes four events: floor exercise, uneven bars, vault and balance beams.

Rhythmic gymnastics is a mix of acrobatics, juggling and ballet. Gymnasts are required to perform movements that show off their flexibility and dexterity. Many use balls, ropes, hoops and ribbons as part of the performance. Technically called “gymnastique moderne,” this form of gymnastics originated in France and is performed only by women.

**GYMNASTIC TECHNIQUES**

**WOMEN’S AND MEN’S GYMNASTIC SKILLS**

Below is a sample of traditional women’s and men’s gymnastic skills. Remember, though, that this is just a sample of the many requirements for competition.

**Women’s Olympic Vaulting**

In competition, the vault exercise is divided into two sections called first and second flight. First flight, or the first half of a movement, is the point at which judges carefully watch the take-off, including the body lifting through the air until it reaches the vault. In the second flight, moves from the vault to the dismount are stressed, including balance, stretch of the body and general direction.

**Men’s Floor Exercises**

 Judges base their opinions on how well a gymnast combines motions in a rhythmic way. Skips, jumps, handsprings, and other movements must be combined in such a way as to make it look as if the routine is one continuous movement covering the entire floor space. Flexibility, balance, hold and strength, as well as creativity, are awarded points. Over-long runs, low height and other flaws in execution will result in points being deducted from the final score.
**Women’s Asymmetrical Bar**

The routine done on the uneven bars must include constant motion. A gymnast is allowed only two momentary rests to regain balance. Judging is based on the passage of the body between the bars, the different hand grips on each bar, the suspension, and the degree of difficulty of the movements in the routine.

**Men’s Horizontal Bar**

The key to doing well in competition is to include at least one movement where both hands are taken off the bar. The bar then is grabbed again. Other crucial movements include the forward and backward giant swings, free hip circles and turns. The gymnast must be in constant motion for this entire routine to avoid losing points.

**Women’s Balance Beam**

The balance beam is sixteen and a half feet long and four inches wide. It tests a female athlete’s balance as she performs jumps, leaps, turns, runs and walks across the entire length of the beam. The entire routine lasts between 80 and 105 seconds. Three short stops are allowed to regain balance. If the gymnast falls, she can start again within ten seconds.

**EQUIPMENT AND CLOTHING**

Equipment for gymnastics includes:

- Parallel bars
- Men’s horizontal bar
- Women’s asymmetrical bar
- Horse
- Women’s balance beam
- Static rings

Clothing for gymnastics is usually form-fitting and flexible, such as leotards and gym suits. For major competitions, costumes are often worn.

**GYMNASTICS NOTES AND NEWS**

The popularity of gymnastics got a special boost in 1972, when Americans and Canadians alike fell in love with Olga Korbut, the tiny Russian champion. Then, in 1976, when Nadie Comenici scored a perfect 10 in the uneven parallel bars competition, even people who didn’t know what parallel bars were knew perfection when they saw it. Follow
these two with the warm, cheering, friendly smile of Mary Lou Retton in 1984 and you have a public that has come to love women’s gymnastics.

But there is interest in men’s gymnastics, too. The 1970s and 80s fitness craze in North America led to a heightened appreciation of physical conditioning, strength and endurance. Few athletes are better conditioned than gymnasts.

The rigorous competition at the 2004 Athens Olympics produced these results:

**Women’s Individual All-Around:** Gold--Carly Patterson, United States, Silver--Svetlana Khorkina, Russia, Bronze--Zhang Nan, China. **Women’s Floor Exercise:** Gold--Catalina Ponor, Romania, Silver--Nicoleta Daniela Sofronie, Romania, Bronze--Patricia Moreno, Spain. **Women’s Vault:** Gold--Monica Rosu, Romania, Silver--Annia Hatch, United States, Bronze--Anna Pavlova, Russia. **Women’s Uneven Bars:** Gold--Emilie Lepennec, France, Silver--Terin Humphrey, United States, Bronze--Courtney Kupets, United States. **Women’s Balance Beam:** Gold--Catalina Ponor, Romania, Silver--Carly Patterson, United States, Bronze--Alexandra Georgiana Eremia, Romania. **Team:** Gold--Romania, Silver--United States, Bronze--Russia.

**Men’s Individual All-Around:** Gold--Paul Hamm, United States, Silver--Kim Dae Eun, South Korea, Bronze--Yang Tae Young, South Korea. **Men’s Floor Exercise:** Gold--Kyle Shewfelt, Canada, Silver--Marian Dragulescu, Romania, Bronze--Jordan Jovtchev, Bulgaria. **Men’s Vault:** Gold--Gervasio Deferr, Spain, Silver--Evgeni Sapronenko, Latvia, Bronze--Marian Dragulescu, Romania. **Men’s Parallel Bars:** Gold--Valeri Goncharov, Ukraine, Silver--Hiroyuki Tomita, Japan, Bronze--Li Xiao-Peng, China. **Men’s Horizontal Bar:** Gold--Igor Cassina, Italy, Silver--Paul Hamm, United States, Bronze--Isao Yoneda, Japan. **Pommel Horse:** Gold--Teng Haibin, China, Silver--Marius Daniel Urzica, Romania, Bronze--Takehiro Kashima, Japan. **Rings:** Gold--Dimosthenis Tampakos, Greece, Silver--Jordan Jovtchev, Bulgaria, Bronze--Yuri Chechi, Italy. **Team:** Gold--Japan, Silver--United States, Bronze--Romania.
Also remember that there are excellent gymnastic performances to watch on high school and collegiate levels.

In college competition, the top ranked Ohio State men’s gymnastics team defeated Big Ten foe Illinois, 213.350-206.900, in January of 2006 at St. John Arena in front of a crowd of 775. The Buckeyes dominated the meet, winning five of six events.

For the women, the Crimson Tide of Alabama captured their fourth NCAA women’s gymnastics championship in 2005. Top-seeded Alabama finished with a 197.575 to beat Georgia (197.25) and end UCLA’s two-year title run. It was the Tide’s third time playing host to the event, and they have won the crown each time. But no host team had won the championship since Alabama in 1996.

Andree’ Pickens punctuated the championship with her third 9.95 of the night, pumping her fists after landing cleanly from the balance beam. Pickens, the runner-up in the all-around, had become the first gymnast to earn five All-America honors in two seasons.

Stay in touch with what is happening in gymnastics by visiting these web sites:

http://www.ncaa.org
http://www.usa-gymnastics.org/
http://www.athens.olympic.org/en/
STUDENT RESPONSE PACKET
GYMNASTICS

NAME _____________________________

DATE ______________________________

WHAT TO DO

The following questions will help you to have a greater appreciation and understanding of gymnastics. 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 gymnastics often considered to be the “purest” of all sports or athletic activities?

2. What are some of the physical benefits to be derived from participating in gymnastics?

3. What are the two types of gymnastics most commonly seen in competition and what is the difference between them?

4. Which countries now dominate the international gymnastics scene and why?
5. What is an “axis”? a “felge”? an “Arab spring”?

6. How would you execute a Hecht jump in a gymnastics competition?

7. Describe the vault exercise in women’s Olympic competitions. What do the terms “first flight” and “second flight” have to do with this exercise?

8. What are the criteria for judging the men’s floor exercises in men’s competitions?

9. What is the balance beam exercise test and how is it performed?

10. Why must gymnasts begin to train at a very early age?
Name: ___________________    Date: __________

Across:
3. The inverted giant swing is called a _____ giant
6. Rhythmic gymnastics includes movement similar to this type of dance
7. Imaginary line around which the body rotates
12. On the rings, when the feet swing down to touch the floor
14. This beam is used in women’s gymnastics
15. The back is rounded with the chin on the chest
16. One of two types of gymnastics
18. Standard position for doing exercises
19. One of two types of gymnastics

Down:
1. The bar used in men’s gymnastics
2. This spring is similar to a cartwheel
4. The legs are apart
5. The bars are not at the same height
8. When one hangs upside down on the parallel bars and rolls
9. Ludwig _____ was the founder of gymnastics
10. Jump from higher of two asymmetrical bars
11. Artistic gymnastics includes a _____ exercise
13. This has two sections - first and second flight
14. The body forms a wide back arch in a handstand
17. The straddle L position is called a _____ right angle
Use the clues below to discover words in the above puzzle. Circle the words.

1. The inverted giant swing is called a _____ giant
2. This spring is similar to a cartwheel
3. On the rings, when the feet swing down to touch the floor
4. The back is rounded with the chin on the chest
5. When one hangs upside down on the parallel bars and rolls
6. Standard position for doing exercises
7. Jump from higher of two asymmetrical bars
8. Ludwig _____ was the founder of gymnastics
9. One of two types of gymnastics
10. The bars are not at the same height
11. The body forms a wide back arch in a handstand
12. Artistic gymnastics includes a _____ exercise
13. This beam is used in women’s gymnastics
14. One of two types of gymnastics
15. The legs are apart
16. The bar used in men’s gymnastics
17. Imaginary line around which the body rotates
18. This has two sections - first and second flight
19. The straddle L position is called a _____ right angle
20. Rhythmic gymnastics includes movement similar to this type of dance
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

Football is a physically challenging, aggressive sport played by two teams of opposing players. Each of the two teams tries to get the ball across the opposing team’s goal by running, kicking and passing the ball.

American-style football is often known as “the gridiron sport” because of the design of the field. The sport is widely popular in the United States and is gaining fan support in Canada. Although American-style tackle football, as it is called, has spread to a few other countries, it has not achieved the international reputation of such sports as baseball and basketball.

American-style football is a combination of two older sports, soccer and rugby. Soccer (still called football in England) and rugby, which developed from soccer, are both more popular in Europe and other countries than in the United States.

Unlike soccer, a game in which players are forbidden to use their hands but may use other body parts, football allows perhaps the roughest physical contact of any team sport. However, two variations on tackle football, called “touch football” and “flag football” respectively, do not involve tackling the opponent and are less physically challenging to play.
HISTORY OF FOOTBALL

Football first became popular in the United States in the 1820s, when it was widely played in colleges and universities. Many colleges, including Yale, Harvard and Cornell, played an early version of football which incorporated many features of rugby. Football at this time had no uniform rules and regulations, and games often ended up with heaps of injured players on the field! To stop this physically violent aspect of football, Walter Camp (now remembered as “the father of American football”) in 1880 made many changes in the game. Most of these changes regulated the physical violence of the sport and many have lasted into modern times.

Camp refined the scrimmage (a term borrowed from rugby), a play whereby the center puts the ball into play by sending it to the quarterback. In addition, Camp introduced the role of the quarterback, now considered the most exciting position on the team. Camp also altered the number of players on a team from the traditional 15 of rugby to the 11 now used in modern football. Camp was also the person who finalized the alignment of the 11 players into 7 forwards, a quarterback, two halfbacks and a fullback.

Between 1882 and 1888, Camp made three more significant changes in the game. First, a system of downs and yardage to be gained was finalized. According to the new rules, a team has to surrender the ball if it fails to gain five yards (later increased to 10 yards) in three downs (later raised to four). This was the rule that made it necessary to mark the field with horizontal lines five yards apart, thus giving the field its traditional “gridiron” appearance.

Another rule Camp introduced was regulations for scoring—specifically, giving points to different scoring methods. For example, tackling a ball carrier behind his own goal line was worth one point. Many of Camp’s changes in this area still apply today.

Finally, Camp changed the tackling rule to its present status. In early football, tackling was permitted only from the waist up. Camp changed the rule to permit tackling as low as the knee area. Linemen, however, were required to keep their arms at their sides, and were not allowed to block with their arms as they previously had done.
Football has grown steadily in popularity in the United States and Canada, largely because of television. Thanks to television coverage of this sport, football has grown into a major industry in North America. Television, in fact, dictates much about how the game is now played. For example, halftime, time outs and even the overall length of the game have been extended to allow for TV commercials. As a result, games on television can last up to three hours.

Television has also made superstars out of many players, giving them a chance for new careers in the media. Many football players have “retired” from the game, only to reappear on television as actors and sports commentators.

**HOW THE GAME IS PLAYED**

The football field is traditionally 100 yards long from one goal line to the other and 160 feet wide. The “end zone” extends ten yards past each goal line. In professional football, the goalposts are ten yards behind the goal lines. The width between the posts is 18 feet six inches.

A coin toss determines which team has the choice of receiving the ball or starting the game with a kick-off. A kick-off occurs when the football is kicked while it is placed on a tee and sent to the opposing team. The kick-off traditionally occurs on the kicking team’s 35-yard line. The receiving team is situated 10 yards from the kickoff line.

Once the ball has been kicked off, the team with the ball tries to advance down the field in order to score points. When a player carries the ball into the end zone or catches a forward pass in the end zone, he/she scores six points for a touchdown.

Meanwhile, the defensive team tries to get into a scoring position either by intercepting a pass or by picking up a fumbled ball. The team that scores a touchdown can get an extra point by kicking the ball over the crossbar of the goalposts in a move known as a “conversion.” By running instead of kicking the conversion, two additional points can be earned.

In order to make a first down, the offensive team has four downs, or plays, in which to advance the ball at least ten yards. Each time that a player makes a first down, that team gets another series of four downs in which it can gain at least ten more yards.
If a team has failed to gain 10 yards by the fourth down, it has two options to choose from. The team may opt to punt the ball to the other team, or it may attempt a field goal. A “punt” entails dropping the ball and kicking it before it touches the ground.

A football game lasts for sixty minutes broken into four 15-minute periods, or “quarters.” After the second quarter, there is usually a 20-minute break.

The clock may be stopped for any of the following four reasons:

- an incomplete pass
- a runner goes out of bounds
- a penalty
- after a score is made

Teams are typically penalized five, ten or fifteen yards, depending on the type of foul committed. For example, a five-yard penalty would be given for delaying the game or for crossing the line of scrimmage before the ball is passed. Ten-yard penalties are typically given for illegally holding a player on the opposing team.

Fifteen-yard penalties are given for the most serious offenses. They include blocking from behind, butting another player with a helmet and running into/tackling the passer once the ball has been thrown.

**EQUIPMENT AND CLOTHING**

Because of the rough nature of football, modern players wear a good deal of padding and protection, including helmets, face masks and pads that cover the hips, shoulders, knees and forearms. Flak jackets also are used to cover the ribs and mouthpieces protect the mouth and face. Now that artificial turf is so widely used on playing fields, special cleated shoes are also worn.
Players wear a uniform characterized by tight pants ending just below the knee. Numbers are sewn on the fronts and backs of the jerseys for identification purposes. Quarterbacks and kickers are 1-19, running backs and defensive backs, 20-49, centers and linebackers, 50-59 and linemen, 60-79. Wide receivers and tight ends are numbers 80-89 and defensive linemen/linebackers use numbers 90-99.

FOOTBALL NOTES AND NEWS

For many people, football—especially professional football—has replaced baseball as the “National Pastime.” Monday night football on television has become an American institution, and all across the country people gather around TV sets to watch their favorite teams perform.

Television coverage is one of the major reasons for football’s popularity: football is a dramatic sport, with lots of body contact and heavy action. Baseball, on the other hand, is less visually dramatic for some, and, as such, less exciting. Baseball and football fans will argue both sides as long as there are games.

PROFESSIONAL FOOTBALL

Emmitt Smith broke Walter Payton’s career rushing record in October of 2002. Smith a Dallas Cowboy broke the old record in the third quarter against the Seahawks. Payton’s old record was 16,726 yards as a Chicago Bear in 1984. Smith, a 13th-year veteran, pushed the record to 16,743.

Super Bowl XL: The Pittsburgh Steelers win over the Seattle Seahawks. This was the first Super Bowl appearance for the Seahawks. Firsts for the Steelers included: first AFC team to win five Super Bowls; first sixth seed to advance to the Super Bowl; first winners not to get a first down in the first quarter; and first AFC team to win a Super Bowl aired by the ABC. Ben Roethlisberger became the youngest quarterback to win a Super Bowl. Completing 9 of 21 passes for 123 yards with 2 interceptions, his passer rating (22.6) was the lowest of any winning quarterback. Steelers head coach, Bill Cowher, won his first Super Bowl.
**COLLEGE FOOTBALL**

Despite all the attention that pro football gets, there would be no NFL if there were not colleges to discover, train and develop new football players. Consequently, colleges all over the country are proving grounds for new players, some of whom dream of a pro ball career. NFL scouts are constantly on the watch for talented players.

College players operate within either of two associations: the NCAA (National Collegiate Athletic Association) and the NAIA (National Association of Intercollegiate Athletics). Season play leads to annual bowl games, in which college teams that have won their division title compete for the season championship. The winners of major bowl championships in 2005-6 included: Orange Bowl: Penn State (3 OT), Sugar Bowl: West Virginia, Fiesta Bowl: Ohio State, and Rose Bowl: Texas.

The most coveted award for college football is the Heisman Trophy. Listed below are some recent winners:

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>College</th>
<th>Pos.</th>
<th>NFL Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>Reggie Bush</td>
<td>USC</td>
<td>RB</td>
<td>New Orleans Saints</td>
</tr>
<tr>
<td>2004</td>
<td>Matt Leinart</td>
<td>USC</td>
<td>QB</td>
<td>Arizona Cardinals</td>
</tr>
<tr>
<td>2003</td>
<td>Jason White</td>
<td>Oklahoma</td>
<td>QB</td>
<td>Tennesse Titans (retired)</td>
</tr>
<tr>
<td>2002</td>
<td>Carson Palmer</td>
<td>USC</td>
<td>QB</td>
<td>Cincinnati Bengals</td>
</tr>
<tr>
<td>2001</td>
<td>Eric Crouch</td>
<td>Nebraska</td>
<td>QB</td>
<td>St. Louis Rams</td>
</tr>
<tr>
<td>2000</td>
<td>Chris Weinke</td>
<td>Florida State</td>
<td>QB</td>
<td>Carolina Panthers</td>
</tr>
<tr>
<td>1999</td>
<td>Ron Dayne</td>
<td>Wisconsin</td>
<td>RB</td>
<td>New York Giants</td>
</tr>
<tr>
<td>1998</td>
<td>Ricky Williams</td>
<td>Texas</td>
<td>RB</td>
<td>New Orleans Saints</td>
</tr>
</tbody>
</table>

High school football is also exciting to watch or play. Few activities are more fun than rooting for your team. Many professional players start their first serious training in high school. Remember also that standouts often receive athletic scholarships for college.

You might want to visit these web sites to stay up on what's happening in the sport:

http://www.nfl.com
http://www.ncaa.org
WHAT TO DO

The following questions will help you to have a greater appreciation and understanding of football. 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 benefits to be derived from playing football?

2. Why is American-style football often called the “gridiron sport?”

3. What is the composition of a typical football field and where is the “end zone?”

4. What is a kick-off in football?

5. How is a first down made and what advantage does it give the team that makes it?
6. What options does a team have if it has not gained 10 yards by the fourth down?

7. For what four reasons may the clock be stopped?

8. Fifteen-yard penalties are given for what kinds of offenses?

9. What kinds of protective gear and clothing does a football player need to wear?

10. Name at least one way in which television coverage has affected the game of football.
Name: ___________________    Date: __________

Across:
2. He is the father of American football
6. The offensive leader on the field
9. Number of minutes played in football game
12. When a defensive player catches a pass
13. There is usually only one of these on the field for the offensive team
14. The number of yards needed for a first down
16. 160 feet is the _____ of the football field
17. After this quarter there is a halftime break in the game
18. Football is called the _____ sport because of the field design

Down:
1. Length in yards of a football field
3. What a team often does if it does not make a first down on the third attempt
4. American football is a combination of soccer and this sport
5. There are usually two players on the field in this position
7. This player has a jersey number lower than 19
8. A type of football game that does not involve tackling
9. When the center sends the ball to the quarterback
10. Kicking the ball over the crossbar for an extra point
11. The number of forwards in football
13. Number of yards a team is penalized for a delay of game
15. The number of attempts a team has to make a first down
Name: ___________________    Date: __________

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

1. The offensive leader on the field
2. Number of yards a team is penalized for a delay of game
3. Number of minutes played in football game
4. There are usually two players on the field in this position
5. American football is a combination of soccer and this sport
6. After this quarter there is a halftime break in the game
7. The number of yards needed for a first down
8. Length in yards of a football field
9. 160 feet is the ____ of the football field
10. There is usually only one of these on the field for the offensive team
11. When the center sends the ball to the quarterback
12. Kicking the ball over the crossbar for an extra point
13. When a defensive player catches a pass
14. What a team often does if it does not make a first down on the third attempt
15. The number of forwards in football
16. A type of football game that does not involve tackling
17. He is the father of American football
18. This player has a jersey number lower than 19
19. Football is called the ____ sport because of the field design
20. The number of attempts a team has to make a first down
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

Let’s start with a few definitions:

Resistance training Exercises which involve moving against a resisting object, such as a weight, a lever, a rubber cable, or a torsion bar.

Weight training Exercises which use the weight of an object to provide resistance to movement. Weight training is a form of resistance exercise.

Free weights Barbells, dumbbells, iron shoes, and other objects.

Exercise machines Machines designed to provide resistance to exercise movements. This resistance can be achieved with built-in weights, bungee cords, torsion bars, hydraulic cylinders, etc.

Weightlifting Weightlifting is a sport that involves lifting barbells or dumbbells.

Olympic weightlifting A sport that involves two lifts:
1. The snatch (moving a barbell from the floor to an overhead position in one smooth, rapid motion).

2. The clean and jerk (moving a barbell first from the floor to the level of the shoulders (the clean), then overhead (the jerk), in two smooth, quick motions).

**Powerlifting**

A sport that involves three lifts:

1. The bench press (pushing a barbell vertically by extending the arms at the elbows while lying on a bench).

2. The deadlift (lifting a barbell off the floor until the back is vertical).

3. The squat (stepping under a barbell that is held on a squat rack, lifting the barbell off the rack onto the shoulders, squatting down until the thighs are parallel to the floor, then rising up until the legs are locked).

**Bodybuilding**

Using weight training to develop muscular size and symmetry instead of athletic ability. Bodybuilders use weight training to shape their bodies to fit current bodybuilding standards for muscular development. In short, they train not for strength or health, but to achieve a certain appearance.

Although Ben Weider, the President of the International Federation of Bodybuilding, has been working hard for many years to gain Olympic recognition for bodybuilding, the Olympic Committee still does not recognize bodybuilding as a sport.

**Athletic weight training**

Using weight training to develop the strength and endurance needed for such sports as swimming and football. Coaches who assist such athletes are part of a professional organization called the National Strength and Conditioning Association.

**Rehabilitative weight training**

Persons who engage in this kind of training often are recovering from trauma injuries or are living with some condition or disability such as a cardiac condition, diabetes, chronic arthritis or a respiratory ailment. Weight training in such cases often
focuses on certain areas of the body. The goal is usually rehabilitation and development of overall fitness rather than appearance or strength.

Like many forms of exercise, weight training helps to develop both overall fitness and a well-muscled, defined and toned physique. Much of that “hard body” look that we admire today in bodybuilders, both male and female, comes from disciplined, regular weight training. Also, weight training is used to increase skills, strength and power not only in Olympic weightlifting and powerlifting, but in football, wrestling, hockey, and other sports where strength and power are necessary to play the game.

HISTORY OF WEIGHTLIFTING

ORIGINS

Since earliest times, people have been fascinated by weightlifting. The Old Testament tells the story of Samson and his extraordinary feats of strength. Greek legend supplies the story of Milo, a strong man who became stronger through a unique progressive resistance exercise. Starting with a young, small calf, Milo lifted the calf (a weight) for a certain number of times (repetitions) each day. By the time the calf became a full-grown cow, legend has it that Milo was lifting that cow overhead in a movement very much like our modern standing press!

England in the 1890s saw the first actual weightlifting contests to test the strength of the competitors. Competition in America began at the 1920 Olympic Games, in which the International Weightlifting Federation (IWF) supervised the competition for the first time. Bob Hoffman (the late owner of the York Barbell Company) was the coach of the U.S. Olympic team for several decades.

Today, the barbell is the standard (and only) piece of equipment used in contemporary weightlifting competitions. The
winner is the man or woman who can lift the heaviest amount of weight. Competitors compete in one of nine categories, ranging from “flyweight” to “super heavyweight.” Specific weight categories are defined precisely (132 lb. class, 181 lb. class, etc.).

**MISCONCEPTIONS ABOUT WEIGHTLIFTING**

Many myths about weight training and weightlifting persist to the present day. Some believe (erroneously) that lifting weights is bad for the heart (it isn’t—in fact, many physicians and exercise physiologists prescribe it for patients recovering from cardiac episodes).

Others believe (also erroneously) that it develops huge, out-of-proportion muscles, especially in women. Equally wrong! If those mythmakers had any idea of just how difficult it is to build one pound of muscle, they’d forget their mythologizing and concentrate on their workouts. Another is the old myth of becoming “musclebound.” Full range-of-motion resistance exercises tend to make weight trainers more supple practitioners of other forms of exercise and other sports.

Still another common misconception about weight training revolves around the terms “strength,” “power” and “endurance.” These terms all have very specific meanings and are not interchangeable. Here are a few definitions:

- **Strength**
  
  Strength is measured in terms of how much weight can be lifted, regardless of the amount of time required to lift it. People who train for strength perform weight training exercises with slow, deliberate moments.

- **Power**
  
  Power is measured in terms of how much weight can be lifted within a specified time period. To measure power, divide the amount of work done by the amount of time it takes to do it. Persons training for power perform weight training exercises with explosively fast movements.

- **Endurance**
  
  Endurance is measured in terms of how much weight can be lifted repetitiously over an extended period of time.
Stamina

Stamina is measured in terms of how much weight can be lifted in rapid repetitions over an extended period of time.

These four aspects of athletic ability—strength, power, endurance and stamina—are needed in different proportions, depending on the particular sport. The primary rule in any training routine is that training is specific. Powerlifters can’t be expected to run marathons without having trained for them, any more than a marathoner could be expected to benchpress 400 pounds without having training for that kind of lift.

Athletes whose sports require great amounts of strength benefit from slow-movement resistance training. If power is required, training should be more rapid, and movements explosive. If endurance is needed, resistance should be less and repetitions greater in number. If stamina is needed, training should include rapid movements over an increasing period of time.

Many people go into weightlifting as a means to improving their shape and physical condition. It’s an excellent way to do both. Increasing the muscular endurance of all major muscle groups in the body leads to a firmer, more defined shape in both women and men. Weight training will NOT build big, out-of-proportion muscles unless you work for that kind of physique.

SAFETY PRECAUTIONS IN WEIGHTLIFTING

As with any type of physical activity, weightlifting is a relatively safe sport when practiced correctly. But a few precautions are always in order. To be safe, observe the following rules:

Always warm up thoroughly before you attempt any physical activity. A warmup increases the body temperature to prepare it for more activity; it also helps muscles to contract/relax and protects the joints and tendons from damage when the weight training begins. A good warmup will last anywhere from 10 to 20 minutes, depending on age, general physical condition and the level of intensity of your workout.
Keep your knees bent and your back straight when you lift weights off the floor or put them back down.

Remember to breathe regularly and naturally. Holding your breath during a heavy lift can cause dizziness and even blackouts.

Check all equipment before using it. Make sure that bench stands are stable and weights stacked on the floor. Be careful to balance weights when adding to, or subtracting weight from a bar. Keep weight stacks (on exercise machines) with the pin firmly positioned at the right place on the stack. Make sure that barbell or dumbbell collars are securely fastened.

Use a “spotter”—a friend or exercise partner to help you with overhead or supine exercises such as the bench press. NEVER do heavy bench presses alone!

Remember to keep control of the weight at all times. Make smooth, controlled movements without jerking or wobbling. Use correct form at all times. If the weight is too heavy to lift without a spotter, use less weight and do more reps or sets until you can handle the heavier weight comfortably and safely. If you are doing bench presses, don’t bounce the bar off your chest.

Perform all exercises with a full range of motion unless you are specifically trying to develop strength or power in a particular portion of a range of motion.

**WEIGHT TRAINING EXERCISES**

*FOR THE LEGS AND HIPS*

The following exercises are part of any comprehensive lower body routine. The weights and equipment can be either free weights (hand-held weights, bars and dumbbells) or machines (such as Nautilus or Universal machines). Remember to warm up before doing any of these exercises. Also remember
to breathe regularly. Never hold your breath during a workout!

**Squats**

This exercise works the muscles of the legs, hips and back.

Place your feet about hip width apart, with the whole foot resting on the floor. Step under a squat rack and lift the barbell off onto your shoulders. Bend your knees and slowly allow your body to move downward. Keep the back muscles tensed at all times—don’t bow the back to the front! Continue in the squatting motion until the thighs are parallel to the floor. Then, without bouncing, slowly come back to a standing position. In the beginning, use a weight with which you can comfortably do 10 repetitions. Do only one set of 10 repetitions as a beginner. Over-training can result in injuries.

**Thigh curl**

This exercise works the muscles in the backs of the thighs and calves.

This exercise is best done on a thigh curl machine. Lie face down on the bench with the heels under the roller pads. Press your knees against the bench and bend the knees, bringing the heels as close as possible to the buttocks. Straighten and repeat the movement. Do this exercise slowly after a good warmup. Hamstrings (the collection of tendons and muscles in the back of the leg at the knee) are easy to injure.

**Hip Adduction**

This exercise works the inner thigh muscles.

This exercise is also most easily done on a machine. Place the legs into the moveable arms of a hip adduction machine so that the thighs and ankles rest against the pads. In one fluid motion, bring your legs together by pressing against the pads. Keep the lower back pressed firmly against the back rest as you work. Return to starting position and repeat the motion.
EXERCISES FOR THE UPPER BODY

These are only three of the major exercises in any good upper-body routine. As with the lower-body workout above, be sure to warm up adequately and breathe regularly.

**Bench Press (or Chest Press)**

This exercise works the muscles of the chest (called the pectorals), the back of the upper arms (triceps) and front of the shoulders (anterior deltoids). Stabilizing muscles in the shoulders and torso (body) are also used during the lift.

Lie flat on a benchpress bench with the small of the back pressed into the bench. Reach up and grasp the barbell (with or without weights) with a grip a little more than shoulder-width. Push up and lift the bar off the rack, then lower it smoothly in one motion until it touches the chest. Then, without pausing or bouncing, lift it upward again. Repeat this movement 6 to 8 times, exhaling as the bar is raised and inhaling as it is lowered.

Remember: always use a spotter for this exercise! Don’t try to do it alone! Also, make sure that you warm up your shoulder muscles before doing this lift. While your arms and chest muscles may be able to handle the weight, the shoulder muscles act mostly to stabilize your arms in this lift. If you get off balance or it one of your spotters drops his or her end of the bar, you could injure at least the arm, chest and shoulder muscles.

Use a wide grip to concentrate the load on the chest muscles (pectoralis) and the front of the shoulders (anterior deltoids). Use a narrow grip to concentrate on the pushing muscles of the arms (triceps).

**Alternating Dumbbell Curl**

This exercise works the biceps, the muscles at the front of the upper arm.

Stand with your legs slightly apart, holding a dumbbell in each hand, with the arms close to the sides and the back straight. The dumbbell bars should be pointing straight ahead. Start with your right arm: bend (flex) it at the elbow and bring the dumbbell up in an arc to shoulder height in front of your chest.
As you bring the dumbbell up, rotate your wrist so that at the end of the lift, the dumbbell bar is pointing to the side. Slowly bring the arm down. Maintain tension on the biceps throughout the lift. Then do the other arm. Do 6 to 8 repetitions in strict form, with a full range of motion.

**Shrugs**

This exercise works the muscles of the neck, the upper back (primarily the trapezius) and the middle head of the shoulder muscles (lateral deltoids).

Here’s how to do this exercise, step by step:

1. Bend your knees, reach down and grasp a bar or barbell with both hands, palms facing you. Keep your back slightly arched (hyperextended), straighten your legs and stand erect with the bar resting across the groin area.

2. Slowly lift your shoulders as high as you can. Imagine that you are going to touch your ears with your shoulder muscles.

3. Slowly lower the weight until it is back across the groin area.

Maintain tension on the upper back muscles (trapezius) throughout the movement. Repeat this movement for a total of 8 to 10 repetitions.

**COOLING DOWN**

If warmups are important, cooldowns are almost equally so. After the weight training exercises are completed, you need gradually to bring the body back to its normal condition. Stretching, riding a stationary bicycle or doing some additional light exercises are excellent ways to cool down.

Remember: never sit or lie down immediately after a strenuous workout. All the blood that’s been directed to the muscles will find it difficult to get back to the heart if you sit or lie down. Instead, remain standing or walk at a relaxed pace around the room for a few laps. Otherwise, you may find yourself growing light-headed or faint.
EQUIPMENT AND CLOTHING

EQUIPMENT

Before the introduction of the modern health club, championship bodybuilders and weightlifters did all their workouts with ordinary barbells and dumbbells. With the proper benches and racks, you can do all the exercises needed to do a rough cut of the kind of strong, powerful body you want.

The exercise machines found in modern health clubs have evolved for several reasons. The Nautilus machines started with designs done for rehabilitation work. The Smith Machine, a movable squat rack, was designed to enable lifters to do squats without a spotter. All of the machines can be used for working both muscle groups and individual muscles. Some work on the principle of eccentric cams (Nautilus, Dynacam, etc.), others by use of bungee cords (Soloflex) or flat pieces of flexible material (Bowflex). Old-fashioned weight machines have pegs that hold regular barbell plates. One of the most innovative machines uses adjustable hydraulic cylinders to provide resistance (HydraGym).

The advantage of resistance exercise machines is that you rarely need a spotter. The disadvantage is that since the machines move in a predetermined path, that path may not match your own individual ranges of motion. In short, if a machine is designed with the average person in mind and you are either larger or smaller than the average person, you may risk injury in the machine. Some machines are adjustable. Experiment with light resistance until you find the adjustment that matches your own personal “groove.”

The advantage of free weights is that you work not only the main muscles involved in performing a particular lift, you also work the collateral stabilizing muscles involved in balancing the weight and allowing you to make smooth transitions of body or limb positions throughout the lift’s range of motion.
The disadvantage of free weights is that you do need a spotter on some lifts, especially bench presses and heavy squats.

**CLOTHING**

Proper clothing and footwear are important in weight training because they make exercise easier and more enjoyable. Wear loose-fitting clothing that stretches or “gives,” such as a sweatsuit or exercise shorts. Stay away from excessively baggy styles that might catch on bars or weights. Dressing in layers is a good idea so that you can discard the top layers as you warm up. And make sure you wear proper athletic shoes with a firm tread for lifts such as the squat or half squat.

**WEIGHTLIFTING NOTES AND NEWS**

Depending on where you live, news on weightlifting competitions may be hard to find. The newsstands are filled with bodybuilding publications (Muscle and Fitness, Iron Man, Muscular Development, Muscle Mag, Flex, and dozens of others for men and women). But bodybuilding and weightlifting are two different things. Bodybuilding is about how your muscles look. Weightlifting is about how much weight those muscles can lift.

You may find weightlifting competition results scarce even in sports magazines. But don’t despair! Now is the time to take advantage of a new source of information. If your school has a computer department and the ability to connect with the Internet, or if you have a computer and a modem at home with an Internet link, you can find all the news about weightlifting or any other sport you could ever want. Internet sites that can further your interest in weightlifting and inspire your participation is:

http://www.usaweightlifting.org
http://www.americanweightlifting.bigstep.com/

Weightlifting is also an Olympic sport. In 2004 the Olympics were held in Athens, Greece. Medalists are found on the next page.
Gold medalists at the 2004 Olympics in Athens were:

**Men**

<table>
<thead>
<tr>
<th>Weight Class</th>
<th>Medalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>56 kg</td>
<td>Halil Mutlu, Turkey</td>
</tr>
<tr>
<td>62 kg</td>
<td>Shi Zhivona, China</td>
</tr>
<tr>
<td>69 kg</td>
<td>Zhang Guozheng, China</td>
</tr>
<tr>
<td>77 kg</td>
<td>Taner Sagir, Turkey</td>
</tr>
<tr>
<td>85 kg</td>
<td>George Asanidze, Georgia</td>
</tr>
<tr>
<td>94 kg</td>
<td>Milen Dobrev, Bulgaria</td>
</tr>
<tr>
<td>105 kg</td>
<td>Dmitry Berestov, Russia</td>
</tr>
<tr>
<td>105+ kg</td>
<td>Hossein Reza Zadeh, Iran</td>
</tr>
</tbody>
</table>

**Women**

<table>
<thead>
<tr>
<th>Weight Class</th>
<th>Medalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 kg</td>
<td>Nurcan Taylan, Turkey</td>
</tr>
<tr>
<td>53 kg</td>
<td>Udomporn Polsak, Thailand</td>
</tr>
<tr>
<td>58 kg</td>
<td>Chen Yanging, China</td>
</tr>
<tr>
<td>63 kg</td>
<td>Nataliya Skakun, Ukraine</td>
</tr>
<tr>
<td>69 kg</td>
<td>Liu Chunhona, China</td>
</tr>
<tr>
<td>75 kg</td>
<td>Pawina Thongusk, Thailand</td>
</tr>
<tr>
<td>75+ kg</td>
<td>Tang Gonghong, China</td>
</tr>
</tbody>
</table>

The 2004 U.S. Olympic Team members were: Tara Cunningham of Mt. Pleasant, Michigan, Cheryl Haworth of Savannah, Georgia, Shane Hamman of Mustang, Oklahoma, Oscar Chaplin III of Savannah, Georgia, Chad Vaughn of Oklahoma City, Oklahoma, Cara Heads of Costa Mesa, California, Carissa Gordon of Essex Junction, Vermont, and Pete Kelley of St. Joseph, Missouri.
STUDENT RESPONSE PACKET
WEIGHTLIFTING

NAME ________________________________

DATE ________________________________

WHAT TO DO

The following questions will help you to have a greater appreciation and understanding of weightlifting and weight training. 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 to be gained from weightlifting?

2. Name at least two erroneous ideas about weightlifting that persist to the present day, and explain why they are in error.

3. Distinguish between the terms “strength,” “power,” and “endurance” as they are used in weightlifting.

4. What is the difference between weightlifting and bodybuilding?
5. Why is it important to warm up before doing weight training?

6. Why should you never do an exercise such as the bench press without a spotter?

7. Describe how the exercise known as the “thigh curl” is done. What muscle group does it work?

8. How is the bench press done? What muscle groups does this exercise work?

9. How should you “cool down” after a weight training session?

10. What kind of clothing is best for weight training?
Name: ___________________ Date: __________

Across:
2. Measure of weight lifted within a specified time
5. A sport involving weights
6. Weight _______ is body-conditioning with weights
9. Do these to work trapezius and lateral deltoids
12. Hip _____ works inner thigh muscles
13. A type of weightlifting machine
15. The thigh ____ works the hamstrings
17. Measure of weight lifted rapidly through many reps
19. These weights include barbells and dumbbells
20. Measure of weight lifted regardless of time

Down:
1. Type of body conditioning by resistance exercises
3. Type of weightlifting sport
4. Training that involves moving against a resisting force
7. Ultimate weight lifting competition
8. Most famous US Olympic Team weightlifting coach
10. Therapeutic resistance training
11. Measure of weight lifted in reps over a period of time
14. This works the legs, hips and back
16. Do this press to work pectorals and triceps
18. Legendary Greek inventor of weight lifting
Use the clues below to discover words in the above puzzle. Circle the words.

1. Ultimate weight lifting competition
2. Measure of weight lifted within a specified time
3. Do this press to work pectorals and triceps
4. Measure of weight lifted regardless of time
5. Training that involves moving against a resisting force
6. Most famous US Olympic Team weightlifting coach
7. A sport involving weights
8. Type of body conditioning by resistance exercises
9. Legendary Greek inventor of weight lifting
10. Do these to work trapezius and lateral deltoids
11. Measure of weight lifted rapidly through many reps
12. The thigh _____ works the hamstrings
13. A type of weightlifting machine
14. This works the legs, hips and back
15. These weights include barbells and dumbbells
16. Type of weightlifting sport
17. Therapeutic resistance training
18. Weight ______ is body-conditioning with weights
19. Measure of weight lifted in reps over a period of time
20. Hip _____ works inner thigh muscles
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

Long before there was a written record of most cultures, there was dance. For primitive cultures, dance commemorated births, marriages, religious occasions, deaths, political victories, wars and other events.

We normally think of dance as one of the fine arts, and so it is. But dance requires athletic as well as artistic ability. Whether we choose ballet, modern dance, jazz or ethnic dance, the movements required in dancing demand stamina, strength and endurance.

HISTORY OF DANCE

TRADITIONAL DANCE

In ancient Egypt, dance was an important part of daily life. Drawings done in the fourth century B.C. suggest that Egyptians had a fairly advanced concept of dance. Some Egyptian dances were similar to our ballroom dancing; others were like modern belly dancing.

Ancient Greece also had its dances, some quite similar to those of the Egyptians. One
dance in particular became famous—a ritual in which Greek women stamped on grapes and whirled about in honor of the god Dionysus. The Greek dramatist, Euripides, wrote a play about the ecstatic dimension of dance. The play was called “The Bacchae.” In it, an overly-serious man, Pentheus, did not recognize the dangers of being caught up in wild dances, and was torn limb-from-limb by the women, who mistook him for an animal.

Rome was a little slower to incorporate dancing into daily life, using dance mainly in choral processions until about 200 B.C. Many Romans considered dancing a dangerous activity and felt that only the insane would dance by choice. Yet by the second century B.C., Romans were using pantomime dance in dramas.

During the Middle Ages, dance as an art form spread all over Europe. Italy with its many festivals and celebrations, made use of jugglers and offered instruction in social dance. During the late Middle Ages, the earliest form of ballet emerged as part of the Italian commedia del arte or in England, as part of the so-called “mystery cycles” of religious dramas that traveled from town to town with minstrels and jugglers.

The word “balletti,” originally referring to dances performed in ballrooms, was first used to refer to productions in the theatre. In 1581, the first ballet, “Circe,” was written and produced by an Italian-born Frenchman. Another Italian who was living in France, Jean Baptiste Lully, established a dance department at the Royal Academy of Music in 1661. Lully was responsible for influencing the music, scenery and movements used in classical ballet.

By the 1600s, the center for ballet moved from Italy to France where the Academie Royale de Danse was founded. With the advent of the Academie, there was now a special school for ballet. Dance was a discipline taught and administered by specialists.

By the 1700s, ballet had progressed to the point where the well-to-do felt that dance was simply part of any well-rounded general education. It was also thought to teach good manners and character. Consequently, many rich European children were taught to dance.

America brought a somewhat different attitude to the art of dance. Colonists in the south were generally more tolerant of dance than those in the Puritan-dominated North. How-
ever, there were plenty of dancing teachers in both North and South to teach the dances remembered from the Old World. African-American slaves also brought their own dances from Africa which later became an influence on dancing in the nineteenth and twentieth centuries.

The nineteenth century saw a tremendous growth of interest in ballet. The Italian Marius Petipa left Italy to work in St. Petersburg, Russia in 1847; he choreographed such works of classical ballet as “Don Quixote,” “Swan Lake” and “The Nutcracker.” Promoter Sergei Diaghilev imported ballet from Russia to America, bringing with him such dancers as Anna Pavlova and Vaslav Nijinsky and choreographer George Balanchine. Balanchine established the New York City Ballet and eventually helped to change the face of dance in America.

**MODERN DANCE**

As ballet gained a foothold in America, another form of dance was created in direct opposition to the principles of ballet. Innovator Isadora Duncan had a ballet background, yet found that the strict movements of classical ballet did not allow her sufficient freedom of expression. She created her own dance form based on the spontaneous expression of feelings — what we later came to call “modern dance.” Inspired by Isadora Duncan, dancers such as Ruth St. Denis and Ted Shawn created a school and company to train the next generation of modern dancers, among them Martha Graham. She in turn trained Paul Taylor, Merce Cunningham and Twyla Tharp, all of whom have helped to make America the center of modern dance.

**JAZZ DANCE**

Jazz dancing is a form closely related to modern dance. It was originally inspired by African-American slave music which eventually developed into jazz. The syncopated rhythm of jazz music enhances the jerky, high-energy style of jazz dancing.

**AEROBIC DANCE**

Aerobic dance involves doing a variety of stepping, jumping, spinning and twisting motions, following the rhythms of music. It is a fairly recent addition to dance, and
started simply as a form of rhythmic exercise to increase the heart rate. Yet it quickly developed into a form of its own, borrowing many of the steps and movements of ballet, jazz and modern dance.

**THEATRICAL DANCE**

Although dance had frequently been used as part of a drama or an opera, only with the twentieth century production of “OKLAHOMA!” did dance theater take on a new dimension. Agnes deMille choreographed the dance sequences in this musical and made them an integral part of the story. She used ballet, folk dance and modern dance to carry the story line. Similar contributions were made by Jerome Robbins, choreographer of the dance sequences in “WEST SIDE STORY.”

**THE LIVES OF DANCERS**

Dance is an excellent form of exercise for both women and men of all ages. Dance never remains stagnant; it is always changing, always incorporating new movements and rhythms from many cultures and lifestyles. Today the well-rounded dancer studies ballet, jazz, modern, tap dance and aerobics in his or her quest to learn the language of movement.

Unfortunately, only a few highly talented professionals are able to make a living exclusively by dance. Funding in the arts is scarce and many dance companies have folded for lack of public support.

In addition, dance is a demanding career, requiring dancers to begin their training at an early age. Many talented dancers drop out of school before they have developed other skills. Professional dance in America is a young person’s game and those over thirty often find it difficult to find work. Sadly, dancers may train for fifteen years to dance for only a few years. In an entire career, a talented dancer will make only one-quarter of the salary that a pro baseball player will make in one season.
HOW DANCES ARE PERFORMED

THE FIVE FOOT POSITIONS OF CLASSICAL BALLET

The five positions of the feet in classical dance are the basic moves around which all ballet and other dance movements are developed. Ballet students must first become proficient in the five positions and learn to do warmup exercises in these positions. In all forms of dance, warmup exercises, stretches and flexes are always the first movements done before anything else is attempted:

First position: Legs are side by side with the heels of both feet touching.

Second position: Legs are slightly apart with the feet turned outward.

Third position: The front (right) leg is partially in front of the left leg, with the heel of the right foot in front of the left arch.

Fourth position: The right leg and foot are placed in front of the left leg and slightly separated from it. The weight of the body should fall evenly over both legs.

Fifth position: The same as the fourth position except that the legs and feet are positioned tightly together.

In each position, the dancer must remain erect, maintaining good posture, with stomach muscles pulled tight, head up and knees straight.

EQUIPMENT AND CLOTHING

For practice and rehearsals, clothing ranges from grubby leotards and sweat pants to full costumes for dress rehearsals. The essential property of any dance clothing is that it provides for a full range of motion of all bodyparts. In short, you can’t dance if you don’t have freedom of movement.
DANCE NOTES AND NEWS

Usually, when one thinks of dance competitions, one thinks of old movies like “Saturday Night Fever,” in which John Travolta competed in disco dancing contests, or “They Shoot Horses, Don’t They,” in which Jane Fonda competed in marathon dancing, where contestants danced until they dropped. The last couple standing won the prize.

Reality is much more interesting. For example, every three years, the New York International Ballet Competition draws contestants from all over the world to compete, show their talents, and enhance their career opportunities. Winning dancers are awarded medals based on their cumulative scores.

On the collegiate level, International Collegiate Ballroom Dancing Competitions attract student dancers from all over the world, to compete for awards and opportunities after graduation.

In case you still think that dance is limited to the Senior Prom, the United States and Canada combined list hundreds of collegiate dance teams on the Internet. The actual number is much greater. A quick glance at College Course Guides shows the increased popularity of dance as a field of study. There are not only many dance classes you can take for college credit, but also many courses which focus on dance and movement as therapy for those with mental and/or physical problems.

Gene Kelly, one of the world’s greatest movie dancers died on February 2, 1996. Kelly was among America’s premiere performers, both as a dancer and as an actor. His role as D’Artagnan in “The Three Musketeers” has never been equalled.

Other dancers often compared Kelly with Fred Astaire. While Astaire’s dancing style was seen as restrained and sophisticated, Kelly’s was seen as flamboyant and romantic. His movie, “An American in Paris,” climaxed with a 17-minute ballet with Leslie Caron. But his glorious dance number, “Dancing in the Rain,” is remembered by everyone as his crowning achievement.

You can stay abreast of dance performance and competitions by checking out sites like this one on the internet:   http://www.dancescape.com/
National Dance Week

National Dance Week was celebrated in 2006 from April 21 through April 30, in 42 states, with performances, classes and seminars, covering the range of dance genres and styles, involving the spectrum of dance personnel from dancers to choreographers, costumers, designers, administrators and educators. National Dance Week captures everyone’s secret desire to be a great dancer. When dance innovators Capezio and Dance Magazine launched the grass-roots event several years ago to bring dance to America’s doorstep, St. Louis signed on as a staunch supporter.

The St. Louis Dance Community strutted its spirited stuff with performances by professional, university and dance studio companies. The public was invite, to view ballet, jazz, tap and modern disciplines, as well as folk and drill teams. Guest performers ranged from Saint Louis Ballet and Washington University to the St. Louis Rams Cheerleaders, St. Louis Cultural Flamenco Society, and Dances of India.

New York City celebrated Dance Week with a dance special in Times Square and a demonstration by FireFly Acrobatics.

With the mission to heighten awareness of dance and its cultural contributions, National Dance Week has achieved congressional support through the aid of the United Dance Merchants of America.

For more information about dance, and in particular, National Dance Week, visit this web site:

http://www.danceonline.com

Improvisational Classes and Workshops

Strictly Improv is a site that is devoted to help people “dance their own dances.” It includes a partial worldwide listing of classes, workshops and links on the topic of Movement and Dance Improvisation. Some topics you’ll find links for here include: Skinner Releasing, Authentic Movement, Action Theatre, Physical Theatre, Halprin Technique, and Dance and Expressive Arts Therapies, among many others.

STUDENT RESPONSE PACKET
DANCE

NAME _____________________________

DATE ______________________________

WHAT TO DO

The following questions will help you to have a greater appreciation and understanding of dance. 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. How was dance used in primitive cultures?

2. Name at least four types of dance practiced today.

3. What physical benefits can be derived from dance?

4. What is “aerobic dance” and how did it develop?
5. Why is dance such a demanding and difficult career for many young dancers?

6. What are the five positions of classical ballet?

7. Describe the posture that must be maintained in each of the five positions.

8. Who developed modern dance and why?

9. What is “theatrical dance” and how did it originate?

10. What was the musical inspiration for modern jazz dancing?
Across:
3. Developed modern dance
6. Number of foot positions in classical ballet
8. Romans thought dance was ______
10. Italian who choreographed Don Quixote and Swan Lake
13. Early Greek who wrote about ecstasy of dance
15. Established the New York City Ballet
18. Isadora
19. Dancing as part of a drama or musical
20. Type of dancing closely related to modern dance

Down:
1. During this age dance became an art form
2. The choreographer of “West Side Story”
4. Ballet position with feet turned out
5. Ballet position with heels of both feet touching
7. Type of dance developed in America
9. She was a contemporary American modern dancer
11. Combination of exercise and dance
12. Early dance productions in the theater
14. Brought ballet from Russia to North America
16. Producer of some of the modern ballet conventions
17. She was a great American modern dancer
Use the clues below to discover words in the above puzzle. Circle the words.

1. During this age dance became an art form
2. She was a contemporary American modern dancer
3. Dancing as part of a drama or musical
4. The choreographer of “West Side Story”
5. Type of dance developed in America
6. Isadora
7. Producer of some of the modern ballet conventions
8. Brought ballet from Russia to North America
9. Type of dancing closely related to modern dance
10. She was a great American modern dancer
11. Romans thought dance was _____
12. Early dance productions in the theater
13. Italian who choreographed Don Quixote and Swan Lake
14. Ballet position with feet turned out
15. Ballet position with heels of both feet touching
16. Early Greek who wrote about ecstasy of dance
17. Combination of exercise and dance
18. Established the New York City Ballet
19. Number of foot positions in classical ballet
20. Developed modern dance

Name: ___________________    Date: __________
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

Field events are competitions which involve jumping and throwing: the long jump, the high jump, the javelin throw, the discus throw, the hammer throw, the pole vault and the shot-put.

HISTORY OF FIELD SPORTS

Track and field events are commonly known as “athletics” in England and on the European continent. Such events are among the oldest form of competitive sports ever recorded. These events were encouraged among young athletes in ancient Egypt and Asia.

The Olympic Games, which are held every four years, showcase the talents of international athletes who specialize in track and field events. Other competitions for track and field participants include the European, Commonwealth, African, Pan-American and Asian competitions.

HOW THE SPORTS ARE PLAYED

THE LONG JUMP

The long jump, formerly known as “the broad jump,” is con-
sidered the least difficult of field events. The most important ingredients for success in this jump are an agile body and “springy” legs, which is a popular way of describing legs whose muscles are capable of the kind of explosive power required to hurl the mass of the body a long distance.

The long jump requires the athlete to jump from a takeoff board and leap into the air. There are four basic parts to this jump: the approach, the takeoff, the airborne position and the landing.

The **approach**: An athlete is allowed three separate tries in this jump. As the runner approaches the takeoff board, he/she uses a sprinter’s stride with the knees kept high and the arms moving back and forth rapidly. Achieving the correct approach speed is critical. An approach that is too fast or too slow will adversely affect the final jump.

The **takeoff**: As soon as the runner’s toe hits the takeoff area or toe board, his or her body should be held straight. The runner then moves forward and upward. The takeoff leg comes out while the opposite leg moves forward and the arms and head swing up.

The **airborne position**: Once the runner is in the air, the arms must be kept up without allowing them to fall behind the body. The legs should remain in a semi-sitting position, although they should not be too far forward.

The **landing**: As the runner lands, the back is straight but not rigid, with head and arms held forward. Falling with the legs forward is essential since the jump is measured from the edge of the takeoff board to where the heels break the surface of the sand. If a runner falls back at this point, the jump is measured from the point where he or she fell.

**THE HIGH JUMP**

The goal of the high jump is to go over a thirteen-foot-long raised bar without knocking it over. A good high jumper needs two main attributes: excellent leaping skills and precision control.
High jumpers get three attempts to finish the jump. There are three common techniques for high jumping: the scissors kick, the Fosbury flop and the straddle roll.

The **scissors kick** is taught to beginners since it is considered the easiest of the three moves to learn. The runner approaches the high bar from the right, using seven to eight steps in his or her approach. Then he/she jumps with a push from the left leg as the right leg moves to cross the bar. The left leg then follows the right leg over the bar. The jumper will appear to spectators to be in a sitting position for the split second while in the air.

The **Fosbury flop** was created in 1968 by U. S. Olympic champion Dick Fosbury. As the jumper moves toward the high bar, he or she places a foot parallel to the bar. The jumper then springs up, twisting the back toward the bar, arches the back, and arcs over the bar to fall backward, head first. Once the hips clear the bar, the chin is tucked into the chest to help protect the head on landing. A large foam rubber pit is used to break the fall of all jumpers using this move.

In the **straddle roll**, the jumper’s stomach faces the ground as it goes across the bar. The arms are tucked in and the trailing leg is bent at the knee. The head and hips are rotated as the jumper goes over the bar.

In all high jumps, a coach should always be present to oversee practice sessions. The high jumps are complicated to perform correctly, so it is important that all young athletes be properly supervised during practice.

**THE JAVELIN THROW**

The javelin throw is one of the oldest field events known to humankind. It was introduced in the Olympic Games of 708 B.C. as a direct descendent of spear-throwing contests.

The javelin throw involves hurling a long, hollow, spear-like shaft over the athlete’s shoulder at the end of an ap-
Javelin throwing looks deceptively simple to the casual spectator. However, it is quite difficult to execute correctly. Many times, spectators have been injured from incorrect throws, so it is important to exercise caution in this event.

The javelin rests in the palm of the hand, held firmly but not tightly by the fingers. The thumb and index fingers are the most important throwing fingers. The throw itself can be broken down into seven basic steps. As it is with a golf swing, these seven parts of the javelin throw should appear as a smooth, flowing movement:

1. Sprint forward with the javelin, maintaining good balance as you move forward.
2. Drop the arm holding the javelin to about waist level.
3. Keep the arm holding the javelin bent as you point the javelin up and away from the body.
4. Twist your body as you plant one leg firmly while the other leg crosses over and extends.
5. Bring the extended leg down as your body leans backward and you prepare to throw.
6. Push off with your back foot as your body and arm move forward.
7. Throw the javelin in one fluid motion. Note that the actual release of the javelin is a whip-like motion. The javelin must land with the point in the ground, although it does not have to stick in the ground.

**THE DISCUS THROW**

The discus is perhaps the single item most often associated with field events. The discus was mentioned as early as the 8th century B.C. in accounts of athletic contests. Today it continues to be an important part of the Olympic Games.
The discus is a four-pound, saucer-shaped object. A two-pound discus is usually used in women’s competitions. It is thrown from a circle measuring about eight feet in diameter. Here is how to throw the discus:

1. Start the throw facing the rear of the circle. Hold the discus with the index finger and thumb around the outer edge and the palm against the center of the discus. You must remain inside the throwing circle at all times; otherwise, the throw is not considered legal.

2. Spin your body while completing one and a half turns before releasing the discus.

3. Then throw the discus with a snapping motion of the arm. Despite its weight, a properly thrown discus will seem to sail through the air like a Frisbie. Each thrower performs the event three times.

Like the javelin throw, the discus throw looks simple but is hard to do well. The first man to throw the discus over 200 feet was Al Oerter at the 1956 Olympic Games. Oerter set four world records in this event.

**SHOT PUT**

The shot is a 16-pound metal ball (9 pounds for women). It is not thrown; instead the arm is extended at the elbow (straightened) to push or heave the shot away at a 45 degree angle. The shot is pushed or heaved from a circle seven feet in diameter. Since the ball is so heavy, many shot putters practice weight training in preparation for this event. Remember that you need explosive power to do the shot put. Consequently, if you weight train for the shot put, you should work not for strength alone, for but fast, explosive power in pressing movements such as the bench press. Shot putters tend to be among the larger athletes in track and field events; some weigh up to 300 pounds. Here is how to do the shot put:

1. Hold the shot in the palm of your hand, with the elbow bent and the shot resting against your neck, just below the ear. Face opposite the direction in which you will aim the shot.

2. Spin your body 180 degrees across the circle in order to gain momentum.
Be careful to turn your head away from the shot during the turn in order to avoid injury.

3. Extend your arm with an explosively fast movement, and snap the shot into the air with a snap of your fingers.

**HAMMER THROW**

Many professional athletes consider this the most difficult of the events to learn. The hammer throw requires great strength as well as precision.

The “hammers” used in the event are not traditional building tools, but metal balls attached by a wire to a handle. The entire piece of equipment weights 16 pounds. Here’s how to do the hammer throw:

1. Grasp the handle and swing the hammer around your body a minimum of four times to gain momentum.

2. When you have gained maximum momentum and are at precisely the point in your spin that will send the hammer in the right direction, release the hammer into the air. Timing is everything in this throw.

This event was one dominated by Irish Americans. John Flanagan set 17 world records and won three Olympic events between the years 1900 and 1908. After 1930, this event came to be dominated by Eastern European athletes.

**POLE VAULT**

Pole vaulting requires superior upper body strength, balance, control, agility and great courage. In short, it is an extremely difficult event, requiring hours of gymnastics and weight training in preparation for its performance. Here’s how to do the pole vault:

1. Hold the 16-foot-long fiberglass pole with both hands.

2. As you start your run toward the crossbar, keep a firm grip on the pole with
both hands. Lift the pole to a horizontal position. One arm should be bent at the elbow, and held against the body with the hand near the ear as it grips the pole. The other arm should be bent at the elbow but held out away from the body, with the hand still gripping the pole.

3. As you approach the crossbar, drop the tip of the pole and securely place it into the ground at the spot prepared for it.

4. Kick off with your legs, and at the same time pull up with your arms so that your body makes an arc as the pole helps propel you through the air.

5. As you go over the crossbar, push the pole backwards so that it does not knock over the crossbar. Most vaulters go over the crossbar backwards (see the description of the “Fosbury Flop” under the High Jump above).

6. Tuck your head in to avoid injury and fall over the bar to the padded area below.

**EQUIPMENT AND CLOTHING**

Field event clothing is traditionally loose-fitting to allow for maximum freedom of movement. Tank tops are standard for men, leotards or shirts for women. Shorts are standard for both.

**FIELD EVENTS NOTES AND NEWS**

In recent track and field event news, 2001 saw records fall in track and solid performances by participants in field events. Track usually dominates the track and field news, but if you have ever watched field events on television or in person, you know that they can be as dramatic as any track event.
The 2004 Olympic Gold Medal winners in Field events were as follows:

**Men's Events**

<table>
<thead>
<tr>
<th>Event</th>
<th>Contestant</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Jump</td>
<td>Stefan Holm</td>
<td>Sweeden</td>
</tr>
<tr>
<td>Pole Vault</td>
<td>Timothy Mack</td>
<td>United States</td>
</tr>
<tr>
<td>Long Jump</td>
<td>Dwight Phillips</td>
<td>United States</td>
</tr>
<tr>
<td>Triple Jump</td>
<td>Christian Olsson</td>
<td>Sweeden</td>
</tr>
<tr>
<td>Shot Put</td>
<td>Yuriy Bilonog</td>
<td>Ukraine</td>
</tr>
<tr>
<td>Discus Throw</td>
<td>Virgilijus Alekna</td>
<td>Lithuania</td>
</tr>
<tr>
<td>Hammer Throw</td>
<td>Koji Murofushi</td>
<td>Japan</td>
</tr>
<tr>
<td>Javelin Throw</td>
<td>Anreas Thorkildsen</td>
<td>Norway</td>
</tr>
<tr>
<td>Decathlon</td>
<td>Roman Sebrle</td>
<td>Czech Republic</td>
</tr>
</tbody>
</table>

**Women's Events**

<table>
<thead>
<tr>
<th>Event</th>
<th>Contestant</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Jump</td>
<td>Yelnea Slesarenko</td>
<td>Russia</td>
</tr>
<tr>
<td>Long Jump</td>
<td>Tatyana Lebedeva</td>
<td>Russia</td>
</tr>
<tr>
<td>Triple Jump</td>
<td>Frangoise Mbango Etone</td>
<td>Cameroon</td>
</tr>
<tr>
<td>Shot Put</td>
<td>Yumileidi Cumba</td>
<td>Cuba</td>
</tr>
<tr>
<td>Discus Throw</td>
<td>Natalya Sadova</td>
<td>Russia</td>
</tr>
<tr>
<td>Javelin Throw</td>
<td>Osleidys Menendez</td>
<td>Cuba</td>
</tr>
<tr>
<td>Heptathlon</td>
<td>Carolina Kluft</td>
<td>Sweeden</td>
</tr>
</tbody>
</table>

Five top two finishes helped the Florida State men’s track and field team to its first-ever Outdoor Track and Field team title. For the women, Auburn also won the team’s first-ever national title, scoring 57 points to easily outdistance Southern California, which placed second with 38.5 points.

Winners for some events in 2006:

- **High Jump (Mens)**: Jesse Williams (Southern Cal) - 7 ft 7 inches
- **Long Jump (Mens)**: Artures Abolins (Nebraska) - 26 ft 3 inches
- **Discus**: Vikas Gowda (North Carolina) - 198 ft 8 inches
- **High Jump (Womens)**: Desinee Hooker (Texas) - 6 ft 2 inches
- **Triple Jump (Womens)**: Tabia Charles (Miami) - 44 ft 11 inches
- **Pole Vault (Womens)**: Lacy Janson (Florida State) - 13 ft 11 inch

The NCAA updates winners at their web site: http://www.ncaa.org
STUDENT RESPONSE PACKET
FIELD EVENTS

NAME _____________________________

DATE _____________________________

WHAT TO DO

The following questions will help you to have a greater appreciation and understanding of field sports. 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 obtained from participating in field events?

2. Name the seven typical field events in competition.

3. What are the chief physical requirements for success in the long jump?

4. What are the four basic parts to the long jump?
5. What is the goal of the high jump?

6. What is the scissors kick? the Fosbury Flop? the straddle roll?

7. Describe the six steps by which the javelin throw is executed.

8. What are the “hammers” used in the hammer throw?

9. What are the physical requirements for pole vaulting?

10. How is the pole vault executed?
Name: ___________________    Date: __________

Across:
2. One must have this at the maximum when throwing the hammer
3. Height in feet of high jump bar
5. First part of the long jump
9. English name for track and field events
11. Number of events in field sports
12. Weight in pounds of the men’s discus
13. This jump is also known as the broad jump
14. Invented a high jump style named the “flop”
16. Weight in pounds of the men’s shot put
18. This roll is a type of high jump style
20. This event is similar to throwing a spear

Down:
1. Last part of the long jump
4. Kind of power needed for the long jump
6. The javelin rests here before the throw
7. Second part of the long jump
8. Type of high jump kick
10. Type of legs needed for the long jump
15. J. Flanagan holds this many hammer-throw records
17. Inside a javelin
19. The pole _____ event has a high bar
Use the clues below to discover words in the above puzzle. Circle the words.

1. Weight in pounds of the men’s shot put
2. First part of the long jump
3. Inside a javelin
4. Height in feet of high jump bar
5. Second part of the long jump
6. Type of high jump kick
7. The pole _____ event has a high bar
8. English name for track and field events
9. Number of events in field sports
10. Last part of the long jump
11. J. Flanagan holds this many hammer-throw records
12. The javelin rests here before the throw
13. Invented a high jump style named the “flop”
14. Type of legs needed for the long jump
15. This jump is also known as the broad jump
16. One must have this at the maximum when throwing the hammer
17. This event is similar to throwing a spear
18. Kind of power needed for the long jump
19. This roll is a type of high jump style
20. Weight in pounds of the men’s discus
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

Track events are closely related to field events. This packet will deal with five traditional track events: the dash, the steeplechase, the hurdle, the relay race and the distance race. Running as a sport did not become popular in America until 1871, when the first track meet was held in New York City. Eventually, track and field events became so popular that the Intercollegiate Association of Amateur Athletics in America (ICAAAA) and the National Collegiate Athletic Association (NCAA) were organized to govern/oversee these events and the rules that control them.

HISTORY OF TRACK SPORTS

Early human beings were forced by their environment to run. They both ran after animals when hunting for food, and ran from other animals who were themselves hungry. This running consisted of jumping over bushes, fallen trees, ditches and other obstacles. Hunting and gathering techniques were taken into battle as skirmishes between tribes made survival important.

In between hunting parties and wars, running and jumping became leisure-time activities that people chose to do as athletic events. Sometimes the object was to compete against others; at other times, the athlete simply wanted to test himself or herself. Running
events were recorded in Greece as early as 776 B.C. They were also part of athletic competition throughout the Middle Ages and on through the Renaissance and into modern times.

Over 2,000 years after the earliest Greek track events, in 1912, the International Amateur Athletic Federation (IAAF) was founded to function as the governing body for track and field sports all over the world.

Today, as many as 25 events may be included in a track and field meet. The track events at the championship level include the 100, 200, 400, 800, 1500, 5000 and 10,000-meter runs, the 3000-meter steeplechase, the 110- and 400-meter hurdles and the 400 and 1500-meter relays.

HOW DIFFERENT TRACK EVENTS ARE DONE

THE DASH

Dashes, or short runs, are also called sprints. The athlete must attain maximum speed in minimum time in order to compete successfully in these races. Like many field events, dashes are deceptively simple. Almost everyone has run fast at some point in his or her life. But competition-level runners in the dash must develop superior stamina, flexibility and muscular strength. The dash is NOT as simple as it looks! Here’s how it’s done:

1. Getting off to a good start in short races is crucial. Many races are lost at the starting line! The rules require that you start in a “crouch” position—with both feet and both hands placed on the track with the heels placed against the starting block. These starting blocks are anchored to the ground and are adjustable to runners of every size and height. The block gives you a solid base from which to push off.

2. At the command, “On your mark,” place your feet on the starting block.

3. At the second command, “Set,” lift your body until your back is almost parallel to the ground, with the hips slightly above the level of the shoul-
ders. This is called the “ready position.”

4. As the starting gun is fired, push off from the starting block with explosive force, keeping the body forward and the head low at the beginning of the run.

Both psychological and physical considerations enter into running the dash. Being aware of the competition’s strengths and weaknesses is as critical as being a skilled and aggressive runner. Patience and determination are also essential attributes for the competitive runner in this event.

**THE HURDLE**

Hurdle competition is not running and leaping, but making running leaps over the hurdles. You do not jump over the hurdle. Instead, as you reach the hurdle, you lift your legs and tuck them up so that they barely clear the top of the crosspiece.

Traditionally, there are two types of hurdle races—the 120-yard (110 meter) high hurdle and the 440-yard (403 meter) intermediate hurdle. The hurdles are 42 inches (1.06 meters) high in the 120-yard event and 36 inches (.91 meters) high in the 440-yard event. The distance from the starting line to the first hurdle is 49 1/4 yards (45.03 meters). The ten hurdles are placed at 38 1/4-yard (34.9 meter) intervals across the running lanes. Here’s how to do the hurdles:

1. As you cross a hurdle, your body will be leaning forward. The arm opposite the lead leg crosses the hurdle first. If the left leg leads, the right arm crosses the hurdle first.

2. As you cross the hurdle, tuck your legs up so that they barely clear the top of the hurdle.

3. After you have crossed the hurdle, land so that the body’s weight will still be forward, in front of the lead leg. Landing with the weight so far forward can throw a careless runner off balance. Thus, it is often recommended that the left leg become the lead
leg in order to help the runner maintain a better balance upon landing, especially around curves in the track.

4. Continue running with no interruption of your rhythm to the next hurdle. If you do this maneuver correctly, your upper body will barely move vertically as you cross the hurdle.

RELAY RACING

Relay racing (or teamwork racing) uses a four-person team of sprinters, each of whom runs approximately the same distance. The first person to run is the leadoff, and the last to run, usually the best runner on the team, is called the anchor.

Even a team with four fast runners isn’t assured of victory. Relay racing demands not only speed but teamwork. The crux of relay racing is the act of passing a baton or stick to the next team member without dropping it and without losing speed during the pass. If the baton is dropped, the runner who dropped it is disqualified and his/her team finishes last. If speed is lost in the passing of the baton, positions can be lost.

The Visual Pass and the Blind Pass are two types of passes used in relay racing. Here’s how these two passes are done:

The Visual Pass

1. The receiver of the baton starts running so that his/her speed will match that of the oncoming runner.

2. As the two runners approach each other, the receiver looks over his/her shoulder and extends the receiving arm back toward the oncoming runner. The receiver has his or her palm up as the pass takes place.

3. The oncoming runner passes the baton to the receiver, who then moves ahead and continues the race.
4. The oncoming runner quickly slows down and leaves the track.

**The Blind Pass**

1. The receiver starts running as the oncoming runner approaches.

2. As they draw near to each other, the receiver waits for the baton holder to run about seven inches from him/her and then begins to move forward.

3. The receiver, meanwhile, moves with the receiving arm extended back toward the passer. As the pass is made, the receiver pulls the baton from the passer’s hand and runs faster as the passer slows down.

**LONG DISTANCE RUNNING**

Distance running refers to races over 800 meters and longer. Middle distance races are generally designated as those between 800 and 2,000 meters. Long-distance races are those of 3,000 meters or more. Regardless of the actual number of meters involved, however, distance running requires endurance, stamina, tremendous concentration and self-pacing to prevent exhaustion.

A runner in a middle-distance race must learn to relax while using a controlled leg movement. He or she must also master optimum hip rotation and learn to adjust the stride—a shorter stride if the race is slow, a longer one for a faster race.

Each mile in a race can be divided into four segments. The first segment is a brisk run. The second segment is taken at a comfortable stride. The third segment is run at a stride that allows the runner to conserve energy, while the fourth segment starts slowly but ends with a burst of speed. The third segment is often considered the most critical part of the mile because it is the point where many runners are tiring, both physically and mentally.

Long-distance runners need good judgment and a keen eye for assessing the abilities of other runners on the track. They
also need to develop a game plan for winning each race.

**STEEPLECHASE**

This event requires that the athlete combine the skills of a hurdler and the endurance of a long-distance runner. The steeplechase is comprised of running and jumping over 28 hurdles and 7 water jumps. In the Olympic Games, this race is approximately 3,280 yards long.

Originally, the name “steeplechase” referred to a country horse race over obstacles. Eventually, English students began to attempt the race on foot and in 1889, the event was introduced into the United States.

**EQUIPMENT AND CLOTHING**

Track clothing is traditionally light in weight and allows complete freedom of movement. This usually means tank tops or sleeveless shirts. The bottom hem of track shorts is well above the knee, and sometimes the shorts have slits up the sides. Shoes are especially important, since different events require different shoe designs. The soles of the shoes are cleated.
# TRACK EVENTS NOTES AND NEWS

Below you will see a list of many Gold Medal winners of Track events in the 2004 Olympics in Athens, Greece.

**Men’s Events**

<table>
<thead>
<tr>
<th>Event</th>
<th>Contestant</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEN 100 METERS</td>
<td>Justin Gatlin</td>
<td>United States</td>
</tr>
<tr>
<td>MEN 200 METERS</td>
<td>Shawn Crawford</td>
<td>United States</td>
</tr>
<tr>
<td>MEN 400 METERS</td>
<td>Jeremy Wariner</td>
<td>United States</td>
</tr>
<tr>
<td>MEN 800 METERS</td>
<td>Yurii Borzakovskiy</td>
<td>Russia</td>
</tr>
<tr>
<td>MEN 1500 METERS</td>
<td>Hicham El Guerrouj</td>
<td>Morocco</td>
</tr>
<tr>
<td>MEN 5000 METERS</td>
<td>Hicham El Guerrouj</td>
<td>Morocco</td>
</tr>
<tr>
<td>MEN 10,000 METERS</td>
<td>Kenenisa Bekele</td>
<td>Ethiopia</td>
</tr>
<tr>
<td>MEN 400 METER HURDLES</td>
<td>Felix Sanchez</td>
<td>Dominican Republic</td>
</tr>
<tr>
<td>MEN 3000 STEEPLECHASE</td>
<td>Ezekiel Kemboi</td>
<td>Kenya</td>
</tr>
<tr>
<td>MEN 400 METER RELAY</td>
<td></td>
<td>Britain</td>
</tr>
<tr>
<td>MEN 1600 METER RELAY</td>
<td></td>
<td>United States</td>
</tr>
<tr>
<td>MEN 20 KM WALK</td>
<td>Ivano Brugnetti</td>
<td>Italy</td>
</tr>
<tr>
<td>MEN 50KM WALK</td>
<td>Robert Korzeniowski</td>
<td>Poland</td>
</tr>
</tbody>
</table>

**Women’s Events**

<table>
<thead>
<tr>
<th>Event</th>
<th>Contestant</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOMEN 100 METERS</td>
<td>Yuliya Nesterenko</td>
<td>Belarus</td>
</tr>
<tr>
<td>WOMEN 200 METERS</td>
<td>Veronica Campbell</td>
<td>Jamaica</td>
</tr>
<tr>
<td>WOMEN 400 METERS</td>
<td>Tonique Darling</td>
<td>Bahamas</td>
</tr>
<tr>
<td>WOMEN 800 METERS</td>
<td>Kelly Holmes</td>
<td>Britain</td>
</tr>
<tr>
<td>WOMEN 1500 METERS</td>
<td>Kelly Holmes</td>
<td>Britain</td>
</tr>
<tr>
<td>WOMEN 5,000 METERS</td>
<td>Meseret Defar</td>
<td>Ethiopia</td>
</tr>
<tr>
<td>WOMEN 10,000 METERS</td>
<td>Xing Huina</td>
<td>China</td>
</tr>
<tr>
<td>WOMEN 100 METER HURDLES</td>
<td>Joanna Hayes</td>
<td>United States</td>
</tr>
<tr>
<td>WOMEN 400 METER HURDLES</td>
<td>Fani Chalkia</td>
<td>Greece</td>
</tr>
<tr>
<td>WOMEN 800 METER RELAY</td>
<td></td>
<td>Jamaica</td>
</tr>
<tr>
<td>WOMEN 1600 METER RELAY</td>
<td></td>
<td>United States</td>
</tr>
<tr>
<td>MARATHON</td>
<td>Mizuki Noguchi</td>
<td>Japan</td>
</tr>
<tr>
<td>WOMEN 20KM WALK</td>
<td>Athanasia Tsoumeleka</td>
<td>Greece</td>
</tr>
</tbody>
</table>
With his historic performance at the NCAA Division I Men’s and Women’s Outdoor Track and Field Championships, LSU sprinter Xavier Carter joined Jesse Owens in a very exclusive club.

Carter and the Ohio State legend are the only men to win four events at a single NCAA meet.

“I feel honored to be in the same sentence with Jesse Owens,” Carter said. “He started track and field in the United States.”

The other club is even more exclusive. Carter is the charter member, and he might remain the only member for decades to come.

The powerful LSU sophomore became the first athlete, male or female, to win the 100- and 400-meter dashes at the NCAA Championships.

In a 33-minute time frame, LSU’s “X-Man” won the 100 in 10.09 seconds and the 400 in a lifetime-best 44.53. He then finished off a remarkable day by anchoring LSU to victory in the 4 x 400 relay. The day before, Carter ran the second leg on LSU’s winning 4 x 100 relay team.

“I feel that I succeeded in reaching the goal I set,” Carter said. “I pretty much had a good day.”

That might be the understatement of the year, but the same could be said for the Florida State and Auburn teams. Top-ranked Florida State won the first men’s NCAA track title in school history, scoring 67 points to finish well in front of LSU (51) and Texas (36).

Auburn’s women entered the NCAA meet ranked ninth in the country by the U.S. Track and Field and Cross Country Coaches Association. The Tigers left Sacramento with their first-ever national title after scoring 57 points. USC (38) and South Carolina (37) finished second and third in the women’s team race.

Some of the 2006 NCAA Women Track Standouts are listed on the next page.
### Event Winner Time

<table>
<thead>
<tr>
<th>Event</th>
<th>Winner</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 Meters</td>
<td>Shalonda Solomon (South Carolina)</td>
<td>22.62 seconds</td>
</tr>
<tr>
<td>400 Meters</td>
<td>Gloria Williams (Iowa)</td>
<td>51.11 seconds</td>
</tr>
<tr>
<td>1500 Meters</td>
<td>AMy Lia (Washington)</td>
<td>4 minutes, 15.27 seconds</td>
</tr>
<tr>
<td>400 Hurdles</td>
<td>Clora Williams (Texas A&amp;M)</td>
<td>51.11 seconds</td>
</tr>
</tbody>
</table>

**Some of the 2006 NCAA Men Track Standouts**

<table>
<thead>
<tr>
<th>Event</th>
<th>Winner</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 Meters</td>
<td>Walter Dix (Florida State)</td>
<td>20.03 seconds</td>
</tr>
<tr>
<td>400 Meters</td>
<td>Xavier Carter (LSU)</td>
<td>44.53 seconds</td>
</tr>
<tr>
<td>1500 Meters</td>
<td>Vincent Rono (South Alabama)</td>
<td>3 minutes, 44.07 seconds</td>
</tr>
<tr>
<td>400 Hurdles</td>
<td>Michael Tinsley (Jackson State)</td>
<td>48.25 seconds</td>
</tr>
</tbody>
</table>

Stay on top of the latest track events at the college level by visiting the NCAA web site at: http://www.ncaa.org

Remember that there are many exciting events in this sport on the high school level. Keep your eyes on the standouts at these levels of competition and you may someday see them again among the international champions. For example, Alan Webb recently smashed Jim Ryun’s 36 year-old national high school record in the mile. Webb erased a legend from the record books with his confident running at the Prefontaine Classic with a time of 3 minutes 53.43 seconds. Webb’s mile was fastest by any US runner since Richie Boulet’s 3:53.26 in 1998.

And watch for developments concerning the next Olympic Games to be held in Beijing: http://www.en.beijing2008.com

Other track sites of interest are:

- http://www.trackandfieldnews.com/
- http://www.trackonline.com/
- http://trackwire.rivals.com/
STUDENT RESPONSE PACKET
TRACK EVENTS

NAME _____________________________

DATE ______________________________

WHAT TO DO

The following questions will help you to have a greater appreciation and understanding of track events. 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 the physical benefits to be gained from participating in track as a sport?

2. What are the five traditional track events?

3. Describe why the starting position is so crucial to the dash or short run.

4. It is often said that both psychological and physical considerations enter into a successful dash. What are these factors and why are they so important?
5. What is the hurdle competition and what are the two types of hurdle races?

6. Why is it sometimes recommended that the left leg be used as the lead leg in hurdles?

7. Why does relay racing depend as much on teamwork as on the speed of the individual runners?

8. What is a “visual pass?”

9. What is a “blind pass?”

10. Describe how the receiver should be positioned to receive the baton in the visual pass.
Name: ___________________    Date: __________

Across:
3. One of the associations that control track events
8. Number of sprinters in a relay race
9. Direction of minimum movement in crossing hurdle
12. Another name for the dash
13. An association of colleges that supervises track events
14. Position with hips slightly above shoulder level
15. Traditional number of hurdle types
16. This is passed in a relay race
17. This race involves water jumps and hurdles

Down:
1. Type of relay pass
2. One of the five track events covered in this packet
4. The last runner in a relay race
5. Number of water jumps in a steeple-chase
6. Direction of body weight after crossing hurdle
7. Track events held here in 776 BC
8. Height in inches of hurdles
10. Federation that controls track all over the world
11. Name of first sprinter in a relay race
12. Second command when starting the dash
16. The sprinter puts his or her feet here at the start of the race
Use the clues below to discover words in the above puzzle. Circle the words.

1. Type of relay pass
2. Direction of body weight after crossing hurdle
3. Name of first sprinter in a relay race
4. An association of colleges that supervises track events
5. One of the five track events covered in this packet
6. The last runner in a relay race
7. Federation that controls track all over the world
8. The sprinter puts his or her feet here at the start of the race
9. Track events held here in 776 BC
10. This is passed in a relay race
11. Second command when starting the dash
12. Number of water jumps in a steeplechase
13. This race involves water jumps and hurdles
14. One of the associations that control track events
15. Height in inches of hurdles
16. Position with hips slightly above shoulder level
17. Direction of minimum movement in crossing hurdle
18. Another name for the dash
19. Traditional number of hurdle types
20. Number of sprinters in a relay race
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

Racquetball is a relatively new game which continues to grow in popularity. It can be played competitively or simply for fun and relaxation.

HISTORY OF THE GAME

Racquetball is an offshoot of the game of tennis. It’s tempting to make comparisons between the two sports but we have to be careful not to be misleading! According to many pros, excelling in one of the racquet sports does not necessarily guarantee top performance in another.

Racquetball is a young sport, having originated in the United States in the 1950s. Although it is strenuous and physically challenging, it does not entail chasing balls all over a court. But like tennis, it does require both superior physical dexterity as well as the ability to strategize quickly and effectively.
HOW RACQUETBALL IS PLAYED

BASIC RULES

Racquetball can be played alone, against one opponent as a singles game, or with four players as a doubles game.

In racquetball, the first team or player to score 21 points (or to score 11 points if the opposing players remain scoreless) wins. A match is won by the first side to win two games.

The server or serving side tries to win each volley by serving or returning the ball so that the opposition is not able to keep the ball in play. Points can be scored only by the side that is serving when it makes an unreturnable serve or wins a volley. When the serving side loses the volley, it automatically loses the serve (called “a handout”).

THE COURT

Competitive racquetball is played on a four-walled room with a ceiling. The typical court is 20 feet wide, 40 feet long and 20 feet high, with six playing surfaces: the front wall, back wall, two side walls, the ceiling and the floor.

Lines divide the court into sections:

The short line runs parallel to the front wall and divides the court into front and back courts.

The service line runs five feet in front of the short line and parallel to it.

The service zone is the area between the short line and the service line.

The service boxes are formed by lines that run 18 inches away from and parallel to the two side walls. During a doubles game, the server’s partner stands in one of the boxes during the serve.
PLAYING TECHNIQUES

STROKES

Racquetball is played with three basic strokes: backhand, forehand and overhand.

In the **backhand** stroke, the key point to remember is that the face of the racquet must hit the ball perpendicular to the floor just past the right leg. Your body is bent slightly facing the left wall (right wall for left-handed players). The right arm is raised so that the racquet head is above your left ear. The weight is on your left leg until the racquet is swung; then the weight shifts to your right leg as your arm swings across the front of your body.

As you swing the racquet, keep your eyes on the ball. After you hit the ball, let your arm follow through the arc of the swing until it straightens out again.

The **forehand** stroke is easier to perform than the backhand stroke. However, the body motions used in this stroke are almost identical with those used in the backhand stroke. The racquet is held perpendicular to the floor. The racquet contacts the ball just past the left leg.

The key to the forehand stroke is to bring the racquet arm back behind your head as fast as possible before starting the downswing. Also, keep your wrist cocked back so that it snaps as the racquet meets the ball.

The **overhand** stroke is the least-used stroke in racquetball. It is often used for ceiling shots. It’s also widely used by beginning players who are not yet sure of the other moves.

In this stroke, move your racquet arm back and hold it at a 90-degree angle. The overhead motion is similar to tossing a ball in the air. Extend your racquet arm forward as if you were trying to smash the ball.
THE SERVE

As with tennis, the serve is where the game of racquetball begins. The player who serves is the only one who can earn points. As in tennis, the exchange of the ball between players after the serve is called the “volley.”

The proper way to serve is to bounce the ball and hit it with the racquet against the front wall of the court. As mentioned above, a handout (losing the serve) can occur if there is a foot fault or a bad serve. Three kinds of errors can result in losing the serve:

A foot fault occurs when the server’s foot extends over the foot boundaries. Two successive foot faults result in a handout.

A bad serve occurs when the ball hits the ceiling, floor or any of the other walls of the court before it hits the front wall.

A handout occurs when two successive faults are committed. This can occur when the ball hits the short line on a serve (this is called “a short”), or when the ball hits the rear wall on a serve before it bounces (this is called “a long”).

TYPES OF SERVES

The three most important serves in racquetball are the Power Serve, the Lob and the Zee.

The power serve (or “Power Drive”) is the most common serve used by skilled players. When done correctly, this serve is difficult for the player’s opponent to return. A serve which is impossible to return is called an “Ace.” On a low bounce, the ball is hit with full strength to a point on the front wall so that the ball rebounds only a few inches high off either side wall.

The lob is a much softer serve than the Power Serve. The ball is hit to the top of the front wall so that it rebounds to either side wall and hits the floor near the rear wall. The closer the ball to the rear wall, the more difficult it is
for the receiver to return it.

The **zee** is a specialized serve. In this serve, the ball follows a twisted path that resembles the letter “Z.” Ideally, the ball will strike the front wall 8 to 16 feet above the floor. It rebounds onto the side wall and travels across the court, bounces on the floor, and hits the opposite side wall. The ball cannot hit the first side wall before it hits the front wall.

The Zee is a complicated and tricky serve. Considerable practice is required before a player can use it effectively.

**SERVE RETURNS**

Two rules of thumb when returning balls are:

1. If a ball is below the knee, the player should run toward it and return it.
2. If the ball is above the knee, the player should wait for the ball to rebound off a wall and then return it.

Five other basic rules also should be kept in mind during a game:

1. When the ball is being served, stand at least five feet behind the short line.
2. A ball cannot be returned until it has passed the short line.
3. The ball must be returned before it hits the floor twice. The ball can also be returned on the fly or before it touches the floor.
4. A ball should hit the front wall first. However, it can hit the
ceiling or side walls before it reaches the front wall. It must not touch the floor before it touches the front wall.

5. If you swing at the serve and miss, you can recover and make a legal return.

EQUIPMENT AND CLOTHING

Any type of loose, non-binding garments can be worn to play racquetball. Many players wear shorts or lightweight sweatpants and a T-shirt.

Beginning players might also consider wearing protective eye gear. Occasionally, serious eye injuries occur in racquetball because of the enormous force of the ball. Canada requires protective eye gear of all racquetball players, but the United States has yet to pass such a law.

RACQUETBALL NOTES AND NEWS

America has two national racquetball organizations: the American Amateur Racquetball Association (AARA) and the United States Professional Racquetball Association (USPRA). The AARA publishes the official racquetball tournament rules and sanctions racquetball events. The USPRA exists primarily to promote the sport of racquetball and the racquetball teaching profession.

Some of the top racquetball magazines are Killshot, P. O. Box 8036, Paducah, KY 42002-8036; Racquetball, published by the AARA; and Racquetball Today, published by the West Publishing Company.

In addition to print media sources, the Internet has many sources. If your school has a computer department with Internet links, you might look at The United States Racquetball Association’s website at: http://www.usra.org

At this site you can see the very latest information about the sport at both the amatuer and the professional level. The USRA is active in sponsoring High School programs that involve young players interested in representing their schools at the annual U.S. National High School Championships. Recent USRA High School Champions include the athletes listed on the next page.
Boy’s High School Singles

<table>
<thead>
<tr>
<th>Year</th>
<th>Champion &amp; High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>Mike Keddie, Memorial HS (New Hampshire)</td>
</tr>
<tr>
<td>2004</td>
<td>Joey Lakowske, Crescent Valley High (Oregon)</td>
</tr>
<tr>
<td>2003</td>
<td>Dan Sheppick, Rex Putnam HS (Oregon)</td>
</tr>
<tr>
<td>2002</td>
<td>Steven Klaiman, Episcopal HS (Texas)</td>
</tr>
<tr>
<td>2001</td>
<td>Jack Huczek, Adams HS (Michigan)</td>
</tr>
</tbody>
</table>

Girl’s High School Singles

<table>
<thead>
<tr>
<th>Year</th>
<th>Champion &amp; High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>Katie Ferguson, Catlin Gabel (Oregon)</td>
</tr>
<tr>
<td>2004</td>
<td>Kelley Fisher, Centerville HS (Ohio)</td>
</tr>
<tr>
<td>2003</td>
<td>Adrienne Fisher, Centerville HS (Ohio)</td>
</tr>
<tr>
<td>2002</td>
<td>Adrienne Fisher, Centerville HS (Ohio)</td>
</tr>
<tr>
<td>2001</td>
<td>Adrienne Fisher, Centerville HS (Ohio)</td>
</tr>
</tbody>
</table>

The USRA Intercollegiate program is designed to aid in the development of intercollegiate and intramural programs. Recent USRA Intercollegiate Champions:

Men’s Collegiate Singles

<table>
<thead>
<tr>
<th>Year</th>
<th>Champion &amp; University</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>Matt Melstar, Colorado State</td>
</tr>
<tr>
<td>2004</td>
<td>Jack Huczek, Oakland University</td>
</tr>
<tr>
<td>2003</td>
<td>Jack Huczek, Oakland University</td>
</tr>
<tr>
<td>2002</td>
<td>Jack Huczek, Oakland University</td>
</tr>
</tbody>
</table>

Women’s Collegiate Singles

<table>
<thead>
<tr>
<th>Year</th>
<th>Champion &amp; University</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>Diane Meyer, Oregon State</td>
</tr>
<tr>
<td>2004</td>
<td>Kristen Walsh, University of Utah</td>
</tr>
<tr>
<td>2003</td>
<td>Kristen Walsh, University of Utah</td>
</tr>
<tr>
<td>2002</td>
<td>Krystal Csuk, Baldwin Wallace University</td>
</tr>
</tbody>
</table>

Every four years, the Pan American Games are held the summer before the Olympics. In 2003 Pan American Games were held in the Dominican Republic. The United States took a first in each category of racquetball competition and the team championship went to the USA as well.

Racquetball is an exciting sport to play or watch. Try the Internet for more up-to-date information about this fast-paced game.
**STUDENT RESPONSE PACKET**

**RACQUETBALL**

NAME _____________________________

DATE _____________________________

**WHAT TO DO**

The following questions will help you to have a greater appreciation and understanding of racquetball. 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. From which other sport was racquetball derived?

2. What are some of the physical benefits to be gained from playing racquetball?

3. Who wins a game in racquetball and how? Who wins a match and how?

4. Describe the typical racquetball court.

5. What are “service zones?” “service boxes?”
6. Describe three basic types of strokes in racquetball.

7. It’s often said that “the serve is where the game of racquetball begins.” Why is this true?

8. What three kinds of errors can result in losing a serve?

9. What are the three basic types of serves in racquetball?

10. If a ball is below the knee, what should the player do? What should he/she do for a ball above the knee?
Across:
2. Points can only be earned by this player
4. The lob is a _____ serve than the power serve
5. The court often has four of them
10. Stroke with the palm of the hand facing the ball
11. A serve which is impossible to return
12. Error when two successive faults are committed
13. Decade of the 20th century when racquetball originated
15. Type of bounce where ball is hit with full strength
17. A ball should hit this wall first

Down:
1. Stroke often used for ceiling shots
2. The line that runs five feet in front of the short line
3. One important type of serve
6. Another important type of serve
7. A specialized serve
8. Stroke with the top of the hand facing the ball
9. The primary tool of the racquetball player
13. This fault is a serving error
14. The line that runs parallel to the front wall
16. Service areas formed by lines 18" away from side walls
17. Length of the court in feet
Use the clues below to discover words in the above puzzle. Circle the words.

1. The line that runs five feet in front of the short line
2. Decade of the 20th century when racquetball originated
3. Stroke with the palm of the hand facing the ball
4. Stroke often used for ceiling shots
5. A ball should hit this wall first
6. Stroke with the top of the hand facing the ball
7. The line that runs parallel to the front wall
8. This fault is a serving error
9. One of three important serve types
10. A serve which is impossible to return
11. The court often has four of them
12. The primary tool of the racquetball player
13. The lob is a _____ serve than the power serve
14. Length of the court in feet
15. A specialized serve
16. Type of bounce where ball is hit with full strength
17. Error when two successive faults are committed
18. One of three important serve types
19. Service areas formed by lines 18" away from side walls
20. Points can only be earned by this player
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

Softball is a very popular sport in North America. Millions of children and adults play and enjoy this game. Softball has been played in the United States and Canada since the late 1800’s. An International Softball Federation was formed in 1952. This organization coordinates international competition and regular regional and world championship tournaments for men and women. In 1996 softball was added as an Olympic sport. In that same year the United States became the first gold medal winner of this new Olympic sport.

The fundamentals of softball are the same as those of baseball. Batting and fielding is similar in both games. Softball is played on a smaller field, however, and the game is seven innings long instead of nine. In softball, the ball is pitched underhand, whereas in baseball the pitch is overhand or sidearm. Base stealing is permitted in both games, but in softball the runner must keep in contact with the base until the pitcher throws a pitch.

There are many variations to the game of softball; some are officially recognized and others are not. In Chicago, for example, Windy City or Cabbage Ball is played with a 16-inch ball and without gloves. In Maine and Alaska, people play softball in the snow. In California, a game has developed called Over the Line: OTL players don’t use gloves and they don’t run bases. These variations of the game exist in many regions, however, fast-pitch and slow-pitch softball are the two dominate the games in North America.
HISTORY OF THE GAME

The game of softball began in Chicago, Illinois on Thanksgiving Day in 1887. Several young men at the Farragut Boat Club were waiting for a telegraph to see who won a Yale-Harvard football game. While waiting, one man threw an old boxing glove at a friend. He in turn hit it with a broom handle. Another friend, George Hancock, grabbed the glove, tied it into a sphere and said, “let’s play ball!” The friends chose up sides, and the first game of softball began.

After the game, Hancock created a crude ball that was larger than a baseball. He then drew up a list of rules and decided that the game could be played in a field much smaller than a regular baseball field. He thought an area like a school gym would be just right for this new game of softball.

In 1887 several softball teams were formed in Chicago. It was not long before the game spread to other parts of the country. Hancock wrote the first set of rules in 1889. As new teams formed, they adopted new rules. One of the obvious differences between the teams was the lack of a standard bat or ball size.

Eventually, a committee of the Amateur Softball Association was formed and met in 1933 to set standard rules. Today the game of softball is played worldwide with standard sets of rules. There are still three sizes of balls in use: 12-inch, 14-inch, and 16-inch. The 12-inch ball is the most popular.

The first softball fast-pitch national tournament for both men and women was held in 1933 in Chicago. More than 350,000 people attended the three days of playoffs. In later years the national tournament was held in a variety of large cities. Today the Amateur Softball Association crowns national champions in both fast-pitch and slow-pitch, with fast-pitch dominating international competition.

HOW THE GAME IS PLAYED

The game starts as the batter steps into one of the batter boxes on either side of the home plate. The pitcher then tries to throw the ball through the batter’s strike zone using an underhand motion. For slow pitch, the strike zone is between the shoulders and the knees. For fast pitch it is between the armpits and the knees.
If the batter doesn’t swing and the ball passes through the strike zone, the umpire will call a “strike.” But if the ball pitched is outside the strike zone and the batter doesn’t swing, the umpire calls the pitch a “ball.” The batter can get a strike if he swings at a pitch and misses. He can also get a strike if the ball is hit into foul territory. A batter remains at the plate until she hits a ball into fair territory, takes four balls for a walk to first base, or gets three strikes for an out. If the count is already at two strikes, a foul ball will not be called a strike unless it’s a “three fouls and you’re out” league.

If the batter hits a fair ball, the defense can make a force-out by throwing the ball to first base before the runner gets there. The umpire will call the runner out as long as the first base player has control of the ball and a foot on the bag. If another runner is already on base, the defense will often choose to pick off the lead runner. It’s important to remember that if the lead runner doesn’t have to run, a fielder must tag the runner to get an out. For example, a runner on second base doesn’t have to go to third if first base is empty. If the runner heads to third, the person playing third will place the ball in his glove and touch the runner with it to get the runner out. The defense can tag an offensive player who overruns second or third base.

The defense can also get the batter out by catching a fair or foul ball on a fly. After a fly ball for an out, all runners on base must tag up (they must be touching their original base until the ball is caught). When a fly ball is hit deep into the outfield, a runner may tag up and then run to the next base. Since the runner doesn’t have to run, he or she must be tagged out.

The offense scores a run when a person makes it all the way around the bases without being tagged or forced out. Each team bats until there are three outs. An inning is completed when both teams have batted. The visiting team bats first. This is called the top of the inning. The home team bats second, or in the bottom of the inning. Softball games last seven innings unless there is a tie or the game is rained out. The team with the most runs wins.

THE PLAYING FIELD

Softball is played on a diamond-shaped field with bases located at each corner of the diamond. The field is divided into an infield and an outfield.
The dimensions of the field vary with the type of softball being played and the age and sex of the players. These differences ensure that the field is appropriate for the strength and skill level of the players using it. For example, in a ten-year-old boys’ game the pitcher stands 35 feet from the batter. In order to hit a home run the batter must hit the ball over a fence 175 feet away.

In a men’s slow pitch league, on the other hand, the pitcher throws from 65 feet away and the outfield fence is 300 feet away. Most field dimensions, including distance from the pitching rubber to home plate, length between the bases, and distance to the outfield fence, will be slightly smaller for a fast pitch game than for a game of slow pitch.

THE VARIOUS FORMS OF SOFTBALL

Although the many games of softball have similarities, they also have some basic differences. Each type has a number of rules that regulate the style and speed of pitching.

For example, modified pitch eliminates two of the fastest and most difficult-to-hit pitches (the “windmill” and the “slingshot”) that are used in straight fast-pitch softball. Slow-pitch rules require, among other things, that the ball travel within minimum and maximum limits of arc when pitched. One form of slow pitch is played with a ball that is 16 inches in diameter, which is much larger than the standard 12-inch ball.

Since slow pitch has a larger field, it uses more players than fast pitch. Fast pitch is played with nine people while slow pitch adds an extra player to the outfield to make ten. Slow pitch, unlike baseball or fast pitch, sets limits on the number of out-of-the-park home runs allowed per inning. Depending on the league’s classification, this number can range from zero to 12. The batter will be called out for any home runs hit in excess of the limit.

THE PITCHER

Rules for the pitcher differ for each type of softball. An obvious reason for pitching rules is to make certain that a certain speed of pitch is thrown to the batter. Another reason is to ensure that the pitcher doesn’t confuse the batter and base runners with “fake” pitches.
Failure to follow the pitching rules will result in an “illegal pitch.” In fast pitch, the penalty for an illegal pitch is a ball called for the batter and an extra base for any base runners. In slow pitch, a ball is called for the batter but the runners do not advance automatically.

Men’s and women’s fast pitch softball have rule variations that determine the stance of the pitcher. Both games require the pitcher and the catcher to be in position before the pitcher is considered ready to pitch. The catcher must stay inside the catcher’s box until the ball has left the pitcher’s hand. When stepping up to the pitcher’s rubber, the pitcher should approach with both hands separated. The ball may be held in either the glove or the throwing hand. For men, one foot must be placed on the pitching rubber and the other may be on or behind the pitching rubber. Women must have both feet on the pitching rubber. In either case, the shoulders should be squarely facing the batter. Only at this time may the pitcher receive signals from the catcher.

When the pitcher is ready, both hands must be brought together holding the ball still in front of the body, for from one to ten seconds. The moment the pitcher takes one hand off the ball, the pitch proper has begun.

The pitcher may use any windup, but it is illegal to reverse the forward motion of the windup before the pitch is released. This will prevent the pitcher from throwing “fakes.”

In men’s play, the ball must be thrown with an under-handed motion with the hand below the hip. The wrist may not be further from the body than the elbow. When the pitcher takes a step forward, it must be taken at the same time as the delivery of the ball. The pitcher’s other foot must remain on the pitching rubber until the forward stepping foot has touched the ground. Women start with a different ready-to-pitch stance; the pitcher may allow her pivot foot to drag forward, off the pitching rubber, before her other foot touches the ground. She must make sure that her pivot foot, in leaving the pitching rubber, remains in contact with the ground.

Unless there are base runners that may be stealing the
next base, the catcher should return the ball only to the pitcher. This eliminates wasting time and the danger that a ball could actually be called for this infraction.

The pitching in *modified pitch* softball is very similar to fast pitch, but the ball is released a little lower, since the pitchers begin with both feet on the pitching rubber. In modified ball, the pitcher may not use the windmill or sling-shot pitches.

Slow pitching regulations are a simplified version of the fast pitch regulations. To start, a pitcher must simply pause with the ball held in front of his body, keeping a foot on the pitching rubber. When pitching, the pivot foot must be kept in contact with the rubber but the other foot may step either forward, or backward during the pitch. In slow pitch softball the ball must not be delivered at excessive speed: two such offenses could result in the removal of the pitcher from the pitching position. After leaving the pitcher’s hand, the ball must arc at least six feet from the ground before crossing home plate. A pitch’s maximum height off the ground in slow pitch is 12 feet.

**EQUIPMENT**

Bats come in a variety of lengths, weights and shapes. Usually a player has a good chance of finding a bat that meets her needs. The bat used should be an official softball bat that is clearly marked “Official Softball” by the manufacturer.

An official bat must be round and can be made from wood, metal, bamboo, plastic or laminated wood. It must not exceed 38 ounces in weight. Metal bats must be free of burrs and any rough or sharp corners. Wooden bats must be made either from one piece of hard wood or from a block of laminated wood.

An official softball bat must not be longer than 34 inches or have a diameter greater than 29/32 inches. All bats must have some type of safety grip of cork, tape, or composition material. A batter can be called out for using an illegal bat and ejected for using an altered bat.

The official softball measures between 11 and 7/8 and 12 and 1/4 inches in circumference, weighs between 6 and 1/2 and 7 ounces. It has a center made of fiber kapok or of a cork-rubber mixture. The ball is covered in chrome-tanned horsehide or cowhide sewed in a seamless stitch with waxed thread. Cement applied to the underside of the covering
holds it to the ball.

Each player normally would furnish his own shoes and glove. Metal shoe spikes may be used if the spikes are no longer than three-fourths of an inch. Rounded metal spikes, such as track or golf spikes, are not allowed.

A ball player’s glove or mitt is her most important personal furnishing. A good player keeps her glove or mitt in fine condition, keeping it free from dirt. Only the catcher and the first baseman are allowed to wear a mitt. The other players wear gloves.

The rules require a catcher to wear a mask in fast pitch and recommend one for slow pitch. Other catching equipment includes a chest protector and shin guards. In most cases the team sponsor will furnish the catcher’s equipment as well as the batting helmets. Batting helmets must be worn in fast-pitch games, not only by the batter but also by the base runners and the on-deck batter as she warms up.

Uniforms for all players must be identical in color, trim and fit. Undershirts that are exposed to view and worn by more than one team player should be of the same color. Ragged or torn sleeves on uniform shirts or undershirts are not permitted. Caps are also part of the official uniform.

SOFTBALL NOTES AND NEWS

The Amateur Softball Association registers over 260,000 softball teams annually. Today there are also more than 73,500 Junior Olympic Youth Softball Teams.

One of the greatest victories for softball enthusiasts occurred in 1991 with the addition of women’s fast pitch softball to the program of the 1996 Olympic Games in Atlanta, Georgia. In fact, the USA defeated China 3-1 to capture softball’s first Olympic Gold Medal. On that July 30, day a capacity crowd of over 8,700 witnessed the USA win behind the pitching of Michele Granger of Anchorage, Alaska and Lisa Fernandez of Long Beach, California.

Dot Richardson played shortstop for the 1996 U.S. Gold Medal Team. Dot was fully
committed to this team since she was willing to put her medical training on hold for a year. By profession Dot is an orthopedic surgeon. She is no stranger to international competition after playing on three Pan Am Games teams and in three International Federation world championships.

Fifteen women represented the United States in the 2000 Olympic Games in Sydney, Australia. The U.S. rebounded from a three-game losing streak to repeat as softball gold medalists, beating Japan 2-1. At age 39, Dot Richardson saw Olympic action again. She was the oldest team member.

The American women once again raised the bar for excellence in softball by claiming their third straight gold medal with a 5-1 win over the Aussies in the 2004 Olympics at Athens. If not for the Aussies scoring a run in the sixth inning of the final game, the U.S. team would have thrown up nine zeros in nine games--a perfect Olympics. The U.S. team broke virtually every team record and set individual marks in offensive, defensive and pitching categories. “This team got it done,” said pitcher Lisa Fernandez, who now has three gold medals.

The Arizona Wildcats won the 2006 Women’s College World Series on June 6, taking Game 2 of the championship series against Northwestern 5-0 for the 2-game sweep. The win marks the seventh national title for Arizona softball, and its first since 2001.

There are softball leagues and organizations all over the world, including many excellent high school and college softball programs. There are, however, still many people who play the sport informally just to have some fun and get a little exercise.
WHAT TO DO

The following questions will help you to have a greater appreciation and understanding of softball. 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. How is softball different than baseball?

2. How did the game of softball get started?

3. Describe the strike zones in softball.

4. What are the official regulations for a bat?
5. What are the official regulations for an official ball?

6. In fast-pitch games which players must wear helmets?

7. What is considered to be one of the greatest victories for softball enthusiasts?

8. When were standard rules for softball developed and by whom?

9. What are the three sizes of balls that are used in softball?

10. What are the ways a batter can get a strike called on her?
Name: ___________________    Date: __________

Across:

4. The city where softball began
6. Where “Over the Line” softball was developed
7. Each team bats until there are this many outs
10. This team bats first in a game
11. Number of called “balls” before a player walks to first base
12. The team with the most number of these wins the game
14. The player who wears a mask
18. The shape of a playing field
19. The person who wrote the first set of rules for softball

Down:

1. In 1993 this softball association set standard rules
2. The fundamentals of softball are the same as this game
3. The boat club where softball is said to have started
5. The most popular size softball in inches
8. A 1996 gold medal winner in softball
9. How a softball is pitched
13. The zone where the pitcher tries to throw her pitches
15. These are considered part of the official uniform
16. These come in a variety of shapes, lengths and weights
17. This team bats in the bottom of an inning
18. The team that is fielding is playing ________
Use the clues below to discover words in the above puzzle. Circle the words.

1. The player who wears a mask
2. The zone where the pitcher tries to throw her pitches
3. The shape of a playing field
4. The city where softball began
5. The most popular size softball in inches
6. How a softball is pitched
7. This team bats in the bottom of an inning
8. These come in a variety of shapes, lengths and weights
9. The fundamentals of softball are the same as this game
10. Each team bats until there are these many outs
11. A 1996 gold medal winner in softball
12. The team that is fielding is playing ________
13. The boat club where softball is said to have started
14. This team bats first in a game
15. The team with the most number of these wins the game
16. These are considered part of the official uniform
17. Number of called “balls” before a player walks to first base
18. In 1993 this softball association set standard rules
19. Where “Over the Line” softball was developed
20. The person who wrote the first set of rules for softball
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

Handball is one of the simplest of the sports, both to understand as a spectator and to learn as an active participant. It’s also an excellent way to stay in shape, since it combines many of the benefits of both calisthenics and jogging.

HISTORY OF THE GAME

Handball was first played in ancient Rome. In fifteenth century Spain and France, it was played as “pelota.” It was called “fives” in England in the sixteenth century. The current version of the game was developed in Ireland in the mid eighteenth century. Phil Casey built the first U. S. handball court in 1886.

Handball enjoyed a huge increase in popularity in the U. S. during the “fitness movement” that swept the country in the 1970s and 1980s. Handball fans saw the sport as a body conditioner which, unlike running or riding stationary bicycles, provided a social context for a demanding form of aerobic exercise.

Team handball, which incorporates many ele-
ments of handball as described below under “Basic Concepts,” was invented around 1890 by Danish track and field athletes as a conditioning sport. It was team handball that developed into the Olympic version of what is called “handball” in Europe and “team handball” in the United States.

Rules were standardized in 1924 by the International Handball Federation (IHP). Eleven nations met at the Olympic Games in 1928 to form the International Amateur Handball Federation and write the international handball rules. Handball was removed from the Olympic program in 1948. The U. S. Team Handball Federation (USTHF) was formed in 1959, and team handball was reinstated in the Olympics in 1972.

**HOW THE GAME IS PLAYED**

**BASIC CONCEPTS**

The crux of the game of handball is to keep returning the ball to the front wall. If the receiver does not return the ball, the server scores a point. If servers fail to return the ball, they lose the serve. A player can score only when he/she is serving. The first player to reach 21 points is the winner. The rules of the game can be summed up as follows:

1. The server bounces the ball, then hits it against the front wall. The serve must bounce back beyond the short line into the court. A fault occurs if the ball hits the ceiling or any of the other walls.

2. If two faults are committed, the server loses the serve.

3. The receiver must return the serve to the front wall. The ball is allowed to hit a side wall, for example, before hitting the front wall. The ball cannot touch the floor before it reaches the front wall.

4. The receiver cannot cross the short line until the ball has crossed the short
line first after a serve.

5. During the rally, either the server or receiver can return the ball before it touches the floor. The ball must be returned before it bounces on the floor twice.

The game of handball is organized so that two, three or four players can play. In Olympic team handball, each side has seven players. If only two people play, one is the server and one the receiver. When four persons play, it is called a doubles game. The server and his/her partner are the serving team and the other two players are the receiving team.

“Cut-throat handball,” or a three-person game, pits one person against the other two. One player is the server while the other two are receivers. This structure continues on a rotating basis until the first player with 21 points wins.

GAME STRATEGY

The game of handball is comprised of much more than running back and forth inside the court and hitting the ball. The game requires careful planning and strategizing in order to handle the various types of shots in the best way. Key skills for the handball player include learning to anticipate, concentrate and control.

It is often difficult for a more experienced player to anticipate shots when playing with a beginning player. New players often do things that seem illogical, and sometimes perform the various strokes poorly. It is helpful for the beginner to practice observing how more experienced players play and also simply to watch the flight of the ball around the court. With practice, it becomes easier to anticipate an opponent’s next move.

Concentration is a second major ingredient for success on the handball court. A handball player’s top priority during the game is to think about what the ball is doing or what it is going to do. Losing focus and concentration nearly always results in losing points, and perhaps, losing the game!
Maintaining control over the game at all times also can help a beginning player develop into a winning player. Control means remaining calm, collected, focused and confident. Being out of control means not thinking about strategy, not watching the ball, and/or losing one’s temper if a shot is missed.

**PLAYING TECHNIQUES**

**FOOTWORK**

A player’s hand work is not enough to win a game of handball. Footwork is equally essential to the skilled player.

If a player is right-handed, he or she will shift the body weight from the right back foot to the left front foot as the ball shifts. The legs should remain slightly flexed so that when the ball comes, the player can step into the ball.

**BASIC STROKES**

There are three basic strokes used in handball: the overhand, the sidearm and the underhand. While all three strokes are considered crucial to the game, the sidearm is thought to be the most important.

The **overhand** stroke in handball closely resembles a tennis overhand. But instead of a racquet hitting a tennis ball, the handball player’s palm and cupped fingers strike the handball. The ball is then stroked upward toward the ceiling and the arm follows through on the shot. This stroke requires great control and a “feather touch.”

The **sidearm** stroke is most frequently used because it is the serving stroke. The sidearm also allows the player to return the ball before it falls into the back court and therefore, is harder to return. The ball is returned as it crosses the mid-line of the player’s body. The player’s weight shifts from the back foot to the front foot, with the body kept low. The swing is parallel to the floor. The contact point with the ball is at the knee.
The underhand stroke is similar to a digging motion. This stroke is used mainly for “digging out” low balls and returning them to the front wall. Professionals advise against using this stroke for rallying, or exchanging shots with the opponent. Players often look like they are bowling when performing the underhand stroke.

**BASIC SHOTS**

There are also three basic types of shots in handball: the passing shot, the kill shot and the ceiling shot. All three shots are used in conjunction with all three types of strokes.

1. The **passing shot** does just that—it passes by the opponent. When an opponent is in front of a player, the player with the ball hits the ball to the front wall so that the ball rebounds out of the opponent’s reach. This shot typically scores more points than any other type of shot.

2. The **kill shot**, properly executed, is usually unreturnable. The ball is close to the floor, aimed at the bottom of the front wall. The player is in a crouching position as the ball is hit. The ball should be hit low so that it comes off the front wall with such a low bounce that there is no chance for the opponent to return it.

3. The **ceiling shot** is hit off the ceiling, close to the front wall. This is a defensive shot used to move an opponent out of the front court. The ceiling is considered the fifth wall in handball, as this shot proves. A good ceiling shot will often fluster and confuse an opponent who cannot handle a high overhand stroke.

**EQUIPMENT AND CLOTHING**

Handball is played on various types of courts, including those with one, three and four walls. The most common type of court is the four-wall court, although such a court actually has five hitting surfaces if one counts the ceiling.

The regulation handball court is 20 feet wide and
40 feet long. The front wall is 20 feet high while the back wall is at least 12 feet high. The service zone runs the width of the court and the service line is 15 feet from the front wall.

The rubber ball used during the game weighs only two ounces. Although it is small and soft, the ball can sting the player’s hand each time it rebounds from the wall. As a result, all serious handball players wear deerskin or goatskin handball gloves while playing.

**HANDBALL NOTES AND NEWS**

Although handball does not receive the publicity in the popular press enjoyed by football or basketball, over 3,000,000 players are registered worldwide with the International Handball Association. Add to this figure the number of unregistered people who play handball regularly at health clubs and other facilities and you will begin to understand just how popular this sport really is.

Team handball is an Olympic sport. Once an 11-man-per-side sport, it evolved into a 7-man-per-side sport between 1948 (when it was dropped from the Olympic roster) and 1972 (when it was reinstated). In 1976, women’s team handball was instituted. Team Handball was a part of the program at the 2004 Summer Olympics in Athens, Greece.

Handball - Men’s Team Handball Medal Results, 2004 Olympics:

<table>
<thead>
<tr>
<th>Medal</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>Croatia</td>
</tr>
<tr>
<td>Silver</td>
<td>Germany</td>
</tr>
<tr>
<td>Bronze</td>
<td>Russia</td>
</tr>
</tbody>
</table>

Handball - Women’s Team Handball Medal Results, 2004 Olympics:

<table>
<thead>
<tr>
<th>Medal</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>Denmark</td>
</tr>
<tr>
<td>Silver</td>
<td>South Korea</td>
</tr>
<tr>
<td>Bronze</td>
<td>Ukraine</td>
</tr>
</tbody>
</table>

Handball is also a popular sport in many colleges in North America. It is played both as a team sport and an individual sport. It has become more popular recently as new health clubs include handball courts to attract customers.

Handball is an exciting game that is enjoyed all over the world. Give it a try if you haven’t already. Find out more details on the results of the 2004 Olympic competition on the internet:  [http://www.abc.net.au/olympics/2004/](http://www.abc.net.au/olympics/2004/).
WHAT TO DO

The following questions will help you to have a greater appreciation and understanding of handball. 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 to be derived from handball?

2. On what types of courts can handball be played? What is the most common type?

3. What is the object of any game of handball?

4. Summarize the five rules of the game of handball.
5. Who always wins a game of handball?

6. True or False: Skilled hand work is enough to win any game of handball. Explain your answer.

7. Name and describe the three basic strokes used in handball. Which of the three is considered most important?

8. What are the three basic types of shots in handball? Name and briefly describe each one.

9. Why is learning to strategize such an important skill in handball?

10. Why does a winning handball player need to develop both concentration and control?
Across:
2. Number of basic strokes
4. It is often difficult for an experience player to play this type of player
5. Only this player can score points
8. He built the first US handball court in 1886
9. A three person game
12. This is the type of bounce with a kill shot
14. Stroke that uses the palm and cupped fingers
15. This shot is usually unreturnable
17. This shot goes by the opponent
18. Number of faults required for server to lose the serve

Down:
1. What handball was called in Spain in the 15th century
2. Times a ball can hit the floor before it must be returned
3. Maximum number of players involved in a game
5. Most important stroke in handball
6. This shot is hit off the “fifth wall”
7. As important as the hands in handball
10. Width in feet of a handball court
11. This is where handball originated
13. When four people are involved in a game it is called a _____ game
16. The ceiling is considered the _____ wall
Use the clues below to discover words in the above puzzle. Circle the words.

1. This shot is usually unreturnable
2. This shot goes by the opponent
3. A three person game
4. Maximum number of players involved in a game
5. Width in feet of a handball court
6. This is where handball originated
7. Times a ball can hit the floor before it must be returned
8. The ceiling is considered the _____ wall
9. As important as the hands in handball
10. This is the type of bounce with a kill shot
11. Only this player can score points
12. When four people are involved in a game it is called a _____ game
13. Stroke that uses the palm and cupped fingers
14. He built the first US handball court in 1886
15. This shot is hit off the “fifth wall”
16. Number of basic strokes
17. It is often difficult for an experienced player to play this type of player
18. Number of faults required for server to lose the serve
19. What handball was called in Spain in the 15th century
20. Most important stroke in handball
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

Karate is a system of unarmed defensive and offensive techniques. The word “Karate” means “empty hands” in Japanese. Karate is one of many martial arts whose defensive and offensive techniques are performed without knives, swords or other weapons. The basic techniques of Karate are punching, blocking, striking and kicking. Each of these basic techniques has many variations, depending on the situation and the persons involved.

HISTORY OF UNARMED FIGHTING SYSTEMS

Legend has it that early forms of unarmed defense were developed by Buddhist monks in their journeys from India to China during the third century B.C. Their beliefs prohibited them from using weapons to defend themselves. But the roads and trails were full of dangers from highwaymen and other thieves and murderers.

As a consequence, the monks developed different ways of defending themselves without using weapons. By the time they reached China, they had perfected secret and mysterious forms of unarmed defense, and were believed by many to be masters of magical powers and utterly invincible.
The Shaolin fighting techniques are thought to have been created by the first of these wandering Buddhists. Even today, a popular syndicated television show continues the legends of the Shaolin priests and their mysterious powers.

As word of these unarmed defense techniques spread to other countries, each locale developed its own version, with variations on the basic techniques. Thus in China, unarmed fighting became “Kung Fu,” while in Korea, it became Tae Kwon Do. In Okinawa, it became Okinawa-do (The Way of Okinawa) and in Japan, it became Karate. In modern times, systems have been developed which use combinations of Karate, Kung Fu, Tae Kwan Do, boxing and kick boxing. Notable among these systems is Jeet Kune Do, which was developed by the late Chinese television and movie star, Bruce Lee.

Unarmed fighting techniques were adopted by many as a means of attacking and defeating an enemy when weapons were either not available or were forbidden. Thus what started as a holy man’s means of peaceful self-defense became a “martial art” among other fighting techniques, such as kendo (swordfighting) and was incorporated into Ninjitsu, the art of stealth. During World War II, what American news commentators called “Jiu Jitsu” was a combination of various fighting skills, including Karate and Judo.

Karate became a sport in 1927 through the efforts of Okinawan Karate Master Gichin Funakoshi, the developer of the Shotokan style of Karate. Funakoshi worked out a system of scoring points which enabled Karatekas to compete without injuring each other. The Shotokan style is demanding, and requires great concentration and hard work to master.

Today, for many, Karate is primarily a sport, although some people learn Karate neither for the sport nor for self-control. Especially with the growing popularity of gang membership, and with the fantasyland Karate techniques shown in movies, many people mistake Karate for something that it is not.

In the words of Hidetaka Nishiyama, onetime head of the All America Karate Federation, “Karate is not fighting. Fighting is for animals. Karate is a way to stop fighting.” Nishiyama’s words echo those of the legendary Chinese General Sun Tzu, who said that the greatest general is the one who wins the battle without loss of blood or life. The
greatest Karateka, then, is the one who always wins an encounter, but is never drawn into a fight.

So what is the purpose of modern Karate? Does it teach you to beat up the members of your gang? No. The purpose of Karate is to teach you self-discipline and a new way of looking at conflict. This is not a mysterious concept. If you are so skilled that no one can touch you no matter how hard he or she tries, what is the need to fight such a person?

As it is with many sports, Karate has taken many forms in the United States. If you were to confine your knowledge of Karate to what you learn in popular magazines such as Black Belt, movies such as “Enter the Dragon,” “The Karate Kid,” “teenage Mutant Ninja Turtles,” or any of Jan Claude Van Damme’s movies, you might get the idea that Karate is about mysterious martial arts masters who live as gardeners, or psychotic sociopaths who spend their spare time beating people up, or rough, bloody fighters who claw their way to the top smeared with blood, or lovable fantasy characters who kick and chop their way into your imagination.

This, fortunately, is only Hollywood’s version of Karate. True Karate is something else altogether, as expressed by the great Shotokan master and founder of the Japan Karate Association, Master Funakoshi Gichin:

“The ultimate aim of Karate lies not in victory or defeat, but in the perfection of the character of its participants.”

In short, Shotokan Karate is not so much a way of fighting as it is a way of life. More attention is paid to strengthening one’s character than to strengthening one’s punch.

Many years ago, Mr. Takiyuki Mikami, an international champion and today a thoughtful, modest, brilliant instructor in the International Shotokan Karate Federation, shamed a group of rowdy American black belts who were students in a club he visited each month. He walked out onto the floor dressed in a sport shirt, a pair of slacks, and loafers.

With his hands in his pants pockets, he invited the four best black belts to attack him, all at once. Mr. Mikami was 5 feet, 5 inches tall and weighed about 130 pounds.
None of the black belts ever got close enough to land a punch, strike or kick. Mr. Mikami blocked every technique, without even bothering to take his hands out of his pants pockets, smiling all the time. After about ten minutes, when the four black belts were worn out and gasping for breath, Mr. Mikami walked toward them, still smiling, and told them that it was time for them to earn the belts they wore. He did foot sweeps and sent all of them to the floor. Then he walked away laughing. His hands had never left his pockets. Mr. Mikami’s performance had taught all of us that sometimes, a real Karateka needs only to injure an attacker’s pride in order to stop an attack.

As you learn Karate, you will participate in seven elements of training, each of equal importance:

Centering or meditation exercises, done to help you control your emotions and develop your powers of concentration

Body conditioning, including strength, power, endurance, stamina, and flexibility exercises.

Practicing the various stances (right forward, left forward, kibidachi, back stance, etc.).

Practicing the basic techniques of punching, striking, blocking, hooking and kicking by learning the precise bodily movements involved.

Punching, striking, hooking, blocking and kicking a “makawara” board (a tapered 4x4, covered with burlap) and other devices to toughen your knuckles and feet and to develop power in the basic techniques.

Kumite (sparring), to develop the ability to combine techniques spontaneously, according to the needs of the situation.

Learning and performing the “Kata” or “Heian,” which is a choreographed, formalized fight sequence done with an imaginary opponent. Katas are performed with great precision, and combine all the techniques of Karate into a system of flowing movements. In the Japan Karate Association (which teaches...
the Shotokan style) there is a different Kata for each rank promotion test.

HOW TO TRAIN FOR KARATE

It is impossible to learn Karate without the help of a trained instructor. As described by Mr. Mikami, the Shotokan school, for example, has a rigorous training program for instructors, which includes (for Chief Instructor) three years at the home dojo in Japan. A 4th degree black belt is required in order to enter the Chief Instructor school. After three years of study, work and intense instruction, a candidate is given one chance to pass the Chief Instructor’s test. Only if you pass this test will you be made a 5th degree black belt and a Chief Instructor. For these people, Karate is not a game. It is a way of life.

While there are many people who claim to be experts in Karate (and there are many “storefront” Karate studios all over the United States), one has only to watch a real Master to understand the difference between the pros and the amateurs. Many black belts are gifted, but few are Masters. As it is with any sport or physical skill, championship performance demands unswerving dedication to the sport and superb natural physical skills in performing. It is truly breathtaking to watch the real Karatekas perform their art.

KARATE TECHNIQUES

Below is a description of how to perform two of the many variations possible for each basic technique. Be sure to warm up with stretching exercises for the neck, chest, shoulders, arms, upper back, lower back, hips and legs before beginning any full-speed technique.

STRAIGHT PUNCH

Straight punches are practiced as follows. Stand with your feet a comfortable distance apart, knees slightly bent and leg muscles relaxed:

Assume a left forward stance:
1. Stand with your left foot forward, with the left leg bent at the knee so that your knee is over the second joint in the left big toe. Turn your left foot slightly inward at the toe.

2. At the same time, extend your right leg backwards at a shallow angle from the direction of your opponent, with the right knee slightly bent and the leg muscles tensed. Turn the right foot slightly outward at the toe. Turn the pelvis slightly to the right. Feel the stance and become aware of its strength. It provides you with the stable foundation you need to perform Karate techniques.

Now perform the punch:

1. Make a fist by curling the tips of your four fingers so that you fold them into the palm of the hand. Clamp the thumb across your finger.

2. Extend your left arm straight out in front of you, hand open and pronated (palm toward the floor). Bend your right arm at the elbow so that your right fist rests on the side of your pelvic bone. The right hand should be supinated (palm toward the ceiling).

3. Start the punch by rotating the hips in a counter-clockwise direction while straightening the right leg. Do this in slow motion until you get a feel for the movement.

4. At the same time, extend the right arm slowly to the front, while rotating the forearm counter-clockwise. When your arm is fully extended and level, your right hand should be pronated (palm toward the floor). Be careful not to hyperextend the arm—you may injure your elbow joint if you do. Position your arm so that an imaginary straight line running the length of your arm will go directly between the first and second knuckles of your closed fist.
5. At the same time you are straightening the right arm, bring the left arm back, make a fist with your left hand, rotate the forearm counter-clockwise and bring your left fist to your left side the way your right fist was at the beginning of the punch.

6. Now bring your right arm slowly to its original position by your side while extending the left arm to its original position. Repeat the motion slowly for 20 repetitions in order to get the feel of the technique. Performed correctly, the motion should flow smoothly, with the arms rotating as the punch is performed, and rotating again as the arms return to their starting positions. When you have become accustomed to the movement, try punching with the other arm. Then alternate arms.

7. Now gradually increase the speed as you straighten your arms. Work for precise form and smooth movements. Imagine that the entire force of your body is concentrated into the first two knuckles of your fist.

8. As you increase the speed of the punch, also concentrate on contracting every muscle in your body at what would be the point of impact if you were actually punching somebody. This is the physical component of what is called “focussing.” If performed properly, it will focus all of your power at the point of impact.


10. Do NOT run off and start breaking boards or trying to break bricks. Such activities are NOT Karate. They are carnival stunts. They can also split the cartilage in the knuckles, resulting in loss of finger movement and considerable pain.

**THE RISING BLOCK**

This technique is used to block punches to your abdomen, chest and face. The top of your forearm will collide with the bottom of the opponent’s forearm. Note that in this technique, the bony ridge of your forearm will strike against the soft muscular tissue of
your opponent’s forearm. Several perfectly executed rising blocks and your opponent’s forearm will be so sore that he or she will have trouble making a fist. Here’s how it’s done:

1. Assume a right forward stance, with legs and feet in the opposite positions as described in the left forward stance above. Then perform the block as follows. Start with your left arm extended toward your opponent and your right fist at your right side as it was when you started the punch described above. Hips should be almost facing the front.

2. Start the block by rotating the hips to the left.

3. Slowly and simultaneously bring the left arm back and down so that the fist ends at your left hip, while at the same time bringing the right arm up, staying close to the body, elbow bent, until it reaches a point where the fist is still clenched and the palm is turned toward the front, slightly above and in front of the forehead. The forearm should be at about a 45-degree angle to the floor.

3. Return both arms to their original positions and repeat the motion slowly until you get the feel of the technique.

4. Slowly increase your speed. Imagine that an opponent is performing a straight punch to your chest or face. The rising block is used to block such a punch.

5. Now try the technique with the left arm, slowly at first, then with increasing speed, focusing each time.

6. Alternate both arms for 20 repetitions.
EQUIPMENT AND CLOTHING

Most Karate Associations recommend a plain white cotton Gi (uniform). They come with a white belt, which you can dye different colors (green, purple, brown, black, etc.) as you go up through the ranks. The Gi is a traditional Karate uniform, and provides touch, durable, loose-fitting comfort and a full range of motion for all limbs.

The Gi also “reports to you” when you have performed certain techniques correctly. For example, when you do a straight punch or a rising block, focusing the punch should bring a cracking sound as the inside of the arm of the Gi pops against your forearm. Also, the fist that is brought to the side will make a cracking sound as it collides with the side of the Gi. When the real pros do these basic techniques, every movement is accompanied by a sharp crack of the Gi.

The belt must be tied in a certain way. Here’s how:

1. Start by holding the belt vertically in front of you, with the two ends held by the right hand. Then wrap the belt around you, so that the two ends come around from behind. This will put the belt across your abdomen, around the sides, with the ends coming around to the front.

2. Pull the two ends of the belt forward to make sure that you have an equal amount of belt for each side. Otherwise, when it is tied, one end of the belt will hang down lower than the other.

3. Cross the right end over the left end, then tuck it under the belt next to your body and then up. Change hands and pull tight.

4. Pull the end that now hangs to the right under the end that hangs to the left. At the same time, pull the end that hangs to the left over the other end, under it, and up through the loop that has formed.

5. Pull tight. If done correctly, you will see a laterally symmetrical knot with the ends hanging loosely on both sides of the knot.
KARATE NOTES AND NEWS

The development of Shotokan Karate in the United States is directed by the International Shotokan Karate Federation, which is the American branch of the Japan Karate Association (JKA). The ISKF is located in Philadelphia, Pennsylvania, and operates under the leadership of Chief Instructor Teruyuki Okazaki.

The ISKF has local organizations in many major U. S. cities. It has promoted true Karate in American colleges and universities for over 30 years. Intercollegiate tournaments are held under strict supervision. Contestants must reach a specified level of competence before they are allowed to compete. Competence is not limited to technique. It also includes attitude and character development.

Another center for Shotokan Karate is the Midwest Karate Association, located in Minneapolis and operated under the direction of Robert Fusaro, the highest ranking non-oriental in the Japan Karate Association. Mr. Fusaro, the son of an Italian tailor, learned Karate while serving in the Army in the Pacific during the Korean War.

Don’t expect to see lurid headlines about ISKF or JKA champions. If you want lurid headlines, buy a copy of Black Belt Magazine. Those who understand Karate know that the true winners are the ones whose characters are strengthened through the discipline of Karate. The real prize is inside.

In 2003 the Pan American Karate Federation sponsored the Junior Pan American Championships which were held in Richmond, British Columbia, Canada. There were both male and female competitions with ages ranging from 14 to 20. The style of Karate used in this competition is Kumite. Kumite is a form of freestyle sparring or fighting.

In the 14 -15 year-old category, the female first place winner in the +50 Kg. weight division was Keila Ortega of Venezuela and in the same category for boys, Angel Carillo of Mexico took a first. In the 16 -17 year-old category, the first place female winner in the +60 Kg. division was Marlene Gonzalez of Mexico and the male winner in the +75
Kg. division was Mathieu Miron of Canada. And in the 18-20 year-old bracket for females, first place in the +60 Kg. division went to Carmen Gutierrez of Mexico and Alex Rias of the United States won the top spot for 18-20 year old boys in the +80 Kg. division. Team Kumite championships went to Venezuela for the girls and Canada for the boys.

If you are interested in learning more about shotokan Karate, the following books will be helpful:


If you have access to the internet, you can keep up to date with what is happening in the world of karate at these sites:

http://www.usankf.org
http://www.jkr.com
http://www.itkf.org/
http://www.shidokan.com/
http://www.ska.org
STUDENT RESPONSE PACKET
MARTIAL ARTS: KARATE

NAME _____________________________
DATE ______________________________

WHAT TO DO

The following questions will help you to have a greater appreciation and understanding of Karate. 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. How did unarmed defense techniques develop? Why were they needed? Why not just use a knife or a sword?

2. Why is breaking boards called a carnival stunt by some Karate instructors?

3. List the names of several Karate styles, and match them with the country of their origin.

4. What does it mean to focus a Karate technique?
5. Describe the left forward stance in your own words.

6. Describe the rising block in your own words.

7. Who is Takiyuki Mikami and what lesson did he teach to the overconfident black belts?

8. Describe how Karate became a sport.

9. In your own words, describe the straight punch.

10. What is the ultimate purpose of Karate? What is the mark of a great Karateka? If you go into Karate training, what should be your ultimate goal?
Across:
4. The purpose of Karate is to teach self _____
8. Created Jeet Kune Do style
9. One of several Karate styles developed in Japan
11. Name of board used in Karate practice
13. Destination of the monks who created Karate
14. Formalized fight sequence with imaginary opponent
16. Man who developed Karate into a sport
17. Country in which Tae Kwan Do was developed
18. Karate means ____ hands

Down:
1. Punch made directly at opponent
2. Name of the temple where Karate was first taught in China
3. Sparring in Japanese Karate
5. Head of the All America Karate Federation
6. Number of basic stances
7. Buddhist monks who created Karate came from here
10. Bone that strikes opponent’s arm in rising block
12. He shamed a group of American black belts
15. Name of Karate uniform
16. Number of basic techniques
17. An instructor must spend three years here
Y A A K U M I T E L L Y M I T H E K R I K A O A T M C I O Y
N M A K A W A R A F E R F S T R A I G H T N S U M W R R Y
R I F A I K A E Y A E E S H A O L I N A D O M T S L U M M
E E A I G I E K C Y K N A T I L V I M O I T S A I T K N F
A M H A V F U N A K O S H I D Y K A S E S A I M A A S E I
M I E N I E H R I F G A G S Y G I A C K T W T K C A I
Y A I O I A L E K I K A E H D F A I K V P T I G O F I E S
A M I A N A Y I D S A V E I K I G O O H L I N S L E N Y N
I I L I M I V P R H A O I A F K C L R L I R D K U M A I I
F O R E A R M G A I M D E R O I G T E C N U I R M P A F Y
A F A I O R E K S A M I Y K R D F C E Y I S E E M P T Y I
O U N P S U K I O M A E I F K U Y T S O T K I N T K I P M
T Y L E H N I N O A O F M H A E I A A T Y I A A F S E O E
S K G N I M A L E S H O T O K A N I D O F T A T I I R T E
Y O G A V M V W E A I N T A A K E E R K I O I A A R Y S
H I A I K H A M A I N K T E M G A P I E E G Y I M H S U M

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

1. Buddhist monks who created Karate came from here
2. Destination of the monks who created Karate
3. The purpose of Karate is to teach self ______
4. Karate means ___ hands
5. Country in which Tae Kwan Do was developed
6. Formalized fight sequence with imaginary opponent
7. Head of the All America Karate Federation
8. One of several Karate styles developed in Japan
9. Punch made directly at opponent
10. Name of Karate uniform
11. He shamed a group of American black belts
12. Number of basic techniques
13. Name of the temple where Karate was first taught in China
14. Man who developed Karate into a sport
15. Created Jeet Kune Do style
16. An instructor must spend three years here
17. Bone that strikes opponent's arm in rising block
18. Sparring in Japanese Karate
19. Name of board used in Karate practice
20. Number of basic stances
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

Aerobic exercise conditions the cardiovascular system and improves performance in sports that require endurance, such as running and jogging. By conditioning the cardiovascular system, aerobics contributes to overall health and enhances the ability to use oxygen.

Perhaps the best way to describe how aerobics works is to explain how exercise improves the body’s ability to perform. Depending on which exercises you do, you may develop strength, endurance, stamina or power. However, as all sports trainers know, exercise is “specific,” which means that specific exercises produce specific results.

For example, exercises designed strictly to improve strength will not do much to improve your endurance. On the other hand, if you train for endurance alone (for example, by doing only long-distance running), you will not improve your strength significantly. This is why you often see runners who couldn’t bench press 200 pounds if their lives depended on it, and champion powerlifters who get out of breath just running across the street.
HISTORY OF AEROBICS

Aerobic activity has been around since warm-blooded animals first started running from predators. But “aerobics” as a popular type of exercise activity came into international popularity in the 1970s and 80s as part of the fitness movement in the United States. People wanted to lose weight, slim down, be healthy, and improve the quality of their lives. Aerobic training provided a means of accomplishing some of these goals.

At first jogging and running were the most popular forms of aerobic activity. Dr. Kenneth Cooper, James Fixx, and others wrote books on aerobics, running and the benefits of cardiovascular conditioning. Later, as trainers became more experienced in the ways in which aerobic benefits could be achieved and as more and more people were caught up in the fitness movement and began to join health clubs, different forms of aerobic training evolved.

One of the most popular forms of aerobic training is aerobic dance. Aerobic dance involves stepping, jumping, spinning and twisting motions that follow the beat of music played on a sound system. The intensity of this form of exercise can be increased either by increasing the tempo of the music, or by increasing the number or difficulty of the dance movements.

Aerobic dance is usually done in large groups, but can be done alone if desired. One can dance aerobically regardless of the type of music. However, the most popular aerobic dance music is rock, because of the fast rhythms and heavy beat.

Another form of aerobic training is called “circuit training.” Exercise machines by Universal, Nautilus, Cybex, Hydragym, Soloflex and other manufacturers enable a person to move rapidly from one machine to another with only a brief rest period between sets. Thus by using light weights and high repetitions on all the movements, these resistance-exercise machines can become aerobic-exercise machines.

HOW AEROBIC TRAINING WORKS

Depending on whether you are training for endurance and aerobic benefits or for strength, you will work different types of muscle fibers. Muscles are made up chiefly of two types
of fibers: (1) slow-twitch red fibers and (2) fast-twitch white fibers. The red fibers contract more slowly than the white fibers, but demand a greater amount of oxygen to do their work. White fibers contract faster than the reds, but demand less oxygen.

Aerobic exercise is a type of endurance training, and chiefly works the red muscle fibers, thus increasing the demand for oxygen. As the oxygen demand is increased, the cardiovascular system (the heart and lungs) is forced to work harder. In normal persons who have no cardiovascular disease, aerobic exercise increases muscular endurance and improves the ability of the cardiovascular system to meet greater oxygen demands.

By contrast, strength training chiefly works the white muscle fibers. The most effective method of strength training is done with what is called “progressive resistance” exercises in which both the resistance and the number of repetitions of the exercise movements are increased over a specified period of time. In short, working the white muscle fibers with progressive resistance exercises makes you stronger.

So if you want to improve your muscular strength (lifting heavier weights, etc.), you must do progressive resistance exercises in which you do a small number of repetitions with increasing resistance over a short period of time. If you want to improve the action of your heart and lungs while developing muscular endurance (running, etc.), you must do aerobic exercises with many repetitions with less resistance over a long period of time.

But remember that the best training program is one that includes both aerobic and strength training.

The “aerobic effect” of cardiovascular conditioning is achieved by reaching a target pulse rate. Trainers disagree about which pulse rate is an appropriate target and how long that pulse rate must be maintained. For example, Dr. Gabe Mirkin, who does the radio mini-programs called “Dr. Gabe Mirkin on Fitness,” says that to achieve cardiovascular fitness, you must push your heartbeat to more than 60 per cent of its maximum for at least 30 minutes three times a week.

On the other hand, Dr. Paul DeVore, in an article, “Cardiovascular Benefits of Strength
Training Exercises” (Iron Man Magazine, July, 1979) holds that the correct target pulse rate is between 70 and 85 per cent of the maximum heart rate as figured according to age-adjusted maximal heart rate charts. According to DeVore, these heart rates need be sustained for only 10 to 12 minutes for aerobic conditioning.

Dr. Kenneth Cooper, in his book, Aerobics, claims that a target pulse rate of 60 to 85 per cent of maximum should be maintained for between 12 to 30 minutes, and repeated at least several times a week.

Opinions thus vary about the number of beats per minute, the length of the workout at the target rate, and the number of workouts needed per week to achieve cardiovascular fitness. So don’t be surprised if you find contradictory figures from the many people who write about aerobics and cardiovascular conditioning.

SAMPLE AEROBIC EXERCISES

Aerobic exercises are sometimes categorized as “high impact” and “low impact.”

High-impact exercises involve movements that compress the ankle, knee and hip joints. Examples would include jogging on pavement or fast aerobic dancing with repeated jumps, done to a fast tempo on a hard gym floor.

Low-impact exercises are those which do not involve compressing the joints. An example would be circuit training with exercise machines, in which movements are done smoothly with no jumping or sudden pushing motions, or aerobic dancing that does not involve repeated jumping.

JOGGING

After a few minutes of stretching exercises, start to jog slowly, gradually increasing your speed. Don’t run (don’t have both feet off the ground at the same time) and don’t shuffle (don’t slide your feet). After a few minutes, look at your watch or pulse meter and increase or decrease your speed until you reach your target pulse rate. Sustain that rate for the duration of the session.

AEROBIC DANCE

Put a fairly fast number on your hi-fi, CD player or radio. Turn the volume up so you can
hear the beat. Warm up, then start slowly with dance movements or familiar floor exercises to the rhythm of the music. Make jumping jacks a dance movement by varying the direction of the jumps. Make twisting movements an aerobic exercise by doing them to fast music. Check your pulse, achieve the target rate, and sustain that rate for the duration of the session.

**CIRCUIT TRAINING**

Circuit training involves moving from one exercise machine to another with little or no rest between machines, until you have completed a circuit through a specified number of machines. Machines are better than free weights for circuit training, since you can change the amount of resistance quickly and easily by placing a pin or turning a dial, instead of having to load or unload plates and tighten barbell collars. If you belong to a health club that has a complete line of exercise machines, do the following:

1. Achieve your target pulse rate by varying the:
   - amount of weight or resistance
   - number of repetitions
   - speed with which the repetitions are done
   - duration of each set on a specific machine
   - duration of the rest period between machines

2. Use the machines that accomplish the following exercises. Be sure to do the exercises in the order listed so that you can pace yourself. You will alternate between large and small muscle mass exercises. Also, you need to learn two terms that are used in all sports training: “extend” and “flex.” When you straighten your arm or leg (as in a pushing movement), you EXTEND the arm or leg. When you bend your arm at the elbow or your leg at the knee, you FLEX the arm at the elbow and flex the leg at the knee. These handy terms will help you understand the exercises. Don’t forget to warm up before starting the circuit.
Here are the exercises by their common names, with the movements described in terms of extending or flexing the limb at the joint. Find a machine that will enable you to do these movements:

<table>
<thead>
<tr>
<th>EXERCISE</th>
<th>MOVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leg press</td>
<td>Extend the legs at the knees.</td>
</tr>
<tr>
<td>Arm curl</td>
<td>Flex the arms at the elbows.</td>
</tr>
<tr>
<td>Leg extension</td>
<td>Extend the legs at the knees, swinging the feet in an arc while keeping</td>
</tr>
<tr>
<td></td>
<td>the upper legs in the same position.</td>
</tr>
<tr>
<td>Bench press</td>
<td>Lie on your back and vertically extend your arms at the elbows.</td>
</tr>
<tr>
<td>Leg curl</td>
<td>Flex the legs at the knees, keeping the upper leg stationary.</td>
</tr>
<tr>
<td>Shoulder shrug</td>
<td>Raise the shoulders vertically while holding a weight or bottom-pulley</td>
</tr>
<tr>
<td></td>
<td>machine bar in front of you, starting with the shoulders down and the</td>
</tr>
<tr>
<td></td>
<td>arms straight down.</td>
</tr>
<tr>
<td>Cal raise</td>
<td>Lift your heels and rise up on the balls of your feet. Then slowly let</td>
</tr>
<tr>
<td></td>
<td>your heel come back down.</td>
</tr>
<tr>
<td>Wide-grip pull-downs</td>
<td>Using a wide grip, grasp a top-pulley machine bar and slowly pull it</td>
</tr>
<tr>
<td></td>
<td>down to the top of your chest. Then slowly let the bar return to the</td>
</tr>
<tr>
<td></td>
<td>starting position.</td>
</tr>
<tr>
<td>Spinal hyperextensions</td>
<td>Lie face down on the floor. Place your hands together at the small of</td>
</tr>
<tr>
<td></td>
<td>your back. Contract the back muscles and arch your body by lifting the</td>
</tr>
<tr>
<td></td>
<td>chest and the feet off the floor. Keep the knees straight.</td>
</tr>
</tbody>
</table>
Abdominal crunches  Put your hands across your chest, bend your knees, and flex the abdominal muscles without raising the small of your back off the floor. Hold at peak contraction for a count of 5 before lowering your back to the floor.

These and many other machine exercises can be incorporated into an aerobics training program. Just remember that the goal is not to lift heavy weights, but to reach your target pulse rate and sustain that pulse rate until you have completed the circuit of machines. Pace yourself. This can be an extremely exhausting exercise routine, especially if you are not in good shape and try to do too much.

EQUIPMENT AND CLOTHING

FOR JOGGING OR RUNNING

Wear light clothing that is suitable to the temperature, and which gives you a full range of movement. For example, wear shorts and a tank top indoors or during the summer; wear a jogging suit or sweats during the winter. Don’t allow yourself to get either too hot or too cold for comfort. Overheating can bring on heat stroke. Overcooling can result in pulled muscles and cramps. Be sure to wear good running or jogging shoes.

FOR AEROBIC DANCE

Wear a jogging suit or a leotard, and a good pair of gym shoes. Be sure you have a complete range of motion so you can do all the moves. Don’t skimp on footwear. Aerobic dance should NOT be done in ballet slippers.

FOR CIRCUIT TRAINING

Most gyms require workout suits that cover the arms and legs. This is to save the machines’ cushions and pads from deteriorating because of perspiration. Also, there is nothing more disgusting than having to do an exercise while sliding on someone else’s sweat. Wear a workout suit that fits the environment. If your gym is hot, wear something light. If it’s cold, wear a sweatsuit. Make sure that you have a good pair of gym shoes. You will be moving rapidly from machine to machine, and you will need a firm foundation.
NOTES AND NEWS

Aerobics is primarily a form of exercise: namely, an exercise that conditions the cardiovascular system by increasing the ability to use oxygen. But human beings have never been satisfied with merely exercising. Hence, the invention of aerobic dance: a way to do aerobics and have fun at the same time.

The intensity of this form of exercise can be increased either by increasing the tempo of the music, or by increasing the number and difficulty of the dance movements. Aerobic dance is usually done in large groups, but can be done alone if desired. Watch out for the group you join: the fitter the group, the more intense the exercise. If you are a beginner, you may want to start out on your own and get in shape; or better yet, find a beginners group made up of other people who are just starting out.

Most health club aerobic classes involve some form of aerobic dancing. it may not be called dancing, but it involves all the bodily movements of dancing, except that it is faster and more vigorous.

Here’s a typical aerobic dance routine:

1. Put a fairly fast number on your stereo, CD player or radio. Turn the volume up so you can hear the beat.

2. Warm up, then start slowly with dance movements or familiar floor exercises to the rhythm of the music.

3. Make jumping jacks a dance movement by varying the direction of the jumps.

4. Make twisting movements an aerobic movement by doing them to fast music.

Check your pulse, achieve the target rate, and sustain that rate for the duration of the dance session.

If you are interested in learning more about Aerobics, you might take a look on the
internet at these websites:

http://www.fitnesszone.co.za/aerobics.htm
http://www.turnstep.com
http://www.aerobics.com

Here you will not only learn about the latest formats and steps in aerobics but also get an up-date on competitions.

Aerobics is an excellent form of exercise and can be done almost anywhere. Give this conditioning technique a try if you haven’t already tried it.
STUDENT RESPONSE PACKET
AEROBICS

NAME _____________________________

DATE ______________________________

WHAT TO DO

The following questions will help you to have a greater appreciation and understanding of aerobics. 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 to be derived from aerobics?

2. What type of muscle fibers does aerobic training chiefly work?

3. What does it mean to say that exercise is “specific”?

4. What is a target pulse rate? Explain.
5. Describe how dancing can be done as an aerobic exercise.

6. Explain the difference between extending and flexing your arm at the elbow.

7. Why is running or jogging a good aerobic exercise? Explain.

8. What is the difference between high-impact and low-impact aerobics?

9. What is circuit training and how can it be aerobic?

10. Explain why a good exercise program should include both aerobic and resistance training.
Name: ___________________    Date: __________

Across:
5. The term used for describing the bending of an arm or a leg
6. They are made of two types of fibers
9. You can achieve your target pulse rate by varying the number of these
10. The arm _______ flexes the arms at the elbows
11. These muscle fibers do not require as much oxygen
13. He wrote a book on aerobics
14. This type of training works primarily with the white muscle fibers
15. The leg _______ extends the legs at the knees
16. Aerobic exercises help the body’s ability to use this element
18. The term used to describe the straightening of your arm or leg

Down:
1. This is one popular brand of exercise machine
2. This was the most popular form of aerobic exercise in the early years of aerobics
3. This organ is one part of the cardiovascular system
4. This exercise conditions the cardiovascular system
5. Aerobic exercise became part of this movement in the 1970s
6. This accompanies aerobic dance
7. A specific exercise produces this type of result
8. This type of training involves moving from one exercise machine to another with little rest
12. If you just train for strength, you will not improve this
17. These muscle fibers contract more slowly
Use the clues below to discover words in the above puzzle. Circle the words.

1. He wrote a book on aerobics
2. The leg ______ extends the legs at the knees
3. Aerobic exercises help the body’s ability to use this element
4. These muscle fibers contract more slowly
5. If you just train for strength, you will not improve this
6. A specific exercise produces this type of result
7. They are made of two types of fibers
8. You can achieve your target pulse rate by varying the number of these
9. Aerobic exercise became part of this movement in the 1970s
10. The term used for describing the bending of an arm or a leg
11. This type of training involves moving from one exercise machine to another with little rest
12. This organ is one part of the cardiovascular system
13. This exercise conditions the cardiovascular system
14. The arm ______ flexes the arms at the elbows
15. The term used to describe the straightening of your arm or leg
16. These muscle fibers do not require as much oxygen
17. This type of training works primarily with the white muscle fibers
18. This accompanies aerobic dance
19. This is one popular brand of exercise machine
20. This was the most popular form of aerobic exercise in the early years of aerobics