

LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: 91-25d
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: HP 213 Individual, Dual Sports and Adventure Activities
Suggested 20 Character Course Title: Indv/Dual Sp/Adv Act
Department: Health and Physical Education
Contact Person: Ms. Mary Louise Eltz, Ms. Kofie Montgomery, Mrs. Lois Clark

II. If a course, is it being Proposed for:

_____ Course Revision/Approval Only
_____ Course Revision/Approval and Liberal Studies Approval
_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u>Lois Clark</u> Department Curriculum Committee	<u>James Mill</u> Department Chairperson
<u>Mrs. M. M. Montgomery</u> College Curriculum Committee	<u>Harold E. Wingard</u> College Dean *
_____ Director of Liberal Studies (where applicable)	_____ Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____	Date to be published in Catalog: _____
to UWUCC: _____		

COURSE SYLLABUS

I. CATALOG DESCRIPTION

3 credits
2 lecture
4 lab hours
(4c-2l-3sh)

HP 213 Individual, Dual Sports and
Adventure Activities

Prerequisites: HP 210, Application of Theory to Motor
Development
HP 200, Fundamentals of Physical Activity

Provides historical and current status of individual and dual sports, as well as adventure activities. Includes, skill development, analysis of skilled performance, and strategies for planning and implementing instructional programs.

COURSE SYLLABUS

- I. CATALOG DESCRIPTION 3 credits
2 lecture
4 lab hours
(4c-21-3sh)
- HP 213 Individual, Dual Sports and
Adventure Activities

Prerequisites: HP 210, Application of Theory to Motor
Development
HP 200, Fundamentals of Physical Activity

Provides historical and current status of individual and dual sports, as well as adventure activities. Includes, skill development, analysis of skilled performance, and strategies for planning and implementing instructional programs.

II. COURSE OBJECTIVES

At the conclusion of the course the student will be able to:

- A. identify the historical significance of individual sport/activity.
- B. describe the nature, purpose and current trends in sport/activity.
- C. demonstrate and analyze basic skills and strategies from a beginning to an intermediate skill level.
- D. interpret rules and strategies.
- E. develop teaching progressions with sample teaching units, lesson plans, and evaluative methods and do peer teaching.
- F. identify and follow safety precautions for sport/activity.
- G. develop strategies for working with students in an atmosphere of mutual support.
- H. develop agility and motor coordination through tasks using a student evaluation instrument, and new games.
- I. express the self-satisfaction derived from working with and helping others in low and high risk activities.
- J. develop the skill of setting short goals that will lead to self-improvement.
- K. create solutions to adventure problems with peers.

III. COURSE OUTLINE

- A. Adventure Activities (12 hours)
U.M.P.A., The National Urban Modification Project
Adventure Program
1. History and current status of Project Adventure.
 2. Trust activities
 - a. Blind walk
 - b. Partner blind walk
 - c. Blind catch
 - d. Self lift
 - e. Trust fall to partner
 - f. Group levitation
 - g. Fall to group
 3. Cooperative Games
 - a. Untangle
 - b. Electric Spiderweb
 - c. Raging Rapid Creek
 - d. Building smoke stacks
 - e. Balloon keep it up
 4. Low and high risk activities
 - a. Safety Ropes
 - b. Tying knots
 - c. Making and using the swiss seat
 - d. Low risk rope climb
 - e. Low transverse wall walk
 - f. High risk ropes
 - g. High risk transverse walk
 - h. High climbing wall
 - i. Riding a zip line
 - j. Repelling
- B. Tennis and Platform Tennis (17 hours)
1. Introduction
 - a. history, values, etiquette, safety, equipment, official rules
 2. Basic Skills
 - a. volley (forehand, backhand and footwork)
 - b. forehand and backhand drives
 - c. serves (flat, top spin and slice)
 - d. lob
 - e. smash
 3. Strategy for singles and doubles play
 4. Correction of errors.

C. Golf (17 hours)

1. Introduction
 - a. History, equipment, safety, values
2. Basic Skills
 - a. Grips and address position
 - b. Full swing
 - c. Approach shots
 - d. Putting
3. Exercises and drills to build skills
4. Rules, terminology and etiquette
5. Playing strategy
6. Correction of errors

D. Track and Field (13 hours)

1. Introduction to cross country running (history and current status)
 - a. Rules and scoring
 - b. Officiating
 - c. Skill development
 - d. Race strategy
 - e. Training techniques
2. Track and field rules
 - a. Duties of officials
 - b. Order of events
 - c. Rules for running and hurdling
 - d. Rules for field event
 - e. Scoring
3. Instructional programs
 - a. Physiological biomechanical principles
 - b. Programs in flexibility and strength development
 - c. Planning for teaching/coaching
4. Running events
 - a. Mechanics of running and hurdling
 - b. Mechanics of sprinting, relays
 - c. Teaching strategies for running events
5. Throwing events
 - a. Biomechanical analysis for the shot put, discus, and javelin throws
6. Jumping events
 - a. Biomechanical analysis for the long jump, triple jump, high jump, and pole vault

E. Bowling (9 hours)

1. Introduction
 - a. History, current trends
 - b. Equipment selections
 - c. safety
2. Basic Skills
 - a. Grips
 - b. Set-up
 - c. Trial swing
 - d. One step delivery
 - e. Three step delivery
 - f. Four step delivery
3. Ball dynamics
 - a. Straight ball
 - b. Hook ball
 - c. Backup ball
4. Strike targeting
5. Spare targeting
6. Approach (Refinement)
 - a. Error correction
7. Delivery (Refinement)
8. Teaching children, older adults, and physically handicapped

F. Badminton and Pickleball (9 hours)

1. Introduction
 - a. History, trends, and current status
 - b. Equipment
 - c. Safety
2. Basic Skills
 - a. Grips (Cocking and uncocking)
 - b. Overhead shots
 - 1.) Defensive clear, attacking clear, fast drop shot, slow drop shot, smash
 - 2.) Backhand and around-the-head shots
 - c. Serves (Long and short)
 - d. Sidearm, underhand, and net drop shots
 - e. Footwork
3. Singles Strategy
 - a. Games (Modified, half-court)
 - b. Stroke drills (Combination)

4. Doubles Strategy
 - a. Doubles formations
 - b. Strategy unique to doubles
 5. Student mini-lessons
 6. Pickleball
 - a. History, values
 - b. Rules
 - c. Basic strokes
 - d. Doubles strategy
- G. Archery (9 hours)
1. Introduction
 - a. History, trends, current status
 - b. Safety
 - c. Equipment
 - d. Organizations (N.A.A., N.F.A.A., and F.I.T.A.)
 2. Set-up
 - a. Bow hold, nocking, draw, aim, and release and follow through.
 3. Analysis and correction of shooting errors
 4. Shooting
 - a. IUP round (6 ends at 15 yds., 6 ends at 20 yds., 6 ends at 25 yds.)

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- | | |
|-----|---|
| 20% | Performance tests - the number of skill tests will vary depending on the activity |
| 20% | Student evaluation of performance - based on the ability to watch an activity and make error corrections. Students will complete task sheets to complete this assignment. |
| 20% | Planning - units and lesson planning. Students will submit one unit plan and three lesson plans. 10% for unit plan, 10% for lesson plans. |
| 20% | Written tests - maximum of two written tests, 10% for each test, consisting of multiple choice completion, true/false, and short answer. (50 points each test) |

20% Peer teaching assignment. Based on accuracy of material organization, teacher feedback, and general impression. (5 Points each)

100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
59 - 0 = F

Each activity/sport will be given equal weighting.

V. REQUIRED TEXTBOOKS AND SUPPLEMENTAL READINGS

A. Clark, J. (1989). Seven lifetime sports. Dubuque, IA: Eddie Bowers Publisher.

B. Supplemental Textbooks

1. Tennis

Brown, Jim. (1989). Tennis: Steps to success. Champaign ILL: Human Kinetics

Johnson, M. L. and D. L. Hill. (1989). College tennis. Winston-Salem, NC: Hunter Textbooks Inc.

Faulkner, Ed. (1970). Teaching and learning the four basic strokes. Middle States Junior Development Program, c/o Frank C. Feise, Narbeth, PA.

Mason, Elaine. (1974). Tennis. Boston: Allyn and Bacon.

2. Golf

National Golf Foundation, (1984). National golf foundation kit, North Palm Beach, Fl. 33408.

Sheehan, Larry. (1974). The whole golf catalog. Atheneum, NY: Golf Handbook, U.S.G.A.

Johnson, Carol and Johnstone, A. (1975). Golf - A positive approach. Reading, MA.: Addison-Wesley.

Owens, D. and Bunker, Linda. (1989). Golf: Steps to success. Champaign, Ill: Human Kinetics.

Wiren, Gary. (1988). Golf. Englewood Cliffs, NJ: Prentice Hall.

3. Track and Field

Freeman, William and Bowerman, W. (1990). Track and field training handbook. Champaign, Ill: Human Kinetics.

Gambetta, Vern. The athletic congress's track and field coaching manual. Champaign, Ill: Human Kinetics.

4. Bowling

Strickland, Robert H. (1989). Bowling: steps to success. Champaign, ILL: Leisure Press.

5. Archery

Haywood, Kathleen, and Lewis, Catherine. (1989). Archery: Step to success. Champaign, ILL: Human Kinetics.

Rowe, Ruth (Ed.) (1982). The national archery association Instructor's Manual. (3rd Ed.). Boulder, CO: N.A.B.A. Office.

VI. BIBLIOGRAPHY

A. Adventure Activities

Kirchner, Glenn. (1989). Physical education for elementary school children. Dubuque, IA: Wm. C. Brown Co.

*Project Adventure. (1976). The new games book: Play fair, nobody hurt, play hard. Menasha, WI: Headlands Press, Inc.

*Project Adventure. (1981). More new games. San Francisco, CA: Headlands Press, Inc.

Project Adventure. (1989). Physical education for elementary children. Dubuque, IA: Wm. Brown Co.

B. Tennis

*Barnaby, John. (1970). Racket work: The key to tennis. Boston: Allyn and Bacon.

*Barnaby, John. (1975). Advantage tennis. Boston: Allyn and Bacon.

*indicates historical reference

- Bassett, Glenn. (1989). Tennis today. St. Paul, MN: West Publishing Co.
- Brown, Jim (1989). Teaching tennis. Champaign, ILL: Human Kinetics.
- Brown, Jim. (1989). Tennis: Steps to success. Champaign, ILL: Human Kinetics.
- Faulkner, Edward. (1988). Teaching and learning the four basic strokes. Narbeth, PA: Middle States Junior Development Program c/o Frank C. Feise.
- Groppel, Jack. (1984). Tennis: For advanced players. Champaign, ILL: Human Kinetics.
- *Harmon, Bob and Monroe, Keith. (1966). Use your head in tennis. New York: Macmillan.
- Johnson, Joan D. and Paul J. Xanthos. (1988). Tennis. Iowa: Wm. C. Brown Publishing Company,
- *Lifetime Sports Education Project. (1967). Ideas for tennis instruction. 1201 Sixteenth Street N.W., Washington, D.C. 20036: America Association for Health, Physical Education and Recreation.
- *Mason, Elaine. (1974). Tennis. Boston: Allyn and Bacon.
- Mosston, Muska. (1970). Teaching physical education. Columbus, Ohio: W. B. Saunders.
- *Murphy, Bill and Murphy, Chet. (1958). Tennis for beginners. New York: Ronald Press.
- *Murphy, Bill and Murphy, Chet. (1975). Tennis for the player, teacher and coach. Philadelphia: W. B. Saunders.
- *Scott, M. Gladys. (1963). Analysis of human motion. New York: Appleton-Century-Crofts Division of Meredith Publishing Company.
- Weinberg, Robert. (1988). The mental advantage. Champaign, ILL: Human Kinetics.

PERIODICALS

Tennis. Tennis Features, P.O. Box 5, Ravinis Station, Highland Park, Illinois.

*indicates historical reference

Tennis, a publication of the New York Times Company.

Tennis USA, Official Publication of the USTA.

Tennis Trade, The Number One Business Magazine.

USTA Yearbook and Tennis Guide, New York: USTA, 51 E. 42nd St.

World Tennis Magazine, 8100 Westglen, Houston, Texas 77042. CBS Publications, a division of Columbia Broadcasting System, Inc.

C. Golf

*Ballard, J. (1980). How to perfect your swing. Norwalk, CT: Golf Digest Books.

Bunker, L. (1989). Golf: Better practice for better play. Champaign, IL: Human Kinetics Publishers.

*Gallaway, T. (1981). The inner game of golf. Random House.

Owens, D. (1989). Coaching golf effectively. Champaign, IL: Human Kinetics Publishers.

Owens, D. (1989). Teaching golf. Champaign, IL: Human Kinetics Publishers.

Owens, D. (1984). Teaching golf to special populations. Champaign, IL: Human Kinetics Publishers.

National Golf Foundation. (1990). Golf teaching and coaching kit. North Palm Beach, FL.

D. Track and Field

*Foreman, K. (1982). Coaching track and field techniques. 4th ed., Dubuque, Iowa: Wm. C. Brown Publishers.

Freeman, Wm. H. and Bowerman, Wm. J. (1990). Track and field training handbook. Champaign, IL: Human Kinetics Publisher.

Gambetta, V. Ed. (T.A.C.) (1989). Track and field coaching manual. Champaign, IL: Human Kinetics Publishers.

*indicates historical reference

*Jacoby, Ed. (1983). Applied techniques in track and field. Champaign, IL: Human Kinetics Publishers.

National College Association. (1989) NCAA track and field/cross country guide. Mission, Kansas.

*Randolph, John. (1982). Championship track & field, Volume 2, Human Kinetics Publishers.

E. Bowling

American Alliance for Health, Physical Education, Recreation, and Dance. (1988). Bowling-Golf guide.

Anthony, Earl. (1983). Championship bowling. Contemporary Books.

*Bellismo & Bennett. (1980). The bowler's manual. Prentice Hall.

Harrison, Joyce M. (1987). Bowling. Scott, Foresman & Company.

Scott & Carpenter. (1985). Bowling everyone. Hunter Textbooks, Inc.

Strickland. (1989). Steps to success. Champaign, ILL: Leisure Press.

F. Badminton and Pickleball

*Ballou, Ralph. (1982). Teaching badminton. Burgett Publishing Company.

*Bloss, Margaret. (1980). Badminton. 4th ed., Wm. C. Brown Company.

*Buen, James L. (1983). Winning badminton. The Athletic Institute.

Chofen, M. B. (1984). Badminton everyone. Hunter Textbooks, Inc.

*Downey, J. C. (1969). Better badminton for all. Pelhom Books.

Griece, Wm. A. (1981). Badminton. 3rd ed., American Press.

*Moore, Ballard. (1977). Shuttlecock action, Fendall Hunt Publishing Company.

*indicates historical reference

G. Archery

Bear, Fred. (1968) The archer's bible. New York:
Doubleday & Company.

Barrett, Jean. (1980). Archery. (3rd ed.). Goodyear
Publishing Company.

Campbell, Donald. (1971). Archery. Prentice Hall.

Hatwood & Lewis. (1989). Archery. Champaign, IL: Leisure
Press.

McKinney, Wayne. (1980). Archery. (4th ed.). Wm. C. Brown
Company.

Peterson, Blair. (1977). Behind the bow. Gallant
Publishing Company.

Pszezola, Lorraine. (1984). Archery. (3rd ed.). Saunders
College Publishing.

The National Archery Association Instructor's Manual.
N.A.A., 1984.

*indicates historical reference

COURSE ANALYSIS QUESTIONNAIRE

A. DETAILS OF THE COURSE

- A1 This course will be required of all students in the B.S. in Education emphasis of the Health and Physical Education and shall be considered an elective for students in the B.S. in Physical Education and Sport Program. This course will satisfy requirements set forth in Specific Standard IV of the Pennsylvania Standards for Program Approval and Teacher Certification: It specifically addresses individual and dual sports' adventure activities and outdoor pursuits.
- A2 This course will eliminate the need for the following courses in the HPE curriculum: HP 207, Tennis; HP 304, Golf; HP 305, Track and Field; HP 201, Archery, Badminton and Bowling.
- A3 This course will be offered as a mixture of lecture discussion, skill practice, reciprocal and peer teaching.
- A4 This course has not been offered as a Special Topic.
- A5 This course is not intended to be dual level.
- A6 This course is not to be taken for variable credit.
- A7 Similar courses are offered at most, if not all, the State System of Higher Education Institutions. (Slippery Rock, West Chester, Lock Haven, as well as Temple, Rutgers and Pepperdine).
- A8 The Pennsylvania Department of Education Standards of Program Approval and Certification specifically requires the competencies included in this course.

B INTERDISCIPLINARY IMPLICATIONS

- B1 This course will be team-taught by HPE faculty holding expertise in the areas included in the course.
- B2 A coaching track could be initiated at a later date.
- B3 This course does not overlap with any other course at the University.
- B4 This course is offered for the Continuing Education Program. in Continuing Education.

C IMPLEMENTATION

C1 Resources

- a. No new faculty are needed to teach this course.
- b. Current space allocations are adequate to offer this course.
- c. Library holdings need to be updated.
- d. No travel funds are necessary.

C2 No grant funds are available for this course.

C3 This course will be offered each semester.

C4 One section each semester.

C5 24 students per section.

C6 No recommended enrollment by outside agencies.

C7 This course will be required of all students in the education emphasis of the HPE curriculum. The program reflects a consolidation of a number of other courses and is intended to eliminate a considerable amount of course contact hours for students.

HP 201 Badminton - Bowling - Archery

Ruth Podbielski

Zink 202-A

Office Hours: MWF 9:15-10:15

TR 10:30-11:00

TEXTBOOK: Badminton, Margaret Varner Bloss, fourth edition

ASSIGNMENT: Tuesday

Orientation - Read pp. 1-5, Chapter 9, pp. 75-77

DRESS: Women - Jumpsuits or Kilt/White Blouse or warm up suit
Men - Shorts/Shirt

COGNITIVE

- A. Given a written quiz list four faults during service as explained in rules 19-20-21-22 on pages 67-68 with 100% accuracy.
- B. Diagram the position of the server and receiver in doubles play. Include names of lines and spaces of doubles court. (Turn In)

PSYCHOMOTOR

- C. Demonstrate the correct grip for a forehand and backhand for stroking. Pages 6-7
- D. From the correct position on the court execute a legal underhand serve with the shuttle going between the top of the net and string placed 20" above the net 4 out of 5 times. pp. 11-14.
- E. From the correct position on the court, execute a legal underhand high deep serve/underhand clear with the shuttle going over the partners head and extended racket (partner in center position for doubles) landing in the back alley four out of five times. pp. 11-12.

Assignment for Thursday

Read pp. 7-10 - Chapter 7 - Laws of Badminton

- F. Demonstrate and/or explain center location on the court for doubles - ready position and footwork to be used in play.
- G. The student will be able to orally state the score for doubles, singles, and mixed doubles and be able to go through two innings of play and explain scoring/and downs.

PSYCHOMOTOR OBJECTIVES

Each student is responsible for checking off () each of the following objectives with the instructor. Keep your own record as the instructor checks you.

Partial requirement for an "A" grade.

1. The student will be able to demonstrate and use the proper forehand and backhand grip during practice and game play. pp. 6-7 ()
2. From the correct position on the court execute a legal underhand, short-low serve with the shuttle going between the top of the net and yarn strung 20" above the net 4 out of 5 times. pp. 11-14 ()
3. From the correct position on the court, execute a legal underhand high deep serve/underhand clear with the shuttle going over the partner's head and extended racket (partner in the center position for doubles) landing in the back alley 4 out of 5 times. pp. 11-14 - 10, 35, 39, 40 ()
4. From the correct position on the court, execute a legal underhand drop shot 4 out of 5 times to the right and left corners beyond the net. pp 10, 12, 35-36 ()
5. Receiving a high deep serve in the back alley, the student will demonstrate his/her ability to hit defensive clears (five) overhead over the net and over the partner's racket while partner is standing in the home position with racket outstretched overhead and the shuttle dropping in the back alley 4 out of 5 times. pp. 10-14-17, 48 ()
6. The student will be able to hit a minimum of 3 out of 5 droppshots over the net in front of the short service line (corners) from a position 2 1/2 feet within the baseline from a high deep serve from the opposite court. pp. 10, 13, 17-20, 39, 60 ()
7. The student will be able to stroke 4 of 5 backhand and 4 of 5 forehand shots received in mid court above the level of the net and hit sharply downward (smash) so as to land within 4 feet behind the short service line and to the side of the court with the shuttle passing the net at a height of no more than 3 1/2 feet above the net. pp 10, 13, 15, 20-22, 29-30, 62 ()

The student will be able to demonstrate through play or orally and/or written his/her knowledge of how the stroke is properly executed, from what position on the court it is most effective, and when and why is it used.

*Remind each other to turn the shoulder to the net when stroking and also to hit the shuttle at arm and rackets distance away from the body.

The course is designed to be a continuous educational experience for each student, offering a constant challenge for individual growth in skills, knowledge, valuable attitudes, and an appreciation for a wide variety of tennis activities throughout a lifetime.

Methods and progressions will be directed for the K - 12 level and adult education using various teaching styles. Emphasis will be placed on course guideline construction with performance competencies, development and evaluation of the master unit plan, daily lessons plans and class logs. Mechanical analysis will accompany each skill.

Each individual will have the opportunity to develop physically, with emphasis on the cardio-vascular system and the cardio-respiratory system. Each individual will have the opportunity to be skilled in a variety of activities including the match as well as games of low organization recognized for lifetime carryover values; knowledge regarding the skills of participating, spectating, and appreciating a wide program of physical activities; and motivated to exercise regularly with understanding as to the needs and values inherent to the energy output. Students interested in pursuing the profession of Physical Education as a life's work will be able to participate in a well-organized program of progressive responsibilities and skills accretment associated with the activity.

COURSE OUTLINE

- A. History
- B. Tennis in our Society
- C. Safety
- D. Court and Spectator Etiquette
- E. Conditioning
 - 1. Strength
 - 2. Agility
 - 3. Flexibility
 - 4. Endurance
- F. Teaching Devices and Motivators
- G. Selection and care of Equipment
- H. Knowledge of Playing Surfaces
- I. Official Rules and Regulations
- J. Evaluation of Tennis Stroking and Strategies

METHODOLOGY

OUTLINE

A. Successful Teaching

1. Know Your Subject
2. Know how to organize and present
3. Psychology
 - a) Success is a must
 - b) Stress positives - avoid negatives
 - c) Relaxed atmosphere
4. Communications
5. Simplicity
 - a) tempo
 - b) time
 - c) consistency
 - d) tactics

B. What is Physical Education

C. Major Objectives of the Physical Education Program

D. Objectives of Physical Education as a part of General Education

E. Outcomes of the Physical Education Program

F. Suggestions to Humanize Classroom Instruction

G. CREDO

H. Satisfaction of Our Needs

I. Are Teachers Really Human

J. Criteria for selecting Teaching Styles

K. Master Unit Plan

L. Lesson Plan

M. Class Log

N. Physical Education Competency Terms in Basic Education

1. Enroute competencies
2. Basic competencies

O. The Learning Experiences

1. Psychomotor
2. Cognitive
3. Affective

P. Tests, Measurements, and Evaluations

- K. Non-Racquet Drills
- L. Body Relationships
- M. Hand-Eye Coordination Drills
- N. Form and Footwork Drills
- O. Racquet Grips
- P. Volley (clock Theory)
 - 1. Forehand
 - 2. Backhand
 - 3. Selective positions
 - a) overhead
 - b) waist
 - c) feet (C-step)
- Q. Forehand Drive (clock Theory)
 - 1. Mechanical principles (simple to complex)
 - 2. C-Step
- R. Backhand Drive (clock Theory)
 - 1. Mechanical Principles (simple to complex)
 - 2. C-Step
 - 3. Two-hand Backhand
- S. Half Serve
- T. Full Serve
 - 1. Flat
 - 2. Top Spin
 - 3. Side Spin
- U. Physiology of spins for all stroking
 - 1. Top spin
 - 2. Back spin
 - 3. Side spin
- V. Advanced Stroking
 - 1. Lob
 - a) offensive
 - b) defensive
 - 2. Overhead Smash
- W. Singles Strategies
- X: Doubles Strategies

TRACK AND FIELD - HPE 309 WOMEN, HPE 335 MEN

Objectives

1. To learn the basic movement patterns of running, jumping, throwing.
2. To learn the various training methods of track and field.
3. To learn the rules and regulations of track and field.
4. To develop the student's abilities and skills in order that they may be better able to teach and/or coach a track and field class or team.

I. Lecture

A. Official Track and Field Rules

1. Personnel - meet officials and their responsibilities.
2. Track Events
 - a. measurement of the track, placement of lanes
 - b. the start
 - c. the competition
 - d. the finish
 - e. rules and regulations regarding special events such as: hurdles, steeplechase, relays
 - f. violations and penalties
3. Field Events
 - a. measurement of field events, construction of circles, pits
 - b. rules of competition for all field events
4. Organization
 - a. scoring
 - b. order of events
 - c. preparation and organization of meets

B. Training Methods

1. Interval Training
2. Fartlek System
3. Cross Country Running
4. Weight Training
5. Over Distance

C. Schedules for Seasons of Track and Field

1. Early season
2. Midseason
3. Late Season

D. Conditioning Principles

1. Diet
2. Elimination
3. Exercise
4. Rest
5. Sleep
6. Training Rules

II. Skills

Running Events

- A. The Sprints
 - 1. Starting
 - 2. Body position
 - 3. Breathing
 - 4. Running strides
 - 5. Coast
 - 6. Finish
 - 7. Errors in sprinting
 - 8. Training

- B. Middle Distance Running
 - 1. Striding
 - 2. Coast
 - 3. Finish
 - 4. Racing fundamentals
 - 5. Strategy
 - 6. Training

- C. Distance Running
 - 1. Striding
 - 2. Coast
 - 3. Finish
 - 4. Racing fundamentals
 - 5. Cross Country running
 - 6. Strategy
 - 7. Training

- D. Relay Racing
 - 1. Techniques of baton passing
 - 2. Positions of a relay team
 - 3. Assignments of passer and receiver

- E. The Hurdles
 - 1. Starting
 - 2. Clearance of hurdles
 - 3. Strides between hurdles
 - 4. Finish
 - 5. Errors in hurdling
 - 6. Training

Field Events

- A. Running Broad Jump
 - 1. Approach
 - 2. Take-off
 - 3. Flight
 - 4. Landing
 - 5. Errors in jumping
 - 6. Training

- 215
- B. High Jump
 - 1. Western roll, straddle, Eastern roll
 - 2. Approach
 - 3. Clearance
 - 4. Landing
 - 5. Training

 - C. Shot Put
 - 1. Movements in the circle
 - 2. Holding and putting form
 - 3. Shift
 - 4. Delivery
 - 5. Release
 - 6. Recovery
 - 7. Training

 - D. Discus
 - 1. Holding the discus
 - 2. Circle movements
 - 3. Delivery
 - 4. Release
 - 5. Recovery
 - 6. Training

 - E. Javelin
 - 1. The grasp
 - 2. The carry
 - 3. Approach
 - 4. Delivery
 - 5. Release
 - 6. Recovery
 - 7. Training

 - F. Triple Jump
 - 1. The approach run
 - 2. Take-off
 - 3. Hop
 - 4. Step
 - 5. Jump
 - 6. Training