<u>**Cuju – Chinese Soccer**</u>
Goals are not the purpose – Primary focus: execution of technique

Cuju, or Ts'u Chu is an ancient Chinese <u>football</u> <u>game</u>, also played in Korea, Japan and Vietnam. It is a competitive game that involves kicking a ball through an opening into a net. The use of hands is not allowed.[1] It is seen by <u>FIFA</u> as the earliest form of <u>football</u> for which there is evidence, being first mentioned as an exercise in a military work from 3rd–2nd century BC.

<u>Gameplay</u>

Historically there were two main styles of cuju: zhuqiu and baida.

Zhuqiu was commonly performed at court feasts celebrating the emperor's birthday or during diplomatic events. A competitive cuju match of this type normally consisted of two teams with 12-16 players on each side.

Baida became dominant during the Song Dynasty, a style that attached much importance to developing personal skills. Scoring goals became obsolete when using this method with the playing field enclosed using thread and players taking turns to kick the ball within these set limits. The number of fouls made by the players decided the <u>winner</u>. For example, if the ball was not passed far enough to reach other team members, points were deducted/added. If the ball was kicked too far out, a large additions/deduction from the score would result. Kicking the ball too low or turning at the wrong moment all led to fewer/more points. Players could touch the ball with any part of the body except their hands, whilst the number of players ranged anywhere from two to ten. In the end, the player with the highest score won.

<u>**Soccer Skills Lead-up – Traditional soccer practice – with speed, distance, directions changes**</u>

Skills competition: 50 Points

- Goal: Least amount of points/deducted from the starting score of 50 points
  - ○
  - ○ Additional point values:
    - Out of quadrant = -1 pt.
    - Poor performance of skill = -2 pts.
    - Caught stationary = - 1 pt.
    - Poor sportsmanship = -1 pt.

Offensive Skill	0 deduction	1 pt deduction	2 pt deduction
Primary Criteria→	Consistent mature form 75% of the time	Consistent mature form 50-75% of the time	Consistent mature form <50% of the time
Foot Dribble (instep & or outside, light on feet, balanced)	Maintains close control (arms length)	Minimal loss of control (1-2 x outside arms length)	Loss of control (>2x outside arms length)

Passing/Scoring (plant, leg swing, follow through, kept on ground)	Target achieved (distance and direction)	Target missed within 1-2 feet	Target missed >2ft.
Trapping (knee lift, flexed foot, secured)	Trap successful without bobble	Trap successful with some bobble	Trap unsuccessful
Throw-In (arms overhead, ball behind head, step/foot drag, wrist snap)	Target achieved//Over or around defenders	Target achieved but had defender interference	Target not achieved
Movement Consistent movement to open space	Consistent movement to open space (no reminder)	Movement to open space -with reminder -attempted	Movement to open space not evident
Defensive Skill	**0 deduction**	**1 pt deduction**	**2 pt deduction**
Movement Consistently moved to	Consistent movement to close space-block pass/throw-in	Movement to close space -with reminder -attempted	Movement to close space not evident
Off-Ball Defense Consistently looking for open player	Consistent movement to close space-block pass/throw-in for player off ball	Movement to close space -with reminder -attempted for players off ball	Movement to close space for off ball players not evident

Activity progression:

1. Students get into partners and practice stationary passing to one another
2. Students practice passing to one another while moving through space
3. Students form groups of four – each student will find a quadrant within a taped off area
4. Students will practice stationary passing from quadrant to quadrant
5. Students will practice passing from quadrant to quadrant, and will follow the pass
6. Students will continuously create an open quadrant, moving into the open space while dribbling
7. 4v4 game – 3 playing 1 for each team scoring. Rotate after 10 points

Content Area Comprehensive Health and Physical Education

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
Strand B. Strategy By the end of grade Content Statement CPI # Cumulative Progress Indicator (CPI) 2 Teamwork consists of effective communication and other interactions between team members.

 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2 Explain the difference between offense and defense.
2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.
2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

Harpastum- Roman Rugby
(aka – Episkyros)
Sport involving 2-teams trying to keep the ball on their half of the field for as long as possible

Harpastum was an ancient Roman ball sport with some similarities to American football. The sport involved two teams trying to keep the ball on their half of the field for as long as possible. This game was known for being quite violent, with records of occasional broken limbs and other injuries being not too uncommon. In fact, it appears that players were allowed to fight each other, using wrestling holds to incapacitate the opposing team. Not all of the details of the sport can be made out in full due to somewhat scarce records of these games, though we can still piece together some of its primary features. (http://healthandfitnesshistory.com/ancient-sports/roman-harpastum-ball-game/)

Two teams of up to 12 players each. Field divided by a line in the center and another line a certain distance behind each team (scoring area). Unlimited attempts as long as no-turnover (fumble, intercepted pass, tackles). Purposes of K-12, dropped pass is a turn-over.

Game tactics:
- Primary passes: Back/Lateral Pass
- Physical Defense including pushing & tackling. For K-12 purposes, closing space, non-physical
- 5v5 – over the line
- Juke – pretending to throw the ball in one direction and quickly throwing it in another

Activity progression:
1. Students will practice stationary lateral and back throwing with a partner for 20 repetitions
   a. Students will simultaneously practice catching
2. Students will practice throwing the ball laterally and back on the move with a partner throughout space
3. Students will practice the "juke" stationary with a partner
4. Students will practice the "juke" on the move with defensive pressure on the move
5. Students will get into groups of three and practice throwing, catching, and juking from one side of the gymnasium to the other on the move
   a. Students will focus on always having a **back** and **lateral** passing option while on the move
      i. "Pizza slice" formation
6. Keep away – students get into teams of 3, must get 3 consecutive passes before scoring attempt
   a. Defense – 1 student per quadrant (1 student will have 2 quadrants)
      i. The play is dead when defense pulls scarf from opponent
   b. Offense
      i. Run to score

7. Each team has 4 scoring attempts before ball gets turned over to opponent

Skill-related focus:
- Offensive Skills
- Juking - pretending to throw the ball in one direction and quickly throwing it in another
- Lateral or Back Pass
- Catch & Move
- Movement
- Defensive Skills

The Aztec ball court "Ulama"

The Aztec ball game had a distinctive court known as the *tlachtli*or *tlachco*. The ball court was usually in the shape of an I, although there were some variations. Around the court was a slope, surrounded at the outer edge by walls about 8-11 feet high. The court was usually between 100 and 200 feet long, with a centre line, and six markers along the sloping walls. At centre court against the walls were two stone-carved rings, roughly 35 inches in diameter, often ornately carved in the form of an animal.

Surrounding the court were areas for spectators, nobles and judges. The structure would often include skull racks (*tzompantli*). These had a base with upright wood posts. Bars ran from post to post, adorned with the skulls of sacrifice victims. Sometimes the walls would show reliefs of the winners and losers of the past.

Equipment

The ball, or *ulli*, was made of hard rubber and weighed about 9 pounds. Due to the rough surface of the court itself, protective gear was worn by the players. Players wore deerskin guards for the chin, hip, thigh, hands, and cheeks. Even with this protection, players would end the game bruised and bleeding, since they often had to throw themselves to the ground.

The play

The teams would face each other on the court. The object in the end was to get the ball through the stone hoop. This was extremely difficult, and so if it actually happened the game would be over. In fact, according to historian Manuel Aguilar-Morenao, some courts didn't even have rings. Another important rule was that the ball was never allowed to touch the ground. Players couldn't hold or even touch the ball with their hands - only the elbows, knees, hips and head were used. As you may imagine, this made for a very fast paced game, and the players had to constantly throw themselves against the surface of the court to keep the ball from landing. The players were skillful, and the ball could stay in the air for an hour or more.

An actual ring used in the ancient Mesoamerican ball game, Ullamaliztli (On display in Mexico City)

Because it was so hard to get the ball through the hoops, there were other objects as well. Players could hit one of the six markers along the sides of the court. Or, they would be given points for other skillful plays. Fouls were also given if the players couldn't get the ball across the centre line, or if they touched the ball with the wrong part of the body, such as the hand or calf.

During the Aztec ball game, gambling was common among the spectators. Gambling reached high levels in the Aztec empire. Just about anything could be gambled, from ornate feathers to

land to children. It was common for a person to actually sell themselves into slavery in order to pay off the debt. This was voluntary slavery, with some parallels to the way someone today would work at a job he or she doesn't like for years just to pay off a debt.

Activity progression:
1. Students will practice stationary setting the ball to themselves 20x
2. Students will practice stationary setting the ball to the wall 20x
3. Students will practice stationary hip bumping the ball to the wall 20x
4. Students will practice moving right and left while setting the ball to the wall 20x each
5. Students will practice stationary setting the ball to partner 20x
6. Students will practice moving and setting the ball to partner 20x
7. Students will practice moving and hip bumping the ball to partner 20x
8. Students will form teams of 4 – each player finds a quadrant
9. Students will first practice stationary setting to each other, then progress to moving
10. Students will play Ulama