

## Volleyball Study Guide Physical Education

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**VOLLEYBALL STUDY GUIDE PHYSICAL EDUCATION SALEM COMMUNITY HIGH SCHOOL HISTORY:** The sport of volleyball originated in the United States. In 1895, William G. Morgan decided to blend elements of basketball, baseball, tennis, and handball to create a game for all his classes of businessmen who wanted less physical contact than basketball.

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The sport of volleyball has more participants than any other sport in the world with the exception of soccer. There are more than 800 million people worldwide who play volleyball, with an estimated 46 million participants in the United States. William Morgan, an instructor at a YMCA in Holyoke, Massachusetts, invented the game in 1895. (T he game of basketball was invented 4 years earlier ...

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Fitness Checkers Game ( Pieces) Description: Physical Education is based on the development of the mind and body. Educational objectives are reached through participating in mental and physical activity. In the Physical Education classroom, students build their knowledge and level of physical fitness, explore and learn a wide variety of neuro-muscular skills, and develop responsible social behaviors that promote personal and group success.

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Volleyball is played on a court with a net dividing the two teams. The height of the net varies according to gender. Generally, for men, nets should be 7 feet, 11.625 inches, while for women nets...

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Volleyball is a game played between two teams of six players, separated by a net. Each team attempts to score points by pushing a ball over the net and landing it in the opposing team's court.

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"Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide "presents strategies to incorporate health-related fitness and activity into PE programs. Teachers learn to develop a curriculum based on current national standards and guidelines, apply fitness concepts in real-world settings, and motivate students to live healthy, active lives.

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Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine's Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. Educating the Student Body makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

This physical education curriculum guide for kindergarten through twelfth grade has two main components. The first is a program overview that includes information relating to program organization and implementation for early, middle, and senior grades. The second section contains suggested activities and teaching notes for realizing specific program objectives. The overall goals are that students should: (1) develop physical wellbeing; (2) develop desired movement patterns through the neuromuscular system; (3) express ideas, thoughts, and feelings with confidence through physical activity; (4) develop independence in pursuing physical activity throughout life; (5) develop safety and survival practices; and (6) develop positive social interactions through a variety of physical activities. These goals remain constant throughout the entire program, although the objectives which prepare students to reach the goals vary according to stages of maturation and learning. Developmental characteristics, time allotments, lesson plans, activities, class organization, and evaluation methods are outlined for early, middle, and senior grades. Appendixes contain an equipment list, a safety checklist, a sample lesson plan, a discussion of legal liability, and a bibliography. (JD)

Contains 86 skills tests for 28 sports from the junior high through college level. Entries on tests offer descriptions, directions, and educational applications, and give notes on time and personnel needed, equipment and supplies, scoring method and norms, and validity and reliability. Chapter bibliographies include all sports skills tests constructed for a sport, whether authenticated or not. Lacks a subject index. Collins teaches physical education and sport science at St. Cloud State University. Hodges teaches physical education at Sinclair Community College. Annotation copyrighted by Book News Inc., Portland, OR

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