

# PHYSICAL EDUCATION

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## FRESHMEN WELLNESS PROGRAM



**Wheaton Warrenville South High School**  
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**Community Unit School District 200**  
**Department of Physical Development and Health**

**Theme: Personal Wellness**

**Freshmen Year**

Healthful Living Skills  
Health & Fitness Skills  
Physical Development Skills  
Wellness Profiles & Technologies

**Sophomore Year**

**Driver's Safety**

Course  
Classroom  
Simulation  
Behind the Wheel  
Licensure

**Critical Issues In Health**

Mental Health  
Substance Misuse and Abuse  
Lifecycle

**Fitness Concepts**

Health & Fitness Skills  
Physical Development Skills  
Wellness Profiles & Technologies

**Junior Year**

**Responding To Emergencies**

Community CPR & First Aid  
Personal, Home & Environmental Safety

**Wellness/Fitness Plan**

Research, Design & Implementation  
of a Personal Wellness Plan

**Senior Year**

**Health & Safety**

**Seminars**

Cholesterol Screenings  
Cancer Screenings  
Acquaintance Rape/AIDS  
Prom Safety

**Active Lifestyle &**

**Fitness**

Team Sports  
Lifetime Activities  
Dance  
Self Defense  
Group Exercise  
Adventure Education

**Subject Expectation (State Goal 19): Freshmen Sophomore Skill Assessment Criteria Rubric**

The student will acquire movement skills and understand concepts needed to engage in health enhancing physical activity.

**District 200 Essential Learning Standards**

<b>Essential Learning 1 (Learning Standard A)</b>	Demonstrate physical competency skills in individual and team sports, creative movement, leisure and work-related activities.
<b>Critical Content 19.A.4</b>	Perform skills efficiently in a variety of leisure activities, sports, creative movement and work-related activities
<b>Essential Learning 2 (Learning Standard B)</b>	Analyze various movement concepts and applications
<b>Critical Content 19.B.4</b>	Understand the basic elements of movement skills and forms associated with exercise, sports, and dance activities
<b>Essential Learning 3 (Learning Standard C)</b>	Demonstrate knowledge of rules, safety and strategies during physical activities
<b>Critical Content 19.C.Aa</b>	Develop respect for correct rules and safety standards in classroom, fitness and sport activities
<b>Critical Content 19.C.Ab</b>	Select and apply offensive, defensive and cooperative strategies in selected activities, games and sports

**PE Activities**

**SKILL RUBRICS**

		<b>Exceeds</b>	<b>Meets</b>	<b>Does not meet</b>	
		<b>5</b>	<b>4</b>	<b>3</b>	<b>0</b>
<b>Skill</b>					
<b>Soccer</b>	<b>Dribble</b>	Demonstrates Proper Soccer Ball Control (Inside and Outside of foot)	Skill Accomplished but unable to utilize in game situation	Understands concept of soccer ball control	No Attempt
	<b>Pass</b>	Accurately passes soccer ball in game situations (Instep/Toe)	Skill Accomplished but unable to utilize in game situation	Understands concept of soccer ball passing	No Attempt
	<b>Trap</b>	Use proper trapping technique when games situation arise.	Skill Accomplished but unable to utilize in game situation	Understands concept of soccer ball Trapping	No Attempt
	<b>Strategies</b>	Demonstrates proper offensive and defensive strategies during game play.	Demonstrates proper offensive and defensive strategies during game play.	Demonstrates proper offensive and defensive strategies during game play.	No Attempt
<b>Badminton</b>	<b>Serve</b>	Demonstrates Proper stance, grip, contact, follow through, and shuttle placement	Skill Accomplished but unable to utilize in game situation	Understands concept of the Badminton Serving	No Attempt
	<b>Clear</b>	Demonstrates Proper stance, grip, contact, follow through, and shuttle placement	Skill Accomplished but unable to utilize in game situation	Understands concept of the Badminton Clear Shot	No Attempt
	<b>Smash</b>	Demonstrates Proper contact point, wrist, velocity, follow through, and shuttle placement.	Skill Accomplished but unable to utilize in game situation	Understands concept of the Badminton Smash	No Attempt
	<b>Strategies</b>	Demonstrates proper game strategies for both single and double game play.	Skill Accomplished but unable to utilize in game situation	Understands concept of badminton game strategies	No Attempt
<b>Volleyball</b>	<b>Pass</b>	Demonstrates Proper techniques to Bump and Set in a game situation.	Skill Accomplished but unable to utilize in game situation	Understands concept of the Volleyball Pass	No Attempt
	<b>Serve</b>	Demonstrates Proper techniques to serve overhand and underhand in a game situation.	Skill Accomplished but unable to utilize in game situation	Understands concept of the Volleyball Serve	No Attempt
	<b>Team Play</b>	Demonstrates Proper passing techniques to teammates in a game situation.	Skill Accomplished but unable to utilize in game situation	Understands concept of Volleyball Team Play	No Attempt
	<b>Strategies</b>	Demonstrates proper offensive and defensive strategies during game play	Skill Accomplished but unable to utilize in game situation	Understands concept of volleyball game strategies	No Attempt

		<b>Exceeds</b>	<b>Meets</b>	<b>Does not meet</b>	
<b>Skill</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>0</b>
<b>Softball</b>	<b>Catching</b>	In a game situation, demonstrates proper position with regards to the hands being in front of the body and the eyes being on the object.	Skill Accomplished but unable to utilize in game situation	Understands concept of Softball Catching	No Attempt
	<b>Throwing</b>	In a game situation, demonstrates proper ball grip, body position and arm follow through.	Skill Accomplished but unable to utilize in game situation	Understands concept of the Softball Throwing	No Attempt
	<b>Batting</b>	In a game situation, demonstrates proper stance, grip, swing, contact, and follow through.	Skill Accomplished but unable to utilize in game situation	Understands concept of Softball Batting	No Attempt
	<b>Strategies</b>	Demonstrates proper offensive and defensive strategies during game play.	Skill Accomplished but unable to utilize in game situation	Understands concept of Softball Game Strategies	No Attempt
<b>Track and Field</b>	<b>Running/Sprinting Events</b>	Demonstrates proper running form and technique, proper beginning/finishing techniques, and proper spatial awareness in lanes	Skill Accomplished but unable to utilize in event	Understands concepts of the running and sprinting events	No Attempt
	<b>Relay Events</b>	Demonstrates proper running form and technique, proper beginning/finishing/hand-off techniques, and proper spatial awareness in lanes	Skill Accomplished but unable to utilize in event	Understands concepts of relays	No Attempt
	<b>Field Events (Long Jump, Triple Jump, High Jump)</b>	Demonstrates proper take-off and landing techniques	Skill Accomplished but unable to utilize in event	Understands concepts of jumping field events	No Attempt
	<b>Field Events (Shot Put)</b>	Demonstrates proper shot put technique using the reverse style (Proper set up position, execution, and release of shot)	Skill Accomplished but unable to utilize in event	Understands concepts of shot put	No Attempt
<b>Basketball</b>	<b>Pass</b>	Demonstrates the ability in a game situation to perform the chest pass, bounce pass and overhead pass	Skill Accomplished but unable to utilize in game situation	Understands concept of Basketball Passing	No Attempt
	<b>Dribble</b>	Demonstrates the ability in a game situation to perform dribbling with proper hand position (finger-tips), head position (head up), and ball controlled below waist.	Skill Accomplished but unable to utilize in game situation	Understands concept of Basketball Dribbling	No Attempt
	<b>Shooting</b>	Demonstrates the ability to shoot the set shot, jump shot, lay up (R/L), the free through, and the bank shot.	Skill Accomplished but unable to utilize in game situation	Understands concept of Basketball Shooting	No Attempt
	<b>Strategies</b>	Demonstrates proper both offensive & defensive movements in a game situation.	Skill Accomplished but unable to utilize in game situation	Understands concepts of Basketball Offensive & Defensive Strategies	No Attempt

		<b>Exceeds</b>	<b>Meets</b>	<b>Does not meet</b>	
<b>Skill</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>0</b>
<b>Dance</b>	<b>Rhythm</b>	Demonstrates awareness and appreciation of rhythmic movements in dances.	Skill Accomplished but unable to demonstrate in dances.	Understands concept of rhythm but unable to demonstrate in dances.	No Attempt
	<b>Tempo</b>	Demonstrates proper speed of rhythmic movements in dances.	Skill Accomplished but unable to demonstrate in dances.	Understands concept of tempo but unable to demonstrate in dances.	No Attempt
	<b>Style</b>	Demonstrates a distinctive manner of expression during dances.	Skill Accomplished but unable to demonstrate in dances.	Understands concept of style but unable to demonstrate in dances.	No Attempt
	<b>Memory</b>	Demonstrate ability to remember choreography of different types of dances such as line dances, ballroom, jazz, country etc.	Skill Accomplished but unable to demonstrate without looking at other students.	Understands concepts of choreography but unable to remember dance steps	No Attempt
<b>Tumbling</b>	<b>Balance</b>	Demonstrates proper balance while performing tumbling stunts.	Skill Accomplished but unable to demonstrate with a tumbling stunt.	Understands concept of balance but unable to demonstrate in tumbling stunts.	No Attempt
	<b>Strength</b>	Demonstrates adequate strength while performing tumbling stunts.	Skill Accomplished but unable to demonstrate with a tumbling stunt.	Understands concept of strength but unable to demonstrate in tumbling stunts.	No Attempt
	<b>Safety</b>	Demonstrates proper safety skills while performing tumbling stunts and spotting other classmates.	Skill Accomplished but unable to demonstrate with a tumbling stunt.	Understands concept of safety but unable to demonstrate in tumbling stunts.	No Attempt
	<b>Form</b>	Demonstrates proper execution of skills while performing tumbling stunts and spotting other classmates.	Skill Accomplished but unable to demonstrate with a tumbling stunt.	Understands concept of safety but unable to demonstrate in tumbling stunts.	No Attempt

**Community Unit School District 200**  
**Physical Development and Health Curriculum**

**District 200 Fitness Assessments**

**Illinois State Learning Goal 20**

**Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

**Students will:**

- A. *Know and apply the principles and components of health-related fitness.*  
 20.A.2b. *Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness*
  
- B. *Assess individual fitness levels.*  
 20.B.2b. *Compare individual Health-related Fitness Results to the Standards for meeting “Healthy Fitness Zones” as established in **Fitnessgram’s** criterion-referenced norms.*

All high school students will be assessed bi-annually in health-related fitness components of aerobic capacity, muscular strength, muscular endurance, flexibility and body composition or body mass index. The **Fitnessgram** testing protocols are:

- 1. **Assessment:** Aerobic Capacity **Test Protocol:** Mile Run or Pacer Test

<b>Measures:</b> Your fitness level of cardio-respiratory health and the ability of your heart and lungs to function.
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- 2. **Assessment:** Abdominal Muscle Strength/Endurance **Test Protocol:** **Curl-Up Test**

<b>Measures:</b> Your fitness level of musculoskeletal health in the pelvic core area of the human body.
--

- 3. **Assessment:** Upper Body Muscle Strength/Endurance **Test Protocol:** 90 ‘Push Up Test

<b>Measures:</b> Your fitness level of musculoskeletal health in the upper body
---

- 4. **Assessment:** Flexibility **Test Protocol:** Back Saver Sit/Reach Test

<b>Measures:</b> Your fitness level in low-back and hip/girdle range of motion for functional health.
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- 5. **Assessment:** Body Composition **Test Protocol:** Skin Fold or Body Mass Index

<b>Measures:</b> Your fitness level of health body composition between body fat to body lean mass.
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# HEREDITY PROFILE

(HBP) High Blood Pressure (Hypertension)  
 (CD) Cardiovascular Disease  
 (HC) High Cholesterol  
 (D) Diabetes

(ST) Stroke  
 (CHD) Coronary Heart Disease  
 (C) Cancer

(O) Obesity  
 (S) Smoking

From the above Word Bank, using the abbreviations in parenthesis list the disease(s) or risk factors that family members currently have or have had.

<b>Grandma</b>	<b>Grandpa</b>	<b>Grandma</b>	<b>Grandpa</b>	
				
<b>Aunt</b>	<b>Uncle</b>	<b>Aunt</b>	<b>Uncle</b>	
				
	<b>Mom</b>	<b>Dad</b>		
				
<b>Sibling</b>	<b>Sibling</b>	<b>Me</b>	<b>Sibling</b>	<b>Sibling</b>
				

You have a family tree. It's made up of people who are related to you. You have a lot in common with your relatives. You might have your Mom's eyes or Dad's smile. We get a lot from our families; things we inherit (like hair color) and things we can learn (like a love for sports). We get some of our health from our families too. Go through your family tree and learn about your relatives who had things like heart disease or a stroke. You might also learn about the choices your relatives made that affected their health. It's important to learn about any health issues in your family so you can be proactive about your own health! Who knows, you may hear a funny story or two about some of your relatives!!

**Fitness Assessment Evaluation**

Name: \_\_\_\_\_

Fall Semester Teacher: \_\_\_\_\_ Spring Semester Teacher \_\_\_\_\_

<b><u>Fitness Assessments</u></b>	<b><u>Pretest</u></b>	<b><u>End of 1<sup>st</sup> Semester</u></b>	<b><u>End of 2<sup>nd</sup> Semester-</u></b>
Resting Heart Rate			
Mile Run			
Push ups			
Sit Ups			
Sit and Reach			

**Pretest Questions:**

1. After looking at your pre test scores, what would you like to improve and why?
  
  
  
  
  
  
  
  
  
  
2. What are some steps that you can take in order for you to improve or maintain your fitness scores until we test them again?
  
  
  
  
  
  
  
  
  
  
3. What will keep you motivated so that you can use class time to help you reach your fitness score goals?

**Mid-Semester Questions:**

- 1. After looking at your mid-semester test scores, did any improve? If so, which ones?**
  
  
  
  
  
  
  
  
  
  
- 2. Did any scores remain the same or get worse? If so, list which ones and explain why you think this happened?**
  
  
  
  
  
  
  
  
  
  
- 3. What will keep you motivated so that you can continue to use class time to help reach your fitness score goals?**

**Post-test Questions:**

- 1. After looking at your post test scores, did any improve from your mid-semester scores to your post-test? If so, which ones?**
  
  
  
  
  
  
  
  
  
  
- 2. Where did you see the most improvement from pretest to post-test? If you did not see any improvement, why do you think this happened?**
  
  
  
  
  
  
  
  
  
  
- 3. Overall, how do you feel you did at reaching your fitness score goals?**

## Chapter 1: Cardiovascular Fitness

Please place an (x) in the proper box next to the corresponding vocabulary word.

### Cardiovascular Fitness Vocabulary Knowledge Rating

<b>Vocabulary Word</b>	<b>I know this word and I can define it</b>	<b>I have heard this word before</b>	<b>I have never heard this word before</b>
Target Heart Rate Zone			
Maximum Heart Rate			
Resting Heart Rate			
Frequency			
Intensity			
Time			
Aerobic Activities			
Warm-Up			
Cool-Down			
Recovery Heart Rate			
Carotid Artery			
Heart Disease			
Radial Artery			

## CHAPTER 1: Cardiovascular Fitness ♥

**DEFINITION:** Cardiovascular Fitness is the body's ability to continuously provide oxygen to muscles as work is performed over an extended time. Cardiovascular training will help you strengthen the heart and improve the body's ability to use oxygen.

### A. Heart Rate (The number of times your heart beats per minute):

1. Pulse – caused by pressure of the blood on the artery wall
2. Carotid artery – neck
3. Radial artery – wrist
4. Average resting H.R. = 70 BPM (Beats per minute) for adults - 100 for children
5. Range for normal resting HR = 50-100 BPM
6. Recovery heart rate (A heart rate taken 5-10 minutes after moderate to vigorous activity which is an indicator of level of fitness):
  - a. 5-6 minutes after exercise = 120 BPM
  - b. 10 minutes after exercise = 100 BPM
  - c. If your heart rate does not fall below these numbers after a workout you should reduce the intensity of your workout.

### B. Blood Pressure:

1. The measure of blood forced against the walls of the arteries
2. Systolic pressure: blood pumped from ventricles (work phase)
3. Diastolic pressure: when the heart is relaxed and filling with blood
4. Normal blood pressure range:  
 $\frac{120 + \text{or} - 20}{80 = \text{or} - 10}$

### C. Application of the Training Principles Specific to Cardiovascular Fitness:

1. Main purpose of a cardiovascular fitness program is to increase the body's ability to use oxygen.
2. Must engage in exercises that involve movements of the large muscle groups
3. PRINCIPLE of OVERLOAD: (Push heart muscle beyond its normal range)
  - a. Frequency: how often – Most days of the week.
  - b. Intensity: how much (determined by response of the heart)  
Greatest benefits result when the heart rate increase to 60-90% of MHR (maximum heart rate)
  - c. Time: how long: maintain Target heart rate (60-90% of MHR) for at least 60 minutes
4. PRINCIPLE of PROGRESSION:
  - a. Since the heart adjusts to the workload you place on it, the overload must be increased periodically in order for improvement to occur
5. PRINCIPLE of SPECIFICITY:
  - a. Aerobic (with oxygen)
  - b. Anaerobic (without oxygen)

## **Resting Heart Rate**

Resting heart rate is the number of times your heart beats per minute. The best way to determine your resting heart rate is in the morning, before you get out of bed. To find the average resting heart rate, take your pulse on three consecutive mornings and average the three scores. Studies are now finding that your resting heart rate is an indicator of your basic fitness level and is also a strong predictor of cardiovascular health. When your fitness level improves, the fewer your heart beats per minute. When you are in better shape, your heart is beating more efficiently, but fewer times per minute than if your fitness level is lower.

Having a high resting heart rate is a risk factor for cardiovascular disease. A high resting heart rate forces your heart to work harder and can cause your heart to wear out over time.

Cardiovascular disease is the #1 killer in the United States for men and women in all ethnic groups. It is the leading cause of death for all Americans over the age of 35.

The good news is that your heart is a muscle. Muscles can be made stronger through exercise and proper nutrition. Regular aerobic exercise and periodic high intensity interval training will make your heart stronger and make it operate more efficiently. This in turn, can lower your resting heart rate and will help you reduce your risk of heart-related diseases.

<b>Resting Heart Rate</b>	<b>MEN</b>	<b>WOMEN</b>
<b><u>Category</u></b>	<b><u>16-25 Years Old</u></b>	<b><u>16-25 Years Old</u></b>
Athlete	49-55	54-60
Excellent	56-61	61-65
Good	62-65	66-69
Above Average	66-69	70-73
Average	70-73	74-78
Below Average	74-81	79-84
Poor	82+	85+

1. What is your resting heart rate?
2. Looking at the chart above, which category do you fit into?

## ***Calculating Target Heart Rate Range***

The purpose of this activity is to identify your personal target heart rate zone which is a safe and comfortable level for you to maintain when training.

	Example	LOWER LIMIT	For You	UPPER LIMIT
Start with 220	<b>220</b>	<b>220</b>		<b>220</b>
Subtract Your Age	- <b>15</b> _____	- _____		- _____
Equals Maximum Heart Rate (MHR)	<b>205</b>			
Subtract Resting Heart Rate (RHR)	- <b>70</b> _____	- _____		- _____
Multiply By: 50% - LOWER LIMIT 85% - UPPER LIMIT	<b>135</b>  <b>X</b> <b>.50</b> _____	<b>X</b>  _____	<b>X</b>  <b>.50</b> _____	<b>X</b>  _____
Add Resting Heart Rate (RHR)	<b>67.5</b>  + <b>70</b> _____	+ _____		+ _____
Target Heart Rate (THR)	<b>137.5</b> <b>Beats per minute</b> <b>(LOWER LIMIT)</b>	<b>Lower Limit</b> <b>THR</b>		<b>Upper Limit</b> <b>THR</b>



**Chapter 2**  
**VIOLENCE PREVENTION:**  
**Freshmen Program**

▶ **VIOLENCE PREVENTION & BULLYING**

**\*Violence/Bullying Presentation on Facts**

**\*Bullying Worksheets: What Should You Do?**

# **FACT SHEET #1:**

## **WHO ARE BULLIES?**

A bully is someone who hurts another person on purpose. Anyone can be a bully, including a stranger, friend, brother or sister, a young person or adult.

**Examples of bullying:** Calling names, teasing, pushing or shoving, hitting or attacking, spreading rumors or gossip, ignoring someone to make him feel left out, forcing others to hand over possessions or money, attacking others because of religion, race or beliefs.

**Bullies are people with real problems such as:** feelings of not fitting in, problems at home, including divorce and abuse, being bullied by parents or older siblings, fear of being picked on, wanting to seem tough and invincible, feelings of anger, pain, and low self-esteem.

**Bullying is never okay and it is not a normal part of growing up. Being bullied is not a victim's fault.**

# **FACT SHEET #2:**

## **KNOWING YOUR RIGHTS**

You have the Right:

- to feel safe
- to an education, free from violence
- to report any form of bullying
- to be heard
- to be treated with respect, regardless of race, religion or appearance
- to report any violent behavior or threats at school
- to defend someone who is being bullied
- to reject friends who bully others
- to be upset about bully behaviors

## **HOW TO STOP BULLYING:**

- Practice possible responses to a bully
- Keep a diary or journal of what is happening
- Talk things over with a friend, teacher, parent or someone you trust
- Remember that a teacher has the responsibility to listen and be fair. If they do not listen then move on to someone else
- Avoid places where bullies hang out
- Try to meet new people
- Never use violence to deal with a bully. It could lead to a suspension, injuries, jail or even death

## **FACT SHEET #2 (CONTINUED):**

### **Here are some ways to deal with bullies head on:**

1. Laugh, shake your head and walk away
2. Ignore them completely
3. Stand up for yourself and tell the bully how you feel
4. Throw the bully off by changing the subject
5. Repeat what the bully says. This helps the bully hear what he has said.
6. Ask the bully why he continues to insult. Doing this puts you in control
7. If nothing works, get help from a friend or an adult you can trust

### **HELPING OTHERS WHO ARE BULLIED**

- If you know someone being bullied, help the person get out of the situation
- Never laugh at a bully's jokes. It only gives him more power
- Offer to walk with the victim in places where the bully hangs out
- Talk with the person being bullied and offer to help
- Set a good example - do not bully others
- Remember that no one deserves to be bullied
- Treat all people with respect, even bullies
- Unless the threat of physical violence is involved, stand up for the person being bullied
- If the threat of violence is involved, report it to authorities immediately

## WHAT SHOULD YOU DO?

Write a solution to each problem below. Try to find solutions that are realistic and respectful to everyone involved.

1. There's a person in your class who makes fun of you all the time. You've tried ignoring the person, but it doesn't work. Lately, you even failed a few tests because you're so worried about the bully.

What should you do?

2. Your best friend is being bullied by a bigger kid at school. Your friend feels bad about being bullied and doesn't want anyone to know. Yesterday, the bully promised to beat up your friend.

What should you do?

3. Last year, you were mean to a kid in your class. You called the kid names. You even shoved him a few times. You feel bad about bullying the kid. You don't want anyone to think you're a bully.

What should you do?

## ACTIVITY SHEET

### I COULD.....

Sooner or later, most of us have to deal with a bully. It helps to be prepared for those times by thinking ahead.

1. If you had a problem with a bully, who could you talk with?
2. If you got really mad at someone, what could you do to calm down?
3. If you were sad, what could you think about to feel happier?
4. If someone said something mean to you, what could you say to the person?
5. If you felt afraid of someone, who could you call?
6. If your best friend was being bullied, what could you do?
7. If a friend pressured you to pick on someone, what could you do?
8. If you realized that you acted like a bully, what could you do?

Keep your answers in a handy place. You never know when you might need to remember them.

# ***FIT for LIFE***

## **Chapter 3: Looking Good Feeling Good**

### **1. Personal fitness is a personal matter**

- Developing a fitness program provides both physical and mental benefits.
- Do not compare yourself to anyone.
- Self-improvement
  - a. Take pride in seeing yourself improve.
  - b. Develop an attitude towards development – be open-minded about fitness.
  - c. Don't let others influence you.
  - d. Give 100 %.

### **2. Physical fitness is a trend.**

- It is lifelong - Plays a major role in peoples lives
- Research shows:
  - a. Large % of adults are not fit and are overweight.
  - b. Fairly large % of teens are in poor condition and may have negative attitudes towards fitness.

### **3. What affects your attitude towards fitness?**

- Lack of athletic ability – you don't have to be an athlete to be physically fit.
- Negative past experiences with youth sports: High % of athletes drop out at an early age.
- Heredity plays a role – body structure of your family.
- Media influence
  - a. Portrays the ideal man as muscular well shaped and woman as slim and attractive. As a result young people will not attain these standards and develop a feeling of inadequacy in relation to their body.
  - b. Doesn't reward any "non-perfect" body type.

### **4. PHYSICAL FITNESS DEFINED:** It is determined by the condition of your heart, circulatory system, respiratory system, degree of flexibility, muscular system, and your percentage of body fat. *Remember that one does not have to be skilled to be in shape.*

### **5. Primary health risk factors.**

- **Inactivity**
  - a. Those who remain active have fewer heart problems and other diseases.
  - b. Activity helps you feel good about yourself
  - c. Many people waste time watching TV instead of developing the body and mind
- **Obesity**
  - a. Fatty deposits put strain on heart and circulation
  - b. Problems begin in early childhood
  - c. Obese individuals may have a hard time adjusting socially and emotionally.

## Chapter 3: Looking Good Feeling Good Cont.

- **High blood pressure**
    - a. Major cause of heart and circulatory problems
    - b. Occurs in both young and old
  - **High levels of cholesterol**
    - a. Diets high in saturated fats can cause cholesterol to be high, collecting on blood vessels and clog them.
    - b. Fast food chains serve generally high fat content foods
  - **Stress and tension – people need to take control of their bodies and lifestyles to help reduce stress and depression**
    - a. Unnecessary stress or tension places strain on the heart
    - b. May lead to disease and other disorders
  - **Smoking**
    - a. Causes heart disease, leads to cancer and high blood pressure
  - **Sex of an individual** – *Men have a slightly higher rate of heart disease.*
  - **Heredity**
    - a. You inherit similar body types.
    - b. Health conditions of parents may be passed on to offspring.
  - **Age** – risk of heart disease increases as one gets older.
6. **Benefits of Exercise:**
- **Improves appearance** - *Exercise/fitness activities help control body weight.*
  - **Improved self-control** - *Less stress is experienced: less depression occurs*
  - **More enjoyment in life** - *Exercise relieves anxiety and stress.*
  - **Improved overall health** - *Active people are healthier.*
  - **Increases muscular strength and endurance**
  - **Increases energy** - *being tired may result in ones poor lifestyle, nutritional and rest habits.*
  - **Increase in physical performance** - *you will not fatigue as quickly – you will be able to complete a school day without a high degree of fatigue.*
  - **People sleep better** – *you need more sleep as a teenager*
  - **Increases life expectancy** - *provides immediate physical and mental benefits*

## Chapter 3: Personal Fitness, Feeling Good/Looking Good

### Anticipation Guide

**Directions:**

**Before reading:**

In the column labeled **me**, place a check next to any statement with which you agree.

**After reading:**

Compare your opinions on those statements with information contained in the **text**.

<b>Me</b>	<b>Text</b>	
_____	_____	1. Physical fitness is a trend not a fad.
_____	_____	2. You don't have to be an athlete to be physically fit.
_____	_____	3. Physical Fitness is determined by the condition of your heart.
_____	_____	4. Those who remain active have fewer heart problems and other diseases.
_____	_____	5. Fatty deposits put a strain on the heart and circulation.
_____	_____	6. High Blood pressure occurs in both young and old.
_____	_____	7. Fast food chains serve generally high fat content foods.
_____	_____	8. People who take control of their bodies and lifestyles help stress and depression.
_____	_____	9. Smoking, sex of an individual, heredity and age may make you more at risk for Heart Disease
_____	_____	10. It will take several months of exercising before you will be provided with the physical and mental benefits.



## CHAPTER 4: Guidelines to Exercise

### 1. How to get started?

- Medical exam – Exams should be conducted for those who have experienced ill health, are over 30 and not been physically active.
- Fitness Evaluation
  - a. Allows you to set realistic goals both long and short term.
  - b. Tests should cover all aspects of health related fitness – muscular strength and endurance, cardiovascular endurance, flexibility and body composition

### 2. Analyzing Fitness Assessment

- Before beginning a fitness program you should know your level of fitness by evaluating your flexibility, muscular strength and endurance, cardiovascular fitness and body composition
- Evaluate by pre and post tests
  - a. Pre-test – determines present level of fitness and helps to set goals
  - b. Post-test – helps determine progress made and assists in making new goals
- Self-Testing is an effective way to monitor your progress.

### 3. Clothing can make a difference

- Sound footwear – purchase quality shoes for your activity.
- Socks – prevent friction of skin against shoes to avoid blisters.
- Shirts – cotton helps to provide for absorbency and allows the body to breathe.
- Shorts – too tight of a fit may rub and chafe the body.

### 4. Exercising in hot weather – One must maintain the body's internal body temperature. Exercises cause blood flow to concentrate in working muscles, causing heat build-up. This is caused by blood transferring internal heat from you're working muscles to your skin where it is given off to the outside air. You rely on the air's absorption of heat from your skin surface to keep your body temperature from rising.

- When the body's temperature rises it may create a fluid deficiency in your body (Dehydration)
- Potential conditions that could result:
  - a. *Hyperthermia - reduction of body fluids or increase in body temp.*
  - b. *Heat cramps - least serious; muscles contracting involuntarily, spasms*
    1. Symptoms: thirst, chill, clammy skin, nausea, throbbing heart
    2. Treatment: ½ cup water every 10-15 min.; find shade, remove excess clothing
  - c. *Heat Exhaustion – profuse sweating and dizziness; stop activity*
    1. Symptoms: Sweating, dizziness, headache, fatigue, weak/rapid pulse, short of breath
    2. Treatment: drink 2 cups water, stop exercise, remove wet clothing, place ice on head
  - d. *Heat Stroke – medical emergency, body temp may rise to 106, body unable to cool, internal organs begin to fail.*
    1. Symptoms: Dry, hot skin; lack of sweat, swollen tongue, hallucinations,
    2. Treatment: call 911, ice bags on head, arm pits ankles, remove wet clothing

## CHAPTER 4: Guidelines to Exercise Cont.

5. Preventative Measures for Heat Illness:
  - Wear lightweight clothing.
  - Drink plenty of water before, during and after exercise.
  - Shade your head from the sun.
  - Exercise during the early or latter part of the day.
  - Do Not use salt tablets – irritates lining of the stomach.
  - Do Not wear rubberized suits.
  
6. Exercising in Cold Weather
  - Dress in layers.
  - Cover your head, hands and feet.
  - Do not overdress – too much clothing can cause you to perspire making your clothes wet.
  - Wear water-resistant gear when exposed to rain or snow.
  - Prevent hypothermia- decline in body temp.
  
7. Warming-Up
  - Should maintain a 10-15 minute warm-up
  - Benefits of warm-up:
    1. helps you to focus on upcoming activity
    2. increases the heart rate and blood supply to muscles
    3. helps generate heat in the muscles and joint tissues
      - a. makes them more flexible
      - b. reduces risk of injury
    4. How to warm-up:
      - a. should include static stretching
      - b. Begin with large muscle groups.
  
8. Cool-down
  - 10-15 minute recovery.
  - Body must slow down gradually.
  - Benefits:
    1. helps prevent blood flow from pooling in the muscles
    2. without a cool-down less blood reaches the heart
    3. prevents tightened muscles from becoming sore
  - How to cool down:
    1. should consist of walking or light activity
    2. should continue until heart rate is at or below 100
    3. should include stretching
  
9. Common Injuries:
  - Muscle Soreness
    1. appears 12-24 hours after activity
    2. discomfort is due to chemical changes in the muscles
    3. may persist for 1-2 days
    4. light massage and stretching will help

## CHAPTER 4: Guidelines to Exercise Cont.

- Blisters – *caused by friction creating heat, tissue damage and fluid accumulation between the layers of skin in an attempt to prevent further damage*

Treatment:

- a. If blister is broken, treat as an open wound. Clean and apply sterile dressing.
- b. Or puncture blister with sterile needle. Allow blister to drain and treat as open wound.

- **Shin Splints**

1. Inflammation of the membrane on the front of the lower leg(did too much too quickly)
2. Causes: improper shoes, hard surface, running on balls of the feet
3. **Treatment:** ice, rest, elevation

- **Stitch in the side:**

Sharp pain in the side, just under the ribs

Causes: faulty breathing, reduced blood flow to the area

**Treatment:** apply pressure to affected side; stretch to opposite side and breathe deeply

## Soccer Study Guide

### *Explanation of Activity:*

Each team consists of eleven players on the field. The goal is to get the ball completely across the opponent's goal line with the entire ball traveling between the uprights and beneath the cross bar of the goal. A game is started with a kick-off from the center of the field. The arms or hands cannot play the ball during the course of a game, except for the goalkeeper within the goal area.

### *Length of Game:*

Each High School game consists of two 40-minute halves.

### *Players:*

11 players on the field at a time

#### **DEFENSE PLAYERS: (Backline)**

Right Fullback, Left Fullback, Sweeper, and Stopper

#### **MID-FIELD PLAYERS: (Mid-line)**

Right Mid-Fielder, Left Mid-Fielder, Center Mid-Fielders (also known as Half-Backs)

#### **FORWARDS: (Front line)**

Right Wing, Left Wing, Center Forward

### *Basic Rules:*

1. No using hands, except for the goalie.
2. No holding, pushing, striking, kicking, tripping, or charging violently towards an opponent.

### *Scoring:*

1 point is awarded for each goal.

### *Skills:*

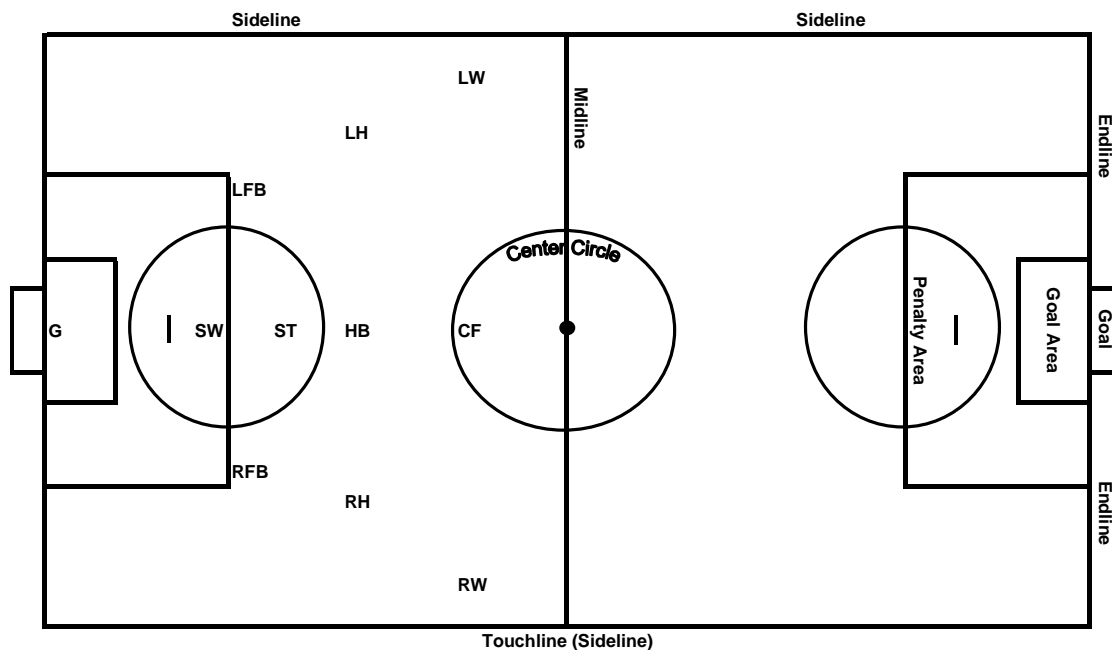
1. *Dribbling* - advancing the ball by tapping it with either foot. Can use the inside, outside, top, or bottom of foot.
2. *Heading* - using one's head to pass, shoot, or control the ball. Use the forehead and position the head in the direction that you want the ball to go.
3. *Trapping/Receiving* - Used to gain control of a pass or loose ball by stopping it or changing the direction of the ball to the player's advantage. Can use the sole of the foot, side of your foot, or chest. Make sure to give with the ball as it makes contact with you.
4. *Throw-in* - must use both hands on the ball in an overhead motion and the ball must come from behind the head while keeping both feet in contact with the ground from behind the sideline. Awarded when a player forces the ball over the sideline. The opposing team receives the ball on a throw-in.
5. *Tackling* - using one's feet to take the ball from an opponent.

## Soccer Study Guide Cont.

### *Terminology:*

1. **Direct Free Kick:** Awarded to a team when an opposing player commits a personal foul such as holding, tripping, kicking or a handball. A goal may be scored directly from a direct free kick.
2. **Indirect Free Kick:** Awarded to a team when an opposing player commits a non-personal foul such as obstructing an opponent or dangerous play. A goal cannot be scored directly from an indirect free kick. It must touch another player on either team.
3. **Center:** Pass the ball from sideline to the center of the field.
4. **Kick-Off:** Used to start play at the beginning of a half or after a goal is made. Must be played forward and the person who kicked the ball may not touch it again until another player has touched it.
5. **Marking:** Way of guarding your opponents.
6. **Offside:** A player is in an offside position when he/she is nearer to his/her opponent's goal line than the ball and past all defenders not including the goalie.
7. **Penalty Kick:** Awarded when a personal foul or a handball occurs within the penalty area.
8. **Corner Kick:** Free kick awarded to the attacking team from a corner area after a defending player has last touched the ball beyond his/her own end line.
9. **Goal Kick:** Awarded to a defensive team when the ball has been driven out of bounds over the goal line by an opponent.

### *Field/Court Layout:*



- CF - Center Forward
- G - Goalie
- SW - Sweeper
- ST - Stopper
- LFB - Left Fullback
- RFB - Right Fullback
- HB - Halfback
- LW - Left Wing
- RW - Right Wing

(This is a 4-3-3 Formation Pictured)

### Soccer Activity

Using the word bank below, determine if the terms are a player position or a game skill.

#### Word Bank

Dribbling  
Center  
Right Fullback  
Left Fullback  
Throw in  
Center Forward

Sweeper  
Halfback  
Trapping  
Goalie  
Right Wing  
Left Wing

Shooting  
Stopper  
Goal Kick  
Corner Kick

Player Positions	Game Skills

### **A. Muscular Strength and Endurance:**

Muscular strength is the ability of a muscle group to apply **maximum force** against a resistance one time.

Muscular endurance is the ability to **repeat** muscle movement over a period of time.

### **B. Myths about Weight Training:**

1. Weight training for females.
  - a. Women have estrogen rather than testosterone as their primary sex hormone which prevents females from developing large muscle definition.
  - b. Females' average 8% more body fat than males, which masks muscle definition.
2. Can muscle turn to fat?
  - a. Muscle does not turn to fat and fat does not turn to muscle.
  - b. Muscles atrophy, or become smaller, when they are not used.

### **C. Application of Training Principles (Limited to the use of isotonic exercises):**

1. Three factors to improve muscular fitness
  - a. Stimulate the muscle by making it work harder than normal
  - b. Proper nutrition in order to make the muscles grow.
  - c. Adequate rest necessary for repair and development
2. Principle of overload:
  - a. Frequency –How often; allow time to rest to allow for repair and growth. 24-48 hours
  - b. Intensity – How much
    1. Called the resistance and is determined by the amount of weight you lift
    2. Increase resistance to improve muscular strength and endurance, but must be gradual.
    3. Intensity (or amount of weight) you would lift to improve muscular strength should be 60-90% of what you could lift at one time.
    4. The amount of weight lifted to improve muscular endurance would be 30-50% Of what you could lift at one time.
  - c. Time:
    1. Number of times the exercise is performed – REPETITION
    2. Group of repetitions is called a set.
    3. Muscular endurance – light weight and 3 sets of 12-20 reps
    4. Muscular strength – heavy weights and 3 sets of 4-8 reps
3. Principle of Progression:
  - a. Overload muscles to improve muscular strength and endurance since your body adapts to lifting the same amount of weight.
  - b. Gradually lift more to prevent injury
  - c. Perform 3 sets of 4 to 8 to improve muscular strength
    1. Start with maximum amount of weight you can lift 4 times for all 3 set
    2. As you make progress and are able to lift the amount of weight 8 times for all three sets, you should add weight and drop your number of reps back to 4 per set
    3. To improve muscular endurance, use the same approach only with less weight and more reps 12-20.

## **CHAPTER 5: Muscular Fitness Cont.**

4. Principle of Specificity:
  - a. Overload specific muscles you want to improve.
  - b. The more you isolate the muscle you want to improve, the better the results

### **D. Weight Training Considerations:**

1. Safety considered first.
2. Train with a partner.
3. Warm-up
4. Concentrate on endurance when beginning a weight training program.
5. Check equipment before use.
6. Know proper technique to lift.

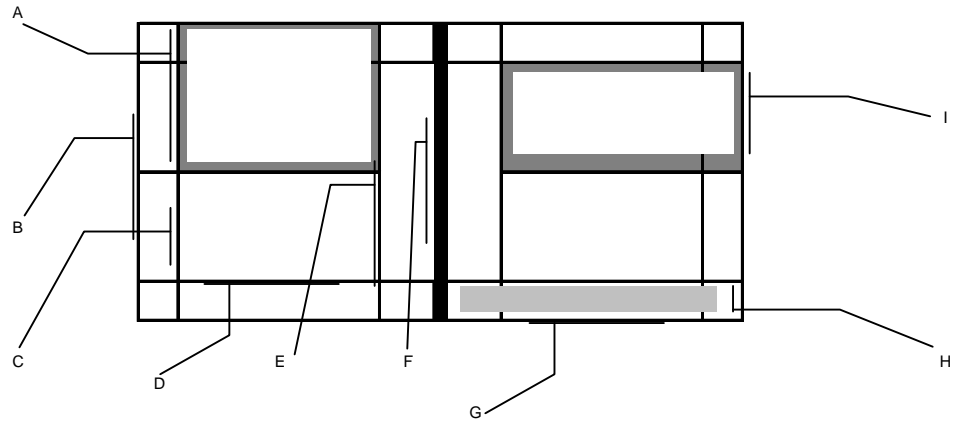
### **E. Muscular Fitness Exercise Samples:**

1. Shoulders
  - a. Standing Lateral Raises (Deltoids)
  - b. Shoulder Shrugs (Upper Trapezius)
  - c. Overhead Press (Deltoids and Upper Trapezius)
2. Arms
  - a. Front Curl / Concentration Curls (Biceps)
  - b. Arm Curl Machine (Biceps)
  - c. Overhead Extensions (Triceps)
  - d. Triceps Press Down (Triceps)
3. Chest/Back
  - a. Bench Press (Pectorals, Triceps)
  - b. Dumbbell Flys (Pectorals)
  - c. Dumbbell Chest Press (Pectorals, Triceps)
  - d. Seated Rowing (Latissimus Dorsi, Rhomboids, Middle Trapezius, Biceps)
  - e. Lat Pulldown (Latissimus Dorsi, Lower Trapezius, Biceps)
4. Thighs
  - a. Leg extensions (Quadriceps), Leg Curls (Hamstrings), Squats/Lunges (Gluteus Maximus, Quadriceps), Step-ups (Gluteus Maximus, Quadriceps)



## Badminton Study Guide

### The Court:



- A. Doubles Service Court
- B. Back Boundary Line for Doubles and Singles (End Line)
- C. Back Boundary Line for Doubles Service
- D. Singles Sideline
- E. Short Service Line
- F. Net
- G. Doubles Sideline
- H. Alley
- I. Singles Service court

### Official Rules

#### Players:

1. There will be two players on each of the court for doubles.
2. The side that has the serve is called the serving side, and the opposing side the receiving side.

#### Tossing (Volleying) for serve: How to start a game

1. Before play begins, a player from each side shall “toss (volley) for serve”, using the shuttle.
2. The winner has the option to serve first or receive first. The loser chooses the side from which to begin play.

## Badminton Study Guide Cont.

### Equipment:

- Shuttles are also called birdies and shuttlecocks.
- Racquets and shuttles are provided for students use but any abuse of equipment will result in the student being charged for its replacement.

### Services:

- The server and receiver must stand with both feet inside diagonally opposite service courts without touching the boundary lines.
- A service must be an underhand stroke (hit) with the entire shuttle below the server's waist at the moment of contact.
- The shaft of the racquet at contact must be pointed downward so that the entire head of the racquet is below the waist of the server.
- The movement of the server's racquet must continue forward after the start of the swing; faking is not allowed.
- The server must not serve until the receiver is ready.
- The serve is legal if it hits the net and still is in bounds in the correct diagonal service court.
- Only the player diagonal from the server can return the serve.

### Formations:

Side-by-Side- a doubles formation describing the position of two players, each defending one side of the court.

Up-and-Back- a doubles formation describing the position of two partners, the basic formation in doubles play.

### Faults:

- **Serving Faults**
  1. shuttle is struck higher than the waist
  2. head of the racquet is not below server's hand holding the racket
  3. shuttle falls into the wrong service court or out of bounds
  4. shuttle falls before the short serve line
  5. server's feet are not in the correct service court
  6. receiver of serve does not have their feet in the correct service court
  7. server steps forward when serving
  8. server intentionally balks, fakes, or feints
  9. server serves before the opponent is ready
  10. part of both feet must remain in contact with the surface of the court in a stationary position until the service is delivered or a fault is called
  11. shuttle passes through, under, or gets caught on or over the net on the serve
    - a. server attempts to serve and misses the bird completely
- **Regular Play Faults**
  - a. player reaches over net to play birdie (**follow through** over the net is legal)
  - b. player hits the bird twice in one motion or momentarily holds or throws the birdie
  - c. player fails to return the bird to the opponent's court
  - d. player obstructs or hinders opponent
  - e. player deliberately delays the game
  - f. player touches the net with racquet, body, or clothes

## Badminton Study Guide Cont.

- g. in doubles the receivers partner returns the serve
- h. shuttle passes through or under the net
- i. shuttle touches the ceiling or walls
- j. shuttle touches a person or their clothes

### Doubles Play:

- Doubles **servicing** court is short and wide.
- After the serve the **playing** court changes to long and wide.
- If the serving team scores a point, the same server serves the next serve diagonally from the other half of their court. This continues until the receiving team wins the rally.
- The serving team **only** changes service courts after a point is scored. There is no change of courts for the serving team when the team loses a down. The receiving team **never** changes courts.
- The player served to may only receive the service. No player ever receives two consecutive serves.

The winning team serves first in the next game. In doubles matches, either player of the winning side may serve first. In the next game, either player of the losing side may be positioned in the right (even) court to receive.

### Rally point scoring: 8-point quick guide.

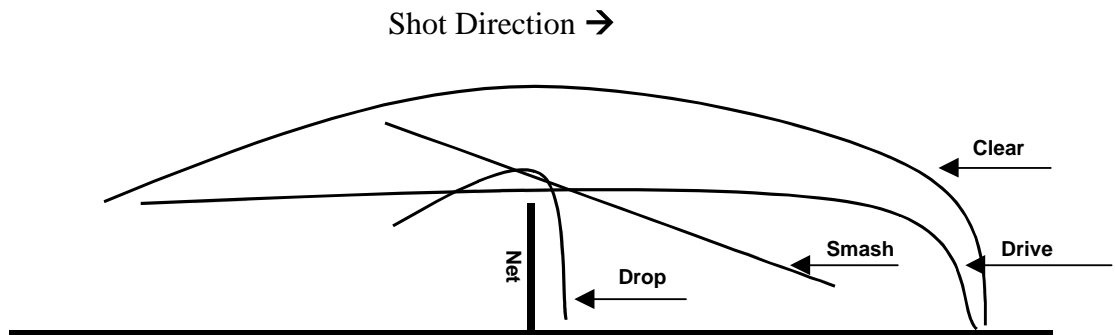
Source: Badminton England

1. The rally point is awarded to the side that wins each rally. If this is the receiving side they also win the right to serve.
2. In doubles there is only one service per side, and the service alternates between the partners. At each 'service-over' the serve goes to the partner who did not serve the last time the side served. No player shall serve in two successive service hands, or receive two successive serves in a service hand.
3. After service court errors the new server should also be in the service court matching the new score i.e. Right for an even score.
4. If a service court error occurs it shall be corrected when noticed, but the score shall be uncorrected.
5. A match consists of the best of three games to 21 points.
6. If the score reaches 20-20, the game is won by establishing a two-point lead e.g. 24-22. If the score reaches 29-29, the winner of the next point shall win the game. (There is no option like old "setting"; the extended game automatically comes into play at 20 all). The side winning a game serves first in the next game.
7. At each 'service-over' the player who has lost the right to serve should take note of the service-court they occupy – which should correspond to that side's score (i.e. Left court if the score is odd). The player should start each rally in this service-court until their side next scores a point while serving.
8. The order of serving remains the same throughout a game. If A & B play C & D, and A starts serving to C, then the serving order will be A, D, B, C, A and so on.

## Terms

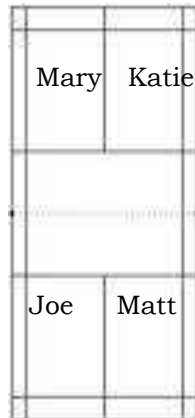
### Shots and Strokes:

1. Drive - refers to all shots that cross the net flatly in a horizontal trajectory.
2. Clear - a shot hit high and near the opponent's back boundary line
3. Drop shot - a shot hit so that it barely clears the net and falls rapidly in the opponent's court between the net and the short-services line
4. Serve - the shot used to put the shuttle into play at the start of each point using either an underhand or backhand serve
5. Smash - an overhead shot hit forcefully at a steep downward angle




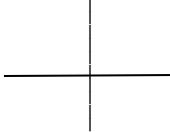
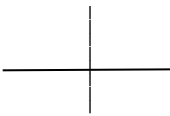
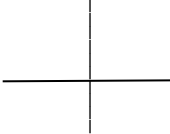


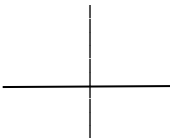
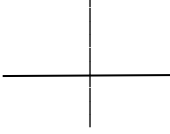
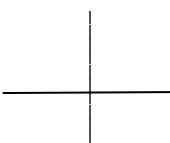
## Badminton Scoring Activity

### Badminton Scoring



**\*\*On the score, the boys score is always listed first.**

Course of action / Explanation	Score	Server	Service from Service Court	
Matt and Joe win the birdie toss to start the game.	0-0	<i>Who is the first server?</i>	<i>What side does the first server start from?</i>	
Matt hits the serve into the net and it falls to the ground on his side of the net.	0-1	<i>Who is the second server of the game (Matt served first)?</i>	<i>What side does the second server serve from?</i>	
The second server wins the rally for the next point.	0-2	<i>Who is the server?</i>	Right side	
Katie serves the birdie over the net but in front of the short service line.	<i>What is the score?</i>	<i>Who is the third server of the game?</i>	<i>What side is the third server serving from?</i>	
Joe and Matt win the rally with a great drop shot that the girls can't get to.	2-2	Joe	Right Side	
The boys lose the next point. Mary hits a great clear that hits the back boundary line.	<i>What is the score?</i>	<i>Who is the next server?</i>	<i>What side is the serve hit from?</i>	
Mary and Katie win the next three points.	2-6	<i>Who is the server?</i>	Right Side	

Course of action / Explanation	Score	Server	Service from Service Court	
Mary hits the serve into the net and it falls to the ground on her side of the net.	3-6	<i>Who is the server?</i>	<i>What side is the serve from?</i>	
Matt and Joe win the next 5 points in a row.	<i>What is the score?</i>	Matt	Right Side	
Joe hits a smash in the net and loses the point.	8-7	<i>Who is the server?</i>	Left	
Katie and Mary win 5 points in a row.	<i>What is the score?</i>	<i>Who is the server?</i>	<i>What side is the serve from?</i>	
Matt hits a great drive between the girls to win the point.	9-12	<i>Who is serving?</i>	Left	
The boys win 10 points in a row.	19-12	Joe	What side is the serve from?	
Mary hits a drop shot that the boys can't return.	19-13	<i>Who is the server?</i>	Left	
The girls win 8 points in a row.	19-21	Mary	Game Over!	

## Track & Field Unit Study Guide

### History

Track & Field events, the oldest organized sports, have been held for thousands of years. The first organized meets recognized were the Olympian Games, which the Greeks initiated in 776 BC. The Romans continued to hold the Olympian contests after they conquered Greece in 146 BC. In 346 AD the games were abolished by Roman emperor Theodosius I and for eight years after no organized track & field events were held. The English revived the sport in the mid 12<sup>th</sup> Century and it gradually became a favorite English sport. The first university meet was held about five hundred years later in 1864 between Oxford and Cambridge. The first national meet was held in London in 1866 and the U.S. amateur meet was held indoors in New York in 1868.

In 1896 the Olympic Games, a modified revival of the Olympian Games, were initiated in Athens. From now on, the Olympic Games are held every four years, except in time of world war.

### Long Jump

**Approach** - The contestant sprints along a runway, usually between 65 - 90 feet and springs into the air from a point called the takeoff board. This takeoff board is between 12 and 24 inches wide.

**Jump** - The jump is done off of one foot. There are two jumping styles used in the air:

- 1) The Bicycle - In the air, the jumper moves their feet like they are pedaling.
- 2) The Hang - In the air, the jumper brings their feet together into the air as high as they can.

**Landing** - The landing is done with both feet hitting the sand at the same time with the arms brought forward at the point of impact with the sand.

**Measuring** - The distance of a jump is measured in a straight line from the edge of the takeoff board to the closest point of impact made by the jumper in the sand.

### Triple Jump

**Approach** - The contestant sprints along a runway, usually between 65 - 90 feet and springs into the air from a point called the takeoff board. This takeoff board is between 12 and 24 inches wide.

**Jump** - The aim in the triple jump is to cover the greatest distance possible in a series of three quick and evenly distanced jumps. These jumps are called phases. In the first phase, the jumper hops into the air from the takeoff board and comes down on the takeoff foot. The jumper then immediately springs or steps forward off the takeoff foot and lands on the opposite foot. In the same motion the competitor jumps into the air once more.

**Landing** - The landing is done with both feet hitting the sand at the same time with the arms brought forward at the point of impact with the sand.

**Measuring** - The distance of a jump is measured in a straight line from the edge of the takeoff board to the closest point of impact made by the jumper in the sand.

## Track & Field Study Guide Cont.

### High Jump

**Jumping Styles** - The three most common jumping forms are the scissor kick, the Western Role and the Fosbury Flop.

**Approach** - The most typical and the approach that we learned is the “J” Approach. It is usually completed in nine to eleven steps with the last five steps being in a curve at the crossbar.

**Jump** - The jump is done off of the foot that is farthest away from the bar. At the point of take-off, the body should be at least an arms length away from the crossbar. The arm that is closest to the crossbar is put into the air and is aimed toward the back of the mat. The back is then curved over the bar with the legs and feet following.

**Landing** - After the legs clear the crossbar, the landing is completed with the upper back (shoulder blades) hitting the mat first. The jumper does not flip over when they land.

### Shot Put

The aim in shot-putting is to put the shot put through the air for maximum distance while being confined to a circle (ring) 2.1 meters (7ft) in diameter. There are three styles

- 1) **Spin** - the athlete spins in the ring to gain speed and puts the shot after two to three rotations.
- 2) **Glide** - *the athlete glides along the surface of the ring from the back to the front, letting the shot go in the front of the ring.*
- 3) **Reverse** - *This is the style we learned in class. The shot put is held with the fingers on the shoulder/neck with the elbow of the putting arm up and away from the body. The non-putting arm is extended from the body aiding in the twisting. The shot putter simply stands in the front of the ring, twisting at the waist in a downward motion, and lets the shot put go on the return motion upward. At the top of this upward twisting motion, the putting arm is uncoiled and the shot put is pushed into the air at a 45 degree angle.*



## Track & Field Study Guide Continued

### Relay Races

There are many types of relay races. The specific relays are listed below. In each relay race, a baton is carried and exchanged by the four runners. A baton is a piece of tubing about 12 inches long. The baton must be passed/exchanged by the four runners in an exchange zone. This exchange zone is 20 meters long and is designated by colored triangles on the track. Each relay has different colored triangles. The two techniques used to hand-off the baton are the Open Hand-off and the Blind Hand-off. Runners may hold the baton in either hand.

### General Information about Track & Field

- 1) In field events, the faster you can propel the object that is getting measured, the farther the distance will be. This object could be an implement or the athlete's body.
- 2) In the distance events, it is the ability of the runner to hold a fast pace for a long time that makes them the faster runner.
- 3) The sprint races are an explosion of energy. The athlete must reach their top speed as fast as they can.
- 4) In the relay events, the object is to get the baton to the finish line as quickly (efficiently) as possible.
- 5) **Four Laps on the outdoor track is not exactly the same as a mile.**
- 6) **A meter is a unit of length in the metric system. One meter is equivalent to 1.0936 yards.**
- 7) **The yard is an English unit of length that comprises 3 feet.**

### High School Events

#### 18 Events

<b>Running/Sprinting Events</b>	<b>Relays</b>	<b>Field Events</b>
100 Meters-Sprint	4 X 100 Meter Relay	Long Jump
200 Meters-Sprint	4 X 200 Meter Relay	Triple Jump
400 Meters-Sprint	4 X 400 Meter Relay	High Jump
800 Meters-Distance	4 X 800 Meter Relay	Shot Put
1600 Meters-Distance	(1 Mile)	Discus
3200 Meters-Distance		Pole Vault
100 Meters High Hurdles		
300 Meter Low Hurdles		

## Track & Field Study Guide

**Directions:** Words and/or phrases have been taken out of this study guide. This is to be completed after reading the study guide.

### History

Track & Field events, the \_\_\_\_\_ organized sports, have been held for thousands of years. The first organized meets recognized were the Olympian Games, which the \_\_\_\_\_ initiated in 776 BC. The Romans continued to hold the Olympian contests after they conquered Greece in 146 BC. In 346 AD the games were abolished by Roman emperor Theodosius I and for eight years after no organized track & field events were held. The English revived the sport in the mid *12th Century* and it gradually became a favorite English sport. The first university meet was held about five hundred years later in 1864 between Oxford and Cambridge. The first national meet was held in London in 1866 and the U.S. amateur meet was held indoors in New York in 1868.

In 1896 the \_\_\_\_\_, a modified revival of the Olympian Games, were initiated in \_\_\_\_\_. From now on, the Olympic Games are held every \_\_\_\_\_ years, except in time of world war.

### Long Jump

**Approach** - The contestant \_\_\_\_\_ along a runway, usually between 65 – 90 feet and \_\_\_\_\_ into the air from a point called the takeoff board. This takeoff board is between 12 and 24 inches wide.

**Jump** - The jump is done off of \_\_\_\_\_ foot. There are two jumping styles used in the air:

1. The Bicycle - In the air, the jumper moves their feet like they are peddling.
2. The Hang - In the air, the jumper brings their feet \_\_\_\_\_ into the air as high as they can.

**Landing** - The landing is done with \_\_\_\_\_ feet hitting the sand at the same time with the \_\_\_\_\_ brought forward at the point of impact with the sand.

**Measuring** - The distance of a jump is measured in a \_\_\_\_\_ line from the edge of takeoff board to the \_\_\_\_\_ point of impact made by the jumper in the sand.

## Track & Field Study Guide Cont.

### Triple Jump

**Approach** - The contestant sprints along a runway, usually between 65 - 90 feet and springs into the air from a point called the takeoff board. This takeoff board is between 12 and 24 inches wide.

**Jump** - The aim in the triple jump is to cover the \_\_\_\_\_ distance possible in a series of \_\_\_\_\_ quick and evenly distanced jumps. These jumps are called \_\_\_\_\_. In the first \_\_\_\_\_ the jumper hops into the air from the takeoff board and comes down on the takeoff foot. The jumper then immediately springs or steps forward off the takeoff foot and lands on the opposite foot. In the same motion the competitor jumps into the air once more.

**Landing** - The landing is done with both feet hitting the sand at the \_\_\_\_\_ time with the arms brought forward at the point of impact with the sand.

**Measuring** - The distance of a jump is measured in a \_\_\_\_\_ line from the edge of takeoff board to the closest point of impact made by the jumper in the sand.

### High Jump

**Jumping Styles** - The three most common jumping \_\_\_\_\_ are the scissor kick, the Western Role and the Fosbury Flop.

**Approach** - The most typical and the approach that we learned is the "J" Approach. It is usually completed in nine to eleven steps with the last five steps being in a \_\_\_\_\_ at the crossbar.

**Jump** - The jump is done off the foot that is \_\_\_\_\_ away from the bar. At the point of take-off, the body should be at least an arm's length away from the \_\_\_\_\_. The arm that is closest to the crossbar is put into the air and is aimed toward the back of the mat. The back is then curved over the bar with the legs and feet following.

**Landing** - After the legs clear the crossbar, the landing is completed with the hitting the mat first. The jumper does not flip over when they land.

## Track & Field Study Guide Cont.

### Shot Put

The aim in shot-putting is to put the shot put through the air for maximum distance while being confined to a \_\_\_\_\_ 2.1 meters (7ft) in diameter. There are three styles:

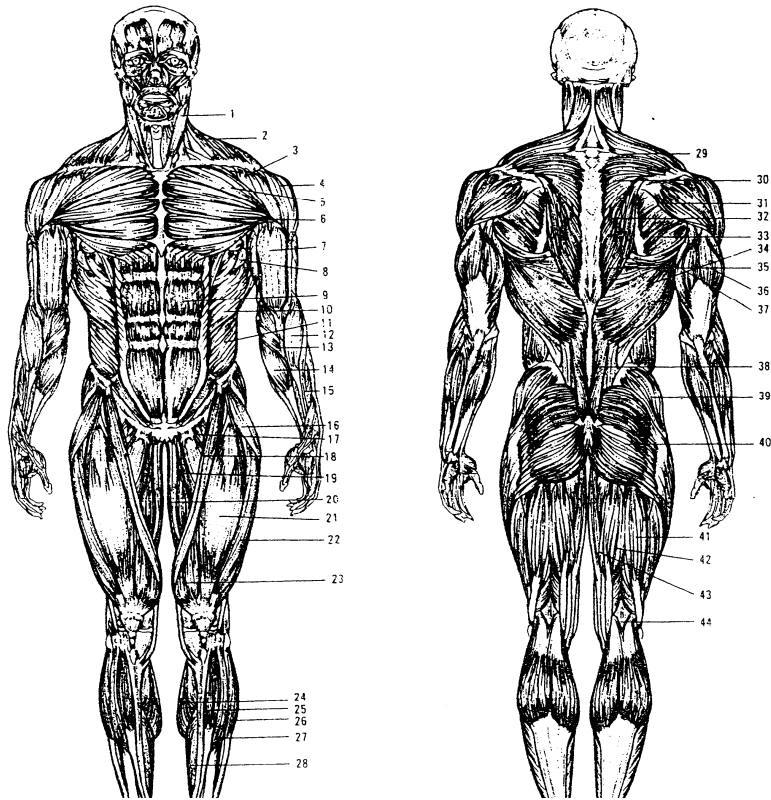
1. **Spin** - the athlete spins in the ring to gain speed and puts the shot after two to three rotations.
2. **Glide** - the athlete glides along the surface of the ring from the back to the front, letting the shot go in the front of the ring.
3. **Reverse/Power** - This is the style we learned in class. The shot put is held with the \_\_\_\_\_ on the shoulder/neck with the elbow of the putting arm up and away from the body. The non-putting arm is extended from the body aiding in the twisting. The shot putter simply stands in the \_\_\_\_\_ of the ring, twisting at the waist in a downward motion, and lets the shot put go on the return motion \_\_\_\_\_. At the top of this upward twisting motion, the putting arm is uncoiled and the shot put is pushed into the air at a 45 degree angle.

### Relay Races

There are many types of relay races. In each relay race, a \_\_\_\_\_ is carried and exchanged by the \_\_\_\_\_ runners. A \_\_\_\_\_ is a piece of tubing about 12 inches long. The \_\_\_\_\_ must be \_\_\_\_\_ by the \_\_\_\_\_ runners in an exchange \_\_\_\_\_. This is 20 meters long and is designated by colored triangles on the track. Each relay has different colored triangles.

### General Ideas about Track & Field

- 1) In \_\_\_\_\_ events, the faster you can propel the object that is getting measured, the farther the distance will be. This object could be an implement or the athlete's body.
- 2) The \_\_\_\_\_ events, it is the ability of the runner to hold a fast pace for a long time that make them the faster runner.
- 3) The \_\_\_\_\_ races are an \_\_\_\_\_ of energy. The athlete must reach their top speed as fast as they can.
- 4) In the relay events, the object is to get the \_\_\_\_\_ to the finish line as quickly (efficiently) as possible.



### Muscle Fitness Identification

List the muscles from the diagram below in the correct boxes (pre-test knowledge).

Upper Body	Lower Body	Core

#### Muscles of the Human Body

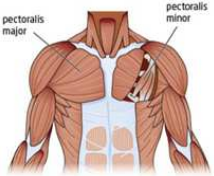
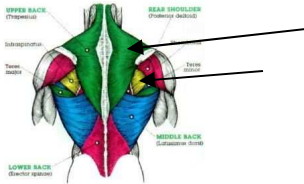
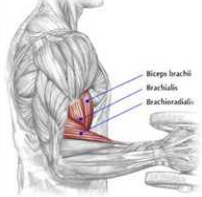
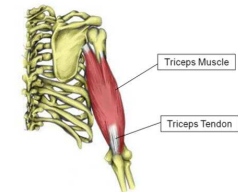
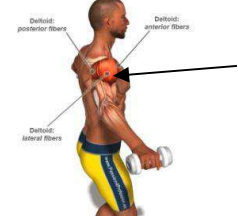
Deltoids  
 Hip Flexors  
 Trapezius  
 Rhomboids  
 Gluteus Maximus

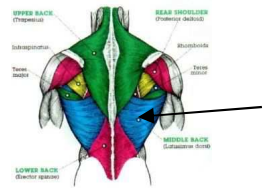
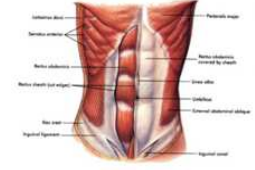
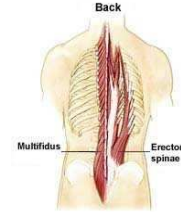




Biceps  
 Quadriceps  
 Tibialis Anterior  
 Latissimus Dorsi  
 Abductors (outer thigh)

Rectus Abdominis  
 Pectorals  
 Soleus  
 Triceps  
 Adductors (inner thigh)

Gastrocnemius  
 Obliques  
 Erector Spinae  
 Hamstrings

# MUSCLE LOCATION QUIZ

NAME OF MUSCLE	LOCATION OF THE MUSCLE ON THE BODY	PICTURE OF THE MUSCLE
1. PECTORALS		
2. RHOMBOIDS/TRAPEZIUS		
3. BICEPS		
4. TRICEPS		
5. DELTOIDS		

<p><b>6. LATISSIMUS DORSI</b></p>		
<p><b>7. RECTUS ABDOMINIS</b></p>		
<p><b>8. ERECTOR SPINAE</b></p>		
<p><b>9. QUADRICEPS</b></p>		
<p><b>10. HAMSTRINGS</b></p>		
<p><b>11. GASTROCNEMIUS</b></p>		
<p><b>12. TIBIALIS ANTERIOR</b></p>		

## Chapter 6: Flexibility

**Definition:** Flexibility is the ability to move body joints through a full range of motion.

A joint is the point at which two bones come together. The amount of movement in a joint is limited by the way it is formed.

### 1. Why is Flexibility important?

- A. **Reduces Injuries** - Lack of flexibility can result in joint or muscle injuries. Flexibility decreases with weight training and aerobic conditioning. Each muscle that is strengthened must also be stretched to maintain and improve flexibility.
- B. **Prevents Post-Exercise Pain** - Post exercise pain and stiffness can be prevented or reduced by stretching exercises. A proper warm-up and cool-down will help prevent muscle soreness. Warm-up increases blood supply and raises the temperature within the muscles making them more flexible. A cool-down prevents blood from pooling in active muscles.
- C. **Reduces Lower Back Pain** - Eighty percent of the population in the U.S. suffers from lower back pain. Adequate flexibility in the lower back and posterior thighs can do much to prevent this.
- D. **Relieves Emotional Stress** - Stretching is one of many exercises that can help relax tense muscles. Sometimes tight muscles are caused from emotional tension.

### 2. Types of stretching:

- A. Safe stretching:
  - 1. Static- slowly move muscle to stretching point and hold for 15-30 seconds.
  - 2. Dynamic- slow controlled movements to induce stretching.
- B. Unsafe stretching:
  - 1. Ballistic- jerky or bouncing movements.
  - 2. Isostatic- muscle is taken to its fullest stretch and with a partner pushed beyond that limit.

### 3. Principles of Training:

- A. Raise Temperature - Raise temp prior to stretching
- B. Overload - stretch muscles farther than you are accustomed to
  - 1. Frequency- Exercises should be done a minimum of 3 times a week
  - 2. Intensity - Muscle is stretched beyond normal length to its stretching point.
  - 3. Time- Hold stretch between 15-30 seconds and increase the number of repetitions the exercise is done.
- C. Progression - Increase the overload by increasing the frequency, intensity and time. This will increase your flexibility.
- D. Specificity - Stretching exercises will only improve flexibility in the joints you exercise. Females tend to be more flexible than males.



## **SAFETY PRECAUTIONS:**

- **Do not do ballistic stretching**
- **Do not use partners in stretching**
- **Do not attempt to stretch as far as someone else**
- **Do not use improper technique when doing exercises for flexibility**

## CHAPTER 6: Flexibility Activity

**Definition:** Flexibility is the ability to move body \_\_\_\_\_ through a full range of \_\_\_\_\_. A joint is the point at which \_\_\_\_\_ come together. The amount of movement in a joint is \_\_\_\_\_ by the way it is formed.

### 1. Why is Flexibility important?

- A. Reduces Injuries – Lack of flexibility can result in \_\_\_\_\_ or muscle injuries. Flexibility \_\_\_\_\_ with weight \_\_\_\_\_ and aerobic conditioning. Each muscle that is \_\_\_\_\_ must also be stretched to maintain and \_\_\_\_\_ flexibility.
- B. Prevents Post-Exercise Pain – Post exercise \_\_\_\_\_ and \_\_\_\_\_ can be prevented or reduced by stretching exercises. A proper \_\_\_\_\_ and cool-down will help \_\_\_\_\_ muscle soreness. Warm-up \_\_\_\_\_ blood supply and raises the \_\_\_\_\_ with in the muscles making them more flexible. A cool-down \_\_\_\_\_ blood from \_\_\_\_\_ in active muscles.
- C. Reduces Lower Back Pain -- \_\_\_\_\_ of the population in the U.S. suffers from lower back pain. \_\_\_\_\_ flexibility in the \_\_\_\_\_ and posterior thighs can do much to prevent this
- D. Relieves Emotional Stress – Stretching is one of many exercises that can help \_\_\_\_\_ tense muscles. Sometimes \_\_\_\_\_ muscles are caused from \_\_\_\_\_ tension.

### 2. Types of stretching:

- A. Safe stretching:
  - 1. Static- \_\_\_\_\_ move muscle to stretching point and hold for \_\_\_\_\_ seconds.
  - 2. Dynamic – slow \_\_\_\_\_ movements to induce stretching.
- B. Unsafe stretching:
  - 1. Ballistic – jerky or \_\_\_\_\_ movements.
  - 2. Isostatic – muscle is taken to its \_\_\_\_\_ stretch and with a partner \_\_\_\_\_ beyond that limit.

## CHAPTER 6: Flexibility Activity Continued

### 3. Principles of Training:

- A. Raise Temperature – Raise \_\_\_\_\_ prior to \_\_\_\_\_
- B. Overload – stretch \_\_\_\_\_ farther than you are accustomed to
  - 1. Frequency – Exercises should be done a \_\_\_\_\_ of 3 times a \_\_\_\_\_
  - 2. Intensity – Muscle is \_\_\_\_\_ beyond \_\_\_\_\_ length to its stretching point.
  - 3. Time - \_\_\_\_\_ stretch between \_\_\_\_\_. And increase the number of repetitions exercise is done.
- C. Progression: Increase the \_\_\_\_\_ by increasing the frequency, \_\_\_\_\_ and time will increase your flexibility.
- D. Specificity: \_\_\_\_\_ exercises will only \_\_\_\_\_ flexibility in the \_\_\_\_\_ you exercise \_\_\_\_\_ tend to be \_\_\_\_\_ flexible than males.

### SAFETY PRECAUTIONS: DO NOT

Do \_\_\_\_\_ stretching

Use partners in \_\_\_\_\_

Attempt to stretch as far as \_\_\_\_\_ else

Use \_\_\_\_\_ technique when doing exercises for

\_\_\_\_\_

## Group Exercise Reading Strategy

### GROUP EXERCISE EQUIPMENT DEFINITIONS/CLASS DESCRIPTIONS

GROUP EXERCISE IS AN ORGANIZED CLASS WITH AN INSTRUCTOR TEACHING SPECIFIC TYPES OF EXERCISE TO GROUPS OF PEOPLE. A GROUP EXERCISE CLASS CAN ADD VARIETY TO A WORKOUT PROGRAM AND HAS AN ENVIRONMENT THAT IS MOTIVATING FOR BOTH MALES AND FEMALES.

**BODY BARS** = Weighted straight bars that range from 4 to 36 lbs. The bars were designed to add variety to the muscular strength and endurance training portion of the group exercise class.

**TUBING AND BANDS** = The Tubing is designed with different levels of resistance and is color coded to differentiate the resistance levels. The end of the Tubing is equipped with comfortable handles. In the Group Exercise setting they can be used for muscle strength and endurance training, Pilates and even flexibility training.

**BOSU** = The Bosu Balance Trainer is a balance, core stability, and proprioception training device. It can be used to integrate Balance with Cardiovascular Training, Balance with Muscular Endurance and Strength Training, Balance with Core Training, Balance with Flexibility Training, and Balance with Sports Conditioning.

**STABILITY BALL** = The Stability ball was originally designed for the rehabilitation setting, but quickly became popular with Personal Trainers and Group Exercise Instructors because of the stability and balance training that it brought to overall fitness. It is used to activate and strengthen the hard to reach core muscles and it improves muscular strength, endurance, and flexibility.

**ZUMBA** = Latin inspired, dance/fitness class, created by renowned dancer/choreographer Beto Perez that incorporates Latin and International dance movements to create an aerobic workout.

**FITNESS BOOT CAMP** = The term "Boot Camp" is currently used in the fitness industry to describe a fitness class that promotes weight loss, camaraderie, and team effort. Fitness boot camps are often based on military style training. Training often combines running, interval training, and many other types of exercises using resistance equipment and/or bodyweight to lose body fat, increase cardiovascular endurance and efficiency, increase strength, and help people get into a routine of regular exercise.

**CIRCUIT TRAINING** = A combination of high-intensity aerobic training and resistance training designed to be easy to follow and target fat loss, muscle building and provide cardiovascular fitness. An exercise "circuit" is a series of exercises put together to make up a workout. When one circuit is complete, the first exercise begins again for another round. The time between each circuit is short, moving quickly to the next exercise. A circuit can be performed using exercise machines, hand-held weights, elastic bands, stability balls, medicine balls, BOSU balance trainers or no equipment at all.

**YOGA** = An ancient system of techniques that can be used for a number of goals including managing stress better, learning to relax, increasing limberness and strength, and becoming more self-aware. It is not a religion. The English translation of the word Yoga is yoke which means to join things together. In Yoga, this means to connect the mind and the body. There are many different types of yoga styles ranging from physically demanding to ones that are more restorative

**GROUP EXERCISE WORKSHEET  
MATCHING**

- |                            |   |
|----------------------------|---|
| 1. _____ BODY BARS         | A. Latin inspired, dance/fitness class                          |
| 2. _____ TUBING AND BANDS  | B. Originally designed for Rehabilitation                       |
| 3. _____ BOSU              | C. Often based on military style training                       |
| 4. _____ STABILITY BALL    | D. 4 to 36 lbs.   |
| 5. _____ ZUMBA             | E. Early on, this type of training was made up of 9-12 stations |
| 6. _____ FITNESS BOOT CAMP | F. Color coded levels of resistance                             |
| 7. _____ CIRCUIT TRAINING  | G. Balance, core stability and proprioception Device            |
| 8. _____ YOGA              | H. An ancient system that connects the mind and the body        |

**Pretest Knowledge**

**Freshmen Tumbling**

Circle "T" if the statement is true, "F" if it is false.

- |   |   |  |
|---|---|--|
| T | F | 1. Building a strong foundation in gymnastics begins by learning fundamental skills.   |
| T | F | 2. Gymnastics helps to develop strength, flexibility, balance, endurance, agility, self-discipline, coordination, and self-confidence. |
| T | F | 3. Kinesthetic sense is knowing where the body is at all times in relation to space.   |
| T | F | 4. Giving assistance where it is most needed to prevent injury is called Spotting.   |
| T | F | 5. The primary job of a person giving assistance is to prevent the back from bending too far.  |
| T | F | 6. The common contact points for assistance are the elbows, head, and legs.  |
| T | F | 7. You should always be alert and aware of what movements are being practiced.   |
| T | F | 8. In tumbling, the amount of matting is not important.  |
| T | F | 9. Base of Support is the point at which stability may occur.  |
| T | F | 10. Force is performing skills to the fullest range of motion.   |
| T | F | 11. While tumbling, a performer should always follow a progression of skills (easy to difficult).                                      |
| T | F | 12. Stretching should be done only if one feels it is necessary.   |
| T | F | 13. Don't perform a skill if you do not feel ready to do so.   |
| T | F | 14. Axis is the line through the center of gravity at which motion occurs.   |
| T | F | 15. Fluid movement displayed through continuous accented body movement is called rhythm.   |

# Tumbling Study Guide

Building a strong foundation in gymnastics begins by learning fundamental skills. From the very beginning in gymnastics it is very important to know where the body is at all times in relation to space. This is called kinesthetic sense. Other values derived from gymnastics include strength, flexibility, balance, endurance, agility, self-discipline, coordination, courage, self-confidence, and perseverance.

## **Spotting**

Spotting itself is an art. It involves giving assistance where it is most needed for preventing injury. The primary job of the spotter is to prevent the head from falling to the mat. The most common contact points for spotting are the student's shoulders, upper back, chest, and wrists. Spotters should always be alert and aware of what movements are being practiced.

## **Safety**

Throughout the tumbling unit, it is essential to follow certain rules.

*Never tumble without stretching*

*Follow progressions of skills*

*Be alert of other students*

*Don't do anything you don't feel ready to do*

*Make sure you have proper matting*

## **Definitions**

*Center of gravity* – the point at which stability may occur (weight center of body)

*Base of support* – body part or parts that support the body weight

*Axis* – the line through the center of gravity at which motion occurs

*Force* – an influence that produces motion or change in motion

*Rhythm* – fluid movement displayed through continuous accented body movement

*Amplitude* – performing skill to fullest range of motion

## CHAPTER 7: Components of Fitness

Circle “T” if you believe the statement is true and “F” if you believe it is false.

- |   |   |   |
|---|---|---|
| T | F | 1. Adequately developed, health related fitness can contribute towards prevention of heart disease, low back pain, and obesity.                         |
| T | F | 2. Flexibility means the ability to change the position of the body and control it.   |
| T | F | 3. Cardiovascular Fitness is the ability of the blood, blood vessels and respiratory system to supply oxygen necessary to fuel muscles during exercise. |
| T | F | 4. Anaerobic exercise improves cardiovascular fitness by forcing the body to use a large amount of oxygen for a long period of time.                    |
| T | F | 5. Muscular endurance is the ability of the muscles to exert a force one time.  |
| T | F | 6. Your body image may suffer if your % (percent) of body fat is too high.  |
| T | F | 7. Muscular Strength is the ability to use the muscles for a long period of time.   |
| T | F | 8. Before beginning a fitness program you should know your level of fitness.  |
| T | F | 9. Amount of time it takes to get moving once your senses signal the need to move is called power.  |
| T | F | 10. The ability to keep an upright posture while standing still or moving is called balance.  |
| T | F | 11. Improving muscular development will improve your body image.  |
| T | F | 12. Self-testing is an effective way to monitor your progress in a fitness program.   |
| T | F | 13. Setting goals and re-evaluating goals is part of a fitness program.   |
| T | F | 14. Skill related exercises include the components of flexibility, cardiovascular fitness, muscular strength and endurance, and body composition.       |
| T | F | 15. Health related exercises include the components of agility, balance, power, reaction time, coordination, and speed.                                 |



## CHAPTER 7: COMPONENTS OF FITNESS

**1. Health-Related Fitness** – If adequately developed can contribute towards prevention of disease and other related problems such as: heart disease, low back pain, obesity and helps to improve the body's ability to function.

### 2. Five Health-Related Components of Fitness:

- Flexibility – Means the range of motion at various joints.
- Cardiovascular Fitness – is the ability of the blood, blood vessels and respiratory system to supply oxygen necessary to fuel muscles during exercise.
  - a. Aerobic exercises improve cardiovascular fitness by forcing the body to use a large amount of oxygen for a long period of time.
  - b. Aerobic Exercises need to be done for duration of 15-30 minutes in the target heart rate range. Examples include jogging, cycling, swimming, rope jumping, aerobic dance, basketball, soccer
- Muscular Strength – Ability of the muscles to exert a force one time
- Muscular Endurance – Ability to use the muscles for a long period of time.  
*Improving muscular development will improve your body image.*
- Body Composition – rate of fat to muscle, bone and other tissues that compose your body
  - a. A % of fat needed for good health. LDL = bad cholesterol HDL = good cholesterol
  - b. High or low amount of fat can cause health problems
  - c. Your body image may suffer if your % of body fat is too high
  - d. Body composition can be evaluated by underwater weighing and skin fold calipers

### 3. Six Skill-Related Components of Fitness

- Agility: *ability to change the position of your body and control it. Important in many sports to change direction quickly.*
- Balance: *keep upright posture while standing still or moving*
- Power: *doing strength performance at a rapid pace*
- Reaction time: *amount of time it takes to get moving once your senses signals the need to move.*
- Coordination: *eye/hand coordination and foot movement*
- Speed: *ability to cover a distance in a short period of time*

## Health Related Benefits of Sports

	Develops Cardiovascular Fitness	Develops Strength	Develops Muscular Endurance	Develops Flexibility	Helps Control Body Fatness
<b>Individual Sports</b>					
<b>Badminton</b>	Fair	Poor	Fair	Fair	Fair
<b>Bowling</b>	Poor	Poor	Poor	Poor	Poor
<b>Golf (walking)</b>	Fair	Poor	Poor	Fair	Fair
<b>Gymnastics</b>	Fair	Excellent	Excellent	Excellent	Fair
<b>Rowing</b>	Excellent	Fair	Excellent	Poor	Good
<b>Skiing Cross-Country</b>	Excellent	Fair	Good	Poor	Excellent
<b>Downhill</b>	Poor	Fair	Fair	Fair	Poor
<b>Dual or Partner Sports</b>					
<b>Handball/Racquetball</b>	Good/ Excellent	Poor	Good	Poor	Good/ Excellent
<b>Judo/Karate</b>	Poor	Fair	Good	Fair	Poor
<b>Table Tennis</b>	Poor	Poor	Poor	Poor	Poor
<b>Tennis</b>	Fair/Good	Fair/Poor	Fair	Poor	Fair/Good
<b>Team Sports</b>					
<b>Baseball/softball</b>	Poor	Poor	Poor	Poor	Poor
<b>Basketball Half-Court</b>	Good	Poor	Fair	Poor	Poor
<b>Vigorous</b>	Excellent	Poor	Good	Poor	Good
<b>Football</b>	Fair	Good	Fair	Poor	Fair
<b>Soccer</b>	Excellent	Poor	Good	Fair	Excellent
<b>Volleyball</b>	Fair	Fair	Poor	Poor	Fair
<b>Challenge Sports</b>					
<b>Canoeing</b>	Good-Fair	Poor	Fair	Poor	Fair
<b>Horseback Riding</b>	Poor	Good-Fair	Poor	Poor	Poor
<b>Mountain Climbing</b>	Good	Good	Excellent	Poor	Good
<b>Water-skiing</b>	Fair	Poor	Good	Poor	Fair
<b>Skateboarding</b>	Fair	Fair	Good	Fair	Fair

## **Basketball Study Guide**

### **Explanation of Activity:**

The game is started with a jump ball at the center-restraining circle.

1. Jump ball center restraining circle
  - a. By one player from each team
  - b. This occurs only at the start of the game
2. Alternate possession
  - a. Tie ball
  - b. Double violation
3. Free Throw: an unguarded shot while attempting to make a basket
  - a. Player fouled against must take the free throw after the 7th team foul
  - b. Defensive players alternate with offensive players beginning on the inside of the key
  - c. After ten fouls 2 free throws are awarded.

### **Length of Game:**

The game consists of four eight-minute quarters with a two-minute break between the quarters and ten minutes between the 1st and 2nd half. If there is a tie game, one or more overtime periods are used to break the tie.

### **Players:**

1. There are 5 players on a team. Positions: forward(2), guard(2), and center(1).
2. Teams may make any number of substitutions, only on a dead ball situation.
3. Defensive players: players whose team does not have ball possession.
4. Offensive players: players whose team does have ball possession.

### **Basic Rules:**

A team scores points by making a basket at their opponents' goal. The team with the most points wins.

### **Fouls:**

1. Blocking: Opponent enters the path of a moving player without giving him time to change directions.
2. Charging: The player with the ball moves his/her body into his/her opponent whose position has been established.
3. Hacking, tripping or holding an opponent or player with the ball.
4. Simultaneous fouls: if two opposing players foul each other at the same time, then each receives a free throw and play begins at the center restraining circle with a jump ball.

## **Basketball Study Guide Cont.**

**Violations:** are infractions of the game without bodily contact.

1. Jump ball violations:
  - a. Tapping the ball more than once.
  - b. Tapping the ball before it reaches its highest point.
  - c. Playing the ball before another player touches it or before it hits the floor.
2. Ball Handling violations:
  - a. Kicking the ball.
  - b. Holding the ball for more than 5 seconds when out-of-bounds.
  - c. Holding the ball for more than 5 seconds when closely guarded or taking more than 10 seconds for a free throw.
  - d. Double dribble.
  - e. Traveling.
  - f. Palming the ball
3. Three second lane/key violation:
  - a. Player without the ball in the key for more than 3 seconds when his team has possession of the ball.
  - b. Area for key violation extends from the free throw line to the end line.
4. Tie ball:
  - a. Two players place one or two hands on the ball.
  - b. Must be made without personal contact.
  - c. The hands are considered part of the ball.
  - d. Results in alternate possession.
5. Out-of-bounds violation:
  - a. Causing ball to go out of bounds.
  - b. Touching boundary line when in possession of the ball.
6. Free throw violation:
  - a. Not touching the rim on a free throw.
  - b. Stepping over the free throw line.
  - c. Any player stepping in before the ball touches the rim.

## **Scoring:**

A team scores points by making a basket at their opponents' goal. The team with the most points wins.

1. A field goal is worth 2 points.
2. A free throw is worth 1 point.
3. A field goal from behind the three-point line is worth 3 points.

## Basketball Study Guide Cont.

### Skills:

### Terminology:

**Dribbling:** moving the ball one or more times in a downward motion causing it to rebound from the floor using the finger pads of one hand. This is one method of taking the ball down the court.

**Passing:** moving the ball to a teammate by using a chest pass, bounce pass, or overhead pass.

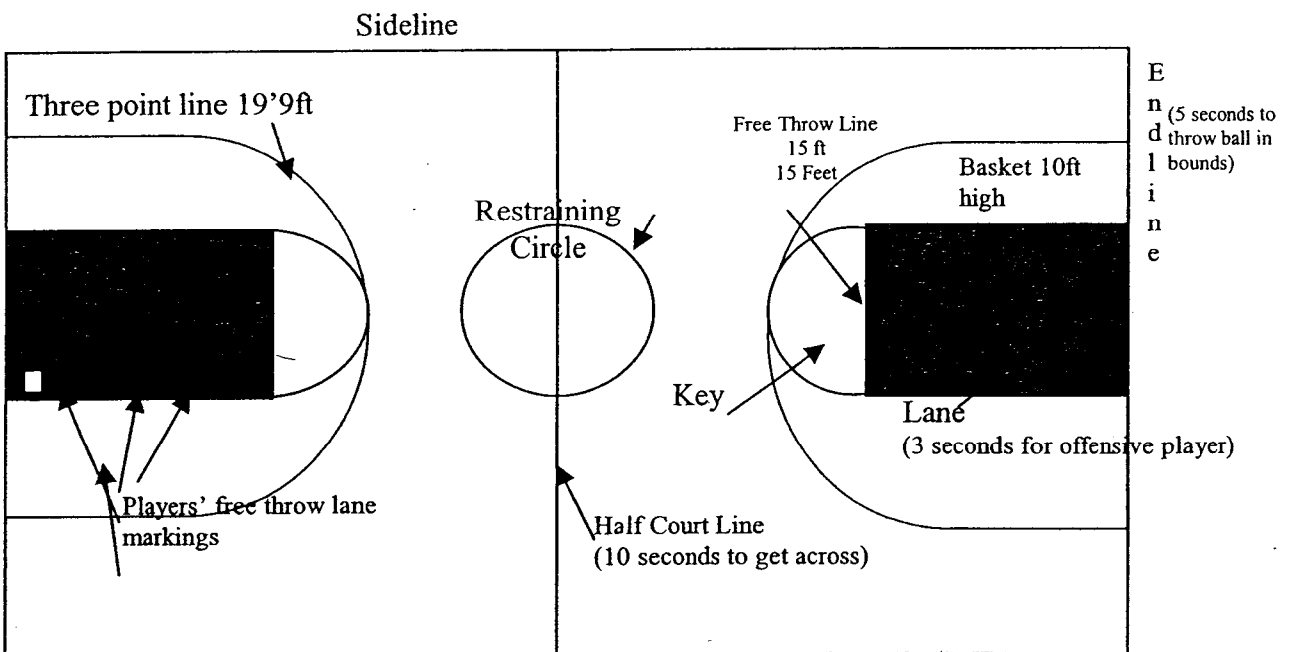
**Shooting:** the act of putting the basketball into the basketball hoop using one of the following shots: set, jump, bank, or lay-up.

**Lay-Up:** a skill in which a player drives to the basket using a one-foot take-off without dribbling.

**Zone Defense:** defensive system in which players are assigned a specific area to guard. (Examples are 2-1-2 and 1-2-2 systems)

**Person to Person Defense (Man to Man):** defensive system in which each player guards an assigned individual.

### Court Layout:



## Basketball Activity

**Directions:** From the words listed in the **word bank** below, fill in the blanks.

### Basic Rules

When a \_\_\_\_\_ is made, the ball is given to the opponent out of bounds. When a \_\_\_\_\_ is made, the opponents are given a free throw. Personal fouls include \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Moving with the ball without dribbling properly is called \_\_\_\_\_. Touching the ball with both hands at the same time on a single dribble is called a \_\_\_\_\_. The recovery of the ball off the backboard or basket after a missed shot is called a \_\_\_\_\_.

### Defense

When a player is responsible for one opponent this is called \_\_\_\_\_ to \_\_\_\_\_ defense. When a player is responsible for a certain area of the court, this is called \_\_\_\_\_ defense.

### Player Positions and Court Dimensions

The height of the basket is \_\_\_\_\_ feet. The free throw line is \_\_\_\_\_ feet from the back of the basket. The \_\_\_\_\_ is 19'9" from the basket for high school. Players on the court consist of \_\_\_\_\_ guards, \_\_\_\_\_ forwards, and \_\_\_\_\_ center.

### Word Bank

**double dribble**

**tripping**

**violation**

**foul**

**three point line**

**rebound**

**traveling**

**man to man**

**10 feet**

**2,2, 1**

**pushing**

**holding**

**zone**

**15 feet**

# What's on your plate?



Before you eat, think about what and how much food goes on your plate or in your cup or bowl. Over the day, include foods from all food groups: vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods.



Make half your plate fruits and vegetables.



Make at least half your grains whole.



Switch to skim or 1% milk.



Vary your protein food choices.

Vegetables	Fruits	Grains	Dairy	Protein Foods
<p>Eat more red, orange, and dark-green vegetables like tomatoes, sweet potatoes, and broccoli in main dishes.</p> <p>Add beans or peas to salads (kidney or chickpeas), soups (split peas or lentils), and side dishes (pinto or baked beans), or serve as a main dish.</p> <p>Fresh, frozen, and canned vegetables all count. Choose "reduced sodium" or "no-salt-added" canned veggies.</p>	<p>Use fruits as snacks, salads, and desserts. At breakfast, top your cereal with bananas or strawberries; add blueberries to pancakes.</p> <p>Buy fruits that are dried, frozen, and canned (in water or 100% juice), as well as fresh fruits.</p>	<p>Substitute whole-grain choices for refined-grain breads, bagels, rolls, breakfast cereals, crackers, rice, and pasta.</p> <p>Check the ingredients list on product labels for the words "whole" or "whole grain" before the grain ingredient name.</p> <p>Choose products that name a whole grain first on the ingredients list.</p>	<p>Choose skim (fat-free) or 1% (low-fat) milk. They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.</p> <p>Top fruit salads and baked potatoes with low-fat yogurt.</p> <p>If you are lactose intolerant, try lactose-free milk or fortified soy milk (soy beverage).</p>	<p>Eat a variety of foods from the protein food group each week, such as seafood, beans and peas, and nuts as well as lean meats, poultry, and eggs.</p> <p>Twice a week, make seafood the protein on your plate.</p> <p>Choose lean meats and ground beef that are at least 90% lean.</p> <p>Trim or drain fat from meat and remove skin from poultry to cut fat and calories.</p>
<p><b>For a 2,000-calorie daily food plan, you need the amounts below from each food group.</b></p> <p>To find amounts personalized for you, go to <a href="http://ChooseMyPlate.gov">ChooseMyPlate.gov</a>.</p>				
<p><b>Eat 2½ cups every day</b></p> <p>What counts as a cup? 1 cup of raw or cooked vegetables or vegetable juice; 2 cups of leafy salad greens</p>	<p><b>Eat 2 cups every day</b></p> <p>What counts as a cup? 1 cup of raw or cooked fruit or 100% fruit juice; ½ cup dried fruit</p>	<p><b>Eat 6 ounces every day</b></p> <p>What counts as an ounce? 1 slice of bread; ½ cup of cooked rice, cereal, or pasta; 1 ounce of ready-to-eat cereal</p>	<p><b>Get 3 cups every day</b></p> <p>What counts as a cup? 1 cup of milk, yogurt, or fortified soy milk; 1½ ounces natural or 2 ounces processed cheese</p>	<p><b>Eat 5½ ounces every day</b></p> <p>What counts as an ounce? 1 ounce of lean meat, poultry, or fish; 1 egg; 1 Tbsp peanut butter; ½ ounce nuts or seeds; ¼ cup beans or peas</p>

## Cut back on sodium and empty calories from solid fats and added sugars



Look out for salt (sodium) in foods you buy. Compare sodium in foods and choose those with a lower number.

Drink water instead of sugary drinks. Eat sugary desserts less often.

Make foods that are high in solid fats—such as cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs—occasional choices, not every day foods.

Limit empty calories to less than 260 per day, based on a 2,000-calorie diet.

## Be physically active your way

Pick activities you like and do each for at least 10 minutes at a time. Every bit adds up, and health benefits increase as you spend more time being active.

**Children and adolescents:** get 60 minutes or more a day.

**Adults:** get 2 hours and 30 minutes or more a week of activity that requires moderate effort, such as brisk walking.



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# 10 tips

Nutrition  
Education Series

# build a healthy meal

## 10 tips for healthy meals



**A healthy meal starts with more vegetables and fruits and smaller portions of protein and grains.** Think about how you can adjust the portions on your plate to get more of what you need without too many calories. And don't forget dairy—make it the beverage with your meal or add fat-free or low-fat dairy products to your plate.

### 1 make half your plate veggies and fruits

Vegetables and fruits are full of nutrients and may help to promote good health. Choose red, orange, and dark-green vegetables such as tomatoes, sweet potatoes, and broccoli.

### 2 add lean protein

Choose protein foods, such as lean beef and pork, or chicken, turkey, beans, or tofu. Twice a week, make seafood the protein on your plate.



### 3 include whole grains

Aim to make at least half your grains whole grains. Look for the words "100% whole grain" or "100% whole wheat" on the food label. Whole grains provide more nutrients, like fiber, than refined grains.

### 4 don't forget the dairy

Pair your meal with a cup of fat-free or low-fat milk. They provide the same amount of calcium and other essential nutrients as whole milk, but less fat and calories. Don't drink milk? Try soy milk (soy beverage) as your beverage or include fat-free or low-fat yogurt in your meal.



### 5 avoid extra fat

Using heavy gravies or sauces will add fat and calories to otherwise healthy choices. For example, steamed broccoli is great, but avoid topping it with cheese sauce. Try other options, like a sprinkling of low-fat parmesan cheese or a squeeze of lemon.

### 6 take your time

Savor your food. Eat slowly, enjoy the taste and textures, and pay attention to how you feel. Be mindful. Eating very quickly may cause you to eat too much.

### 7 use a smaller plate

Use a smaller plate at meals to help with portion control. That way you can finish your entire plate and feel satisfied without overeating.

### 8 take control of your food

Eat at home more often so you know exactly what you are eating. If you eat out, check and compare the nutrition information. Choose healthier options such as baked instead of fried.

### 9 try new foods

Keep it interesting by picking out new foods you've never tried before, like mango, lentils, or kale. You may find a new favorite! Trade fun and tasty recipes with friends or find them online.



### 10 satisfy your sweet tooth in a healthy way

Indulge in a naturally sweet dessert dish—fruit! Serve a fresh fruit cocktail or a fruit parfait made with yogurt. For a hot dessert, bake apples and top with cinnamon.

## CHAPTER 8: NUTRITION

### A. Food and its relation to health

1. Fuel that keeps your body going
2. Diets that promote weight loss without sound nutritional practices may be considered fad diets
3. Serious illness occurs when bodies are deprived of essential nutrients over a long period of time

### B. Essential Nutrients

#### 1. Proteins

- a. Building blocks of the body
- b. Present in every cell of the body
- c. Function-Aid in growth and repair of your body's tissues
- d. Supplies energy when there are not enough carbohydrates or fats in the diet
- e. Main source of protein-meat, poultry, fish and beans
- f. Animal proteins
  - 1.) come from meats, fish, poultry, milk products and eggs
- g. Meat-Free proteins
  - 1.) Beans, Grains (small amount of protein), Peas, Nuts/Nut Butter, Chickpeas, Tofu, Dark Leafy Greens, and Seeds
    - \*Meat-free proteins are not as good sources of essential amino acids as animal proteins. A lack of essential amino acids may cause stunted growth, low body weight, slow recovery from illness, lack of vitality and lack of muscle tone

#### 2. Carbohydrates

- a. Fuel for active lifestyle
- b. Breads, cereals, fruits, concentrated sweets (Complex Carbohydrates/Simple Sugars)
- c. Used by the body easily and quickly, and are used before fats and proteins
- d. Starches and sugars
  - 1.) glucose is "blood sugar"
  - 2.) glucose is a primary source of energy for the cells of the body
  - 3.) sugars- fruit and honey
  - 4.) starches- bread, potatoes and cereal
  - 5.) foods with no nutritional value are called "empty calorie" foods
- e. Fiber
  - 1.) Indigestible material that makes up the walls of plant cells
  - 2.) Helps move waste through digestive system
  - 3.) Helps lower risk of several diseases
  - 4.) Sources – whole grain breads and cereals, fruits and vegetables

#### 3. Fats

- a. Yield twice as much energy as proteins or carbohydrates, but not as easily digested
- b. Foods containing fats are divided into two groups:
  - 1.) animal fats – saturated: meat, poultry, milk, cheese, ice-cream, egg yolks
  - 2.) vegetable fats – unsaturated: margarine, salad dressings, vegetable oils, olives, nuts, avocados
  - 3.) both affect cholesterol

## CHAPTER 8: NUTRITION MATERIALS Cont.

### 4. Minerals

- a. 20 minerals found in the body
- b. Calcium, Iodine, Potassium and Sodium are examples of a few

### 5. Vitamins

- a. Organic, chemical substances found in small amounts of food
- b. Aids in the growth and maintenance of body
- c. Does not supply energy
- d. Aids in the utilization and absorption of nutrients
- e. Vitamins are required so the body can use carbohydrates, fats and proteins for energy and other normal functioning of body organs.
- f. Some work in combination to achieve specific body functions
- g. Vitamins cannot be substituted for another
- h. Consumer concerns regarding vitamins
  - 1.) many vitamins cannot be stored by the body and the excess is excreted in the urine
  - 2.) toxicity may result if the vitamins that can be stored are taken in large doses
- i. Balanced approach to vitamins
  - 1.) eat a balanced diet
  - 2.) if you are deficient in a vitamin take a supplement

### 6. Water

1. makes up about 65% of the body
2. Functions:
  - a. carries dissolved waste products from the body
  - b. helps digest food
  - c. Carries nutrients throughout body
  - d. Critical to temperature control

## RDR FOR BOYS AND GIRLS

### Five Basic Food Groups (WWW.CHOOSEMYPLATE.GOV)

1. Grains - R.D.R. for Boys 14-18 yrs. old = 8 ounces  
R.D.R. for Girls 14-18 yrs. old = 6 ounces
2. Vegetable – R.D.R. for Boys 14-18 yrs. old = 3 cups  
R.D.R. for Girls 14-18 yrs. old = 2 ½ cups
3. Fruits – R.D.R. for Boys 14-18 yrs. old = 2 cups  
R. D.R. for Girls 14-18 yrs. old = 1 ½ cups
4. Dairy – R. D. R. for Boys 14-18 yrs. old = 3 cups  
R. D. R. for Girls 14-18 yrs old = 3 cups
5. Proteins – R. D. R. for Boys 14-18 yrs. old = 6 ½ ounces  
R. D. R. for Girls 14-18 yrs. old = 5 ounces

\* R.D.R. = Recommended Daily Requirement

## FOOD LOG SUMMARY

According to your two-day diet log, fill in the appropriate food groups with the amount of servings you took in for each day.

### Day 1

Dairy	Fruit-Vegetables	Protein	Grains

### Day 2

Dairy	Fruit-Vegetables	Protein	Grains

### *Summary*

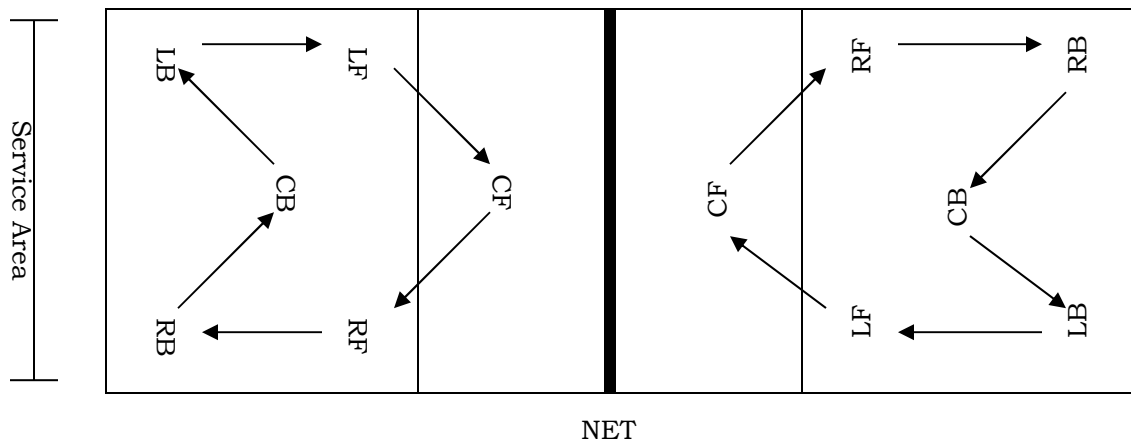
1. **How many days did you have a balanced nutrition according to the food groups?**
  
  
  
  
  
  
  
  
  
  
2. **From which food group did you tend to eat less of the Daily Requirement than recommended?**
  
  
  
  
  
  
  
  
  
  
3. **From which group did you tend to eat more of the Daily Requirement than recommended?**
  
  
  
  
  
  
  
  
  
  
4. **As a result of this analysis of your 2-day log, what *specific* recommendations do you have regarding your current eating habits?**
  
  
  
  
  
  
  
  
  
  
5. **Why is the time it takes you to consume your food important?**

## Chapter 9: Sports and Fitness

### Volleyball Study Guide

#### Teams

- A. Number of players – An official team consists of six players on each side of the court.
- B. Position of players – Players shall take their positions as indicated in the diagram below. The positions shall be known by the names indicated – right back, right front, center front, left front, left back, center back.



#### Rules

- A. When the ball is served, each player shall be in his own area. After the ball is served, each player may cover any section of their own court.
- B. All players must stand inside the court boundaries except the player who is in the act of serving.
- C. A player may leave the court in order to play the ball.

#### Playing the Game

- A. Teams may toss a coin or rally the volleyball until a side-out is made. The team who wins the rally serves first.
- B. A game is complete when a team scores a total of 25 points. The winning team must have at least a 2 point advantage. If a team is not 2 points ahead when 25 points have been scored, play continues until one team is 2 points ahead.
- C. A **match** consists of 2 games unless each team wins 1 game, then a 3<sup>rd</sup> game is played
- D. Failure of the receiving team to return the ball legally over the net into the opponent's court shall score one point for the team serving. If the serving team fails to return the ball legally over the net into the opponent's court, one point is given to the receiving team.
- E. At the opening of the game, the ball shall be put in play by the player in the right back position from anywhere behind the endline and within the sidelines.
- F. The server may:
  - a. Hit the ball directly off the holding hand.
  - b. Hit the ball after tossing it directly upward from the holding hand.
  - c. Hit the ball with only one hand open or closed.
  - d. Hit the ball with the forearm.
  - e. Step on or over the end line after the ball has been hit.

## Volleyball Study Guide Continued

- f. Can serve from anywhere behind the back boundary line
- g. A ball, including the serve, striking the net and going over is still in play.
- h. The ball may be volleyed only three times maximum before it is sent over the net.
- i. If two or more players of the same team contact the ball simultaneously, it is considered one hit and the players involved may participate in the next play. The next play should be counted as an additional volley.
- j. If two or more players from opposing teams contact the ball simultaneously above the net, this simultaneous contact shall not be considered as one of the three volleys allowed by a team; the players involved are eligible to participate in the next play which shall be considered the first of three volleys allowed to the team.
- k. A ball touching a boundary line is good.
- l. In PE, if the ball is hit, touches the ceiling and comes down on your side of the net, the ball is still playable as long as there is a volley available to use. If the ball is hit, touches the ceiling and comes down on your opponent's side of the net, the ball is dead and a side-out/point is awarded to the team that didn't hit the ceiling.

### Terminology

- Block** – defensive play by a player in the front row who places their hands and arms above the net to the spiked ball and rebounds into the opponent's court.
- Dink/Tip** – soft shot off the fingertips used instead of the spike to get the ball over the blocker's head.
- Forearm Pass** – used to pass the ball to the setter when receiving the serve or when playing any ball below the waist. This is commonly referred to as the bump.
- Rally scoring** – a point awarded to the team that wins that particular point; either team may be serving.
- Rotation** – clockwise movement of the players before receiving the ball from the opponent to serve.
- Set** – the purpose of the set is to precisely set the ball to a spiker. The ball is set using both hands above the forehead.
- Spike** – a method of forcefully hitting the ball in a downward direction.

## Volleyball Activity

### Fill in the blanks from your study guide.

Volleyball is played by \_\_\_\_ teams, consisting of \_\_\_\_ players, \_\_\_\_ in the front row and \_\_\_\_ in the back row. The object of the game is to keep the ball from \_\_\_\_\_ on your side of the net using \_\_\_\_ hits and to return the ball so it hits the floor on your \_\_\_\_\_ side of the net. The ball is put into play from behind the \_\_\_\_\_ boundary line. The ball is then \_\_\_\_\_ back and forth until one team fails to return the ball.

### Answer the following Questions from your study guide.

How long is the game played? \_\_\_\_\_

How many points must a team win by? \_\_\_\_\_

A match consists of the best \_\_\_\_\_

When do teams switch sides of the net?

\_\_\_\_\_

What part of the body can a ball be played off of? \_\_\_\_\_

Can the net be touched while the ball is in play? \_\_\_\_\_

When can players move to any position on the court? \_\_\_\_\_

Which way do the players rotate? \_\_\_\_\_

### Define the following terms:

Block:

Dink:

Rotation:

## Assessing Muscular Fitness

Muscular Fitness includes two health-related components of physical fitness:

*Muscular Strength* - the ability of a muscle group to apply a maximal force against a resistance one time

*Muscular Endurance* - the ability to repeat muscle movement over a period of time

Student Assessment Maximums: Two Standardize Tests for Strength in comparison to your body weight

### 1. Bench Press

*HEALTHY FITNESS GOAL: Boys bench equal to body weight, Girls 60% of body weight (Body Weight X .6)*

### 2. Leg Press

*HEALTHY FITNESS GOAL: Boys leg press 2.25X body weight (Body Weight X 2.25), Girls 1.75 X body weight (Body Weight X 1.75)*

## Resistance Training Program Samples

### A. Muscular Endurance Program (30-50% of max.)

#### 1. Endurance Training Principles

For example, determine 40% of your max for the exercises in your program. Perform 12-15 reps. for each exercise, 3 times a week.

### B. Muscular Strength Program (60-90% of max.)

#### 1. Power Training Principles (Beginner)

For example, determine 60% of your max for the exercises in your program. Perform 8-12 reps., 3 sets for each exercise, 3 times a week.

#### 2. Strength Training Principles (Advanced)

For example, determine 80% of your max for the exercises in your program. Perform 10 reps., 3 sets for each exercise, 3 times a week.

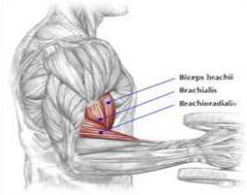


## Muscular Fitness Log

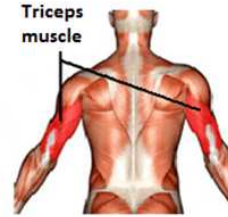
During the muscular fitness unit, you will be assigned a specific workout to perform in class. You will then log the specific designated exercises on the log sheet below. You will also be assigned specific reps and sets for each exercise.

<u>Date</u>	<u>Name of Machine/Exercise</u>	<u>Name of Primary Muscle Group(s) Being Targeted</u>	<u>Sets</u>	<u>Reps</u>	<u>Weight</u>

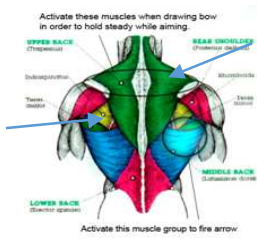
# ANTAGONIST MUSCLES GROUP LIST



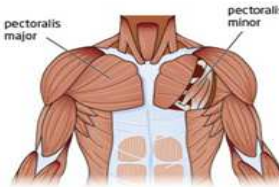
**BICEP** \_\_\_\_\_ pairs with \_\_\_\_\_



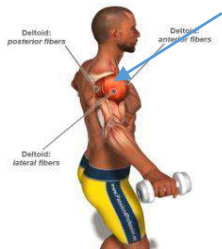
**TRICEP**



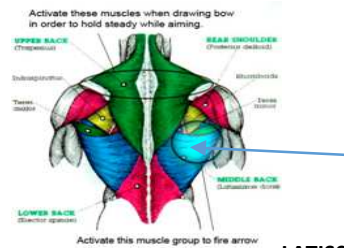
**RHOMBOIDS/TRAPEZIUS** \_\_\_\_\_ pairs with \_\_\_\_\_



**PECTORALS**

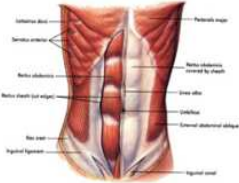


**DELTOIDS** \_\_\_\_\_ pairs with \_\_\_\_\_

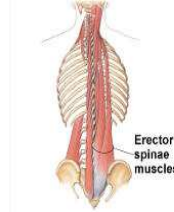


**LATISSIMUS DORSI**

## ANTAGONIST MUSCLE GROUP LIST CONTINUED...



**RECTUS ABDOMINIS** \_\_\_\_\_ pairs with \_\_\_\_\_



**ERECTOR SPINAE**



**QUADRICEPS** \_\_\_\_\_ pairs with \_\_\_\_\_



**HAMSTRINGS**



**GASTROCNEMIUS** \_\_\_\_\_ pairs with \_\_\_\_\_

TIBIALIS  
ANTERIOR



**TIBIALIS ANTERIOR**

## MUSCLE/ANTAGONIST IDENTIFICATION QUIZ

<b>NAME OF MUSCLE</b>	<b>ANTAGONIST (OPPOSING MUSCLE)</b>
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1. PECTORALS	
2. BICEPS	
3. RECTUS ABDOMINIS	
4. QUADRICEPS	
5. RHOMBOIDS/TRAPEZIUS	
6. TRICEPS	
7. DELTOIDS	
8. HAMSTRINGS	
9. ERECTOR SPINAE	
10. LATISSIMUS DORSI	
11. GASTROCNEMIUS	
12. TIBIALIS ANTERIOR	

## Dance Study Guide

**Dance Concept:** Basic introduction to rhythm through a variety of music and dances.

### Objectives:

1. To develop a perception of rhythm for greater efficiency and enhance in the performance of all motor skills.
2. To develop an awareness and appreciation of dance.
3. To develop a vocabulary of movement and knowledge of the factors that influence movement.
4. To develop a feeling of pride in the body as an instrument of expression.
5. To provide recreational activity both in school and later in life.

### Terminology:

1. **Rhythm** – the flow of movement in recurrent groupings resulting in a feeling of relationship.
2. **Tempo** – the rate of speed at which a movement occurs.
3. **Form** – the shape, structures, or contours of a composition.
4. **Style** – a distinctive manner of expressing an idea.

### Dance Positions:

**Closed** – partners stand facing each other squarely with shoulders parallel. The lady's right hand is held in the man's left hand. His right hand is placed at the lady's back and her left hand is on the man's shoulder.

**2 Hands Joined/Open** – Facing each other, holding hands with ladies hands on top of the man's.

**Semi-Open/Promenade** – In the closed dance position, but slightly turned to the side.

### Class Activities/Dances:

1. Clapping out rhythms in 3/4 and 4/4 time.
2. Line Dances: a choreographed dance with a repeated sequence of steps in which a group of people dance in one or more lines or rows, all facing either each other or in the same direction, and executing the steps at the same time.
3. Partner Dances: dancing with a partner using different types of hold techniques in a variety of dance styles (Man leads sequences starting with left leg).

**Cha Cha** – originated in Cuba. This is one of the most popular Latin Dances. Combination of American swing and mambo and is performed in 4/4 time.

## Dance

Match the term on the left with its corresponding definition on the right.

### Vocabulary Test

#### Matching:

- |                              |   |
|------------------------------|---|
| 1. Style _____               | A. Distinctive manner of expressing an idea   |
| 2. Tempo _____               | B. Latin American dance   |
| 3. Form _____                | C. Shape, structures, contours of a composition   |
| 4. Rhythm _____              | D. In the closed dance position, but slightly turned to the side  |
| 5. Semi-Open _____           | E. Flow of movement in recurrent groupings  |
| 6. 2 Hands Joined Open _____ | G. A choreographed dance with a repeated sequence of steps in which a group of people dance in one or more lines or rows, |
| 7. Closed position _____     | H. Facing each other, holding hands with ladies hands on top of the man's   |
| 8. Line Dance _____          | I. Rate of speed at which movement occurs   |
| 9. Cha Cha _____             | J. Partners stand facing each other squarely with shoulders parallel.   |

## **Softball Unit Study Guide**

### **Explanation of Activity:**

A 16" ball is used and a team can earn a run by hitting the ball and running around the bases to score, without getting out. The team with the most runs at the end of the game wins.

### **Length of Game:**

A game consists of seven innings.

### **Players:**

Each team consists of nine/ten players. Slow pitch softball can be played with a short center position, which is the tenth player.

### **Basic Rules:**

1. Three outs are allowed to each side per inning.
2. Three strikes and the batter is out.
3. Four balls and the batter receives a walk.
4. When a fielder makes a mistake it is called an error.
5. When a batter hits the ball and reaches a base safely it is called a base hit.
6. A single is a one base hit, double is two, triple is three, home run is four.

### **Common Outs:**

1. A fly ball is caught.
2. A foul ball is caught on a fly.
3. Three strikes on the batter.
4. A ground ball is caught and thrown to 1<sup>st</sup> base before the runner gets there.
5. Any batted ball that hits a base runner while running to a base.
6. Tagging a runner with the ball while he/she is off the base.
7. A force out, a situation where the runner must run to the next base because a runner is coming to the base he/she is on.
8. A player runs without tagging the base on a fly ball, fielder just needs to tag the base to get the runner out.

## Softball Study Guide cont.

### Scoring:

One run earned each time the offensive team circles the bases and crosses home plate.

### Offensive Strategy

A run is scored when a player touches all four bases in order of 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> and home. The batter must hit the ball and then run counterclockwise in a circle. Every time a player is at bat, they try to hit the ball to get on base. A hit occurs when he/she hits the ball into the field of play and reaches 1st base before the defense throws the ball to the base, or gets an extra base 2<sup>nd</sup> (double), 3<sup>rd</sup> (triple), home (home run) before being tagged out. A walk occurs when the pitcher throws four balls. It is rare that a hitter can round all the bases during her own at-bat; therefore, her strategy is often to get “on base” and advance during the next at-bat.

### Base running

The ultimate goal for base runners is to reach home plate and score a run. A runner can leave the base when the ball passes over home plate or is hit by the batter. If he/she leaves before the ball passes home plate or is hit, the runner is out. The runner attempts to avoid getting “out” by following the rules of the game. Runners are safe as long as they touch a base, and only one runner is allowed on a base at a time. If a runner is on 1st base and the batter hits the ball into play, the base runner is “forced” to run to 2nd base because the batter is attempting to occupy 1st base. In this scenario, a fielder can throw to 2nd base to get a force out.

However, if there is a runner on 2nd base and no runner on 1st base, the runner may remain on 2nd base when the ball is hit into play because he/she is not “forced” to advance—there is room for the batter to occupy 1st base and the base runner to occupy 2nd base.

### Skills:

1. *Overhand throw* - When throwing overhand, the student should step with the opposite foot of the throwing arm. The throwing arm should follow-thru in the same direction as the ball.
2. *Catching* - To catch the ball on a fly, the body should be positioned under the ball with the fingers and thumb pointing away from the ball. Upon contact with the ball, the arms and body should give with the ball to absorb its momentum.
3. *Fielding grounders* - For this skill, the body should be positioned behind the ball with one knee dropped to the ground so the ball does not go between the catcher’s legs.
4. *Pitching underhand* - As with the overhand throw, the pitcher should step with the foot opposite the pitching arm. The ball is first swung back and then forward to where it is released. The arc of the pitch should be 6 to 12 feet. The ball should hit behind the home plate.
5. *Batting* - The stance when batting, should have both feet in contact with the ground and the body weight evenly distributed. The grip most commonly used is the 10-finger baseball grip. The key point of the grip is to have the hand of the front arm and middle knuckles lined up. The swing should be level with the arms extended. The swing is completed with a follow-through by pulling the bat through the ball, shifting weight to the front foot, and finishing with the bat over the opposite shoulder.



## Softball Study Guide Cont.

### Terminology:

**Back up:** to take position to the rear of a teammate to retrieve any balls which the teammate might fail to catch.

**Baseline:** a more or less imaginary space within which a runner must stay while running bases. If the runner runs outside the lane he or she can be called out.

**Base on balls:** the penalty by the pitcher who throws 4 balls to the batter.

**Batters' box:** area batter must stay within while batting.

**Cut-Off:** to intercept a ball thrown to another teammate.

**Double Play:** two outs played back to back.

**Flyout:** the batter is out by hitting a fly ball caught by a defensive player.

**Foul Ball:** a hit out of the playing area.

**Inning:** Consists of 6 outs

**Line Drive:** ball hit by a batter with little arc and good speed.

**Line Up:** order of the batters and their positions on field.

**Mound:** pitchers' area.

**Pop-Up:** a ball hit by a batter directly upward.

**Put out:** player makes an out on a runner.

**Sacrifice:** an advancement of a base runner by the batter who deliberately hits or bunts the ball in such a way that the defensive fielders can only make a play on the batter.

**Strike Out:** 3 strikes on the batter.

### Positions

Two teams compete in each softball game. Nine players man the field, while nine batters hit in a predetermined order for each team, known as the "batting order" or "lineup." The players who have defensive positions, often called "fielders," are the same ones that bat during the other half of the inning. The nine defensive positions can be grouped into two general categories: infielders and outfielders.

#### *Positions Numbers (9 players):*

*Pitcher (1), Catcher (2), 1<sup>st</sup> base (3), 2<sup>nd</sup> base (4), SS (6), 3<sup>rd</sup>base (5), LF (7), CF (8), RF (9)*

### Infielders

- **Pitcher:** Pitches the ball from the pitcher's mound to the catcher.
- **Catcher:** Crouches behind home plate and receives pitches thrown by the pitcher. Also receives throws from fielders attempting to make outs at home plate.
- **First baseman:** "Fields," or defends, balls hit near the 1st base line. Receives throws from fielders attempting to make outs at 1st base.
- **Second baseman:** Fields balls hit near 2<sup>nd</sup> base. Receives throws from fielders attempting to make outs at 2nd base and is often involved in a double-play.

## **Softball Study Guide cont.**

- **Third baseman:** Fields balls hit near the 3<sup>rd</sup> base line. Receives throws from other fielders attempting to make outs at 3rd base.
- **Shortstop:** Fields balls hit between the second baseman and third baseman. The Shortstop also covers 2nd base when the ball is hit to the second baseman.

### **Outfielders**

Three outfielders — left fielder, center fielder and right fielder— attempt to catch balls hit into their portion of the outfield. Balls hit to the outfield are generally ground balls or fly balls hit past the infield.

## Softball Unit Activity

**After reading the Softball study guide, fill in the blank with the proper term.**

The area where the game is played. \_\_\_\_\_

A mistake by the defensive team. \_\_\_\_\_

A two base hit. \_\_\_\_\_

A ball tapped by a batter to roll out slowly into the infield. \_\_\_\_\_

A one base hit. \_\_\_\_\_

Ball hit by the batter with little arc and good speed. \_\_\_\_\_

At what base is there always a force out? \_\_\_\_\_

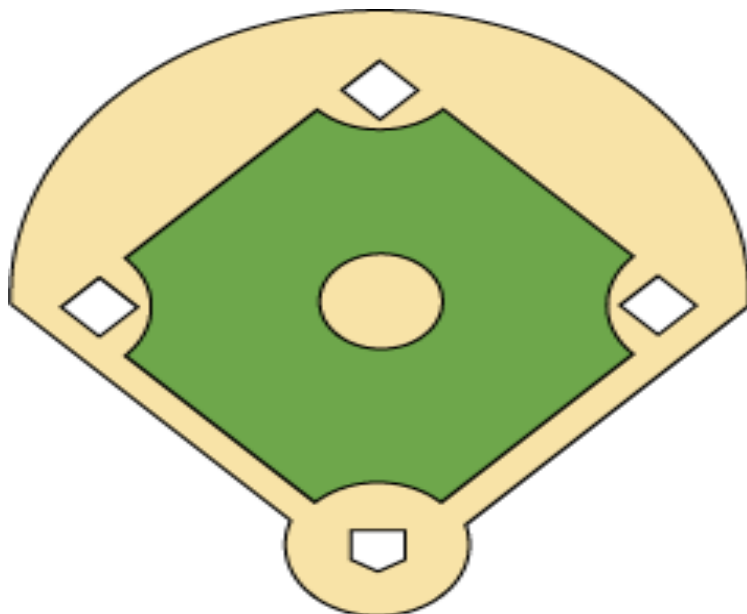
How many players make up a softball team for slow pitch? \_\_\_\_\_

When do base runners have to run on any hit ball? \_\_\_\_\_

When do base runners have to TAG UP before running to the next base?

\_\_\_\_\_

**On the field provided, please number the field positions in the correct order.**



## Design Your Own Summer Fitness Plan

Please fill in the table below with your summer workout program. Refer back to the information that you have learned during your Freshmen year in Physical Education in regards to the Health-Related components of fitness (Cardiovascular, Muscular Strength, Muscular Endurance, and Flexibility.) using the F.I.T. principle.

<b><u>Component of Fitness/Wellness</u></b>	<b><u>Frequency</u></b> <b><u>(How often will you participate in the specific activity/activities?)</u></b>	<b><u>Intensity</u></b> <b><u>(How hard will you work at your specific activity/activities?)</u></b>	<b><u>Time</u></b> <b><u>(How long will you participate in your specific activity/activities?)</u></b>
<b>Cardiovascular Fitness (List your cardiovascular activity or activities that you will focus on this summer.)</b>			
<b>Muscular Fitness (List your muscular fitness activity/activities that you will focus on this summer.)</b>			
<b>Flexibility (List your flexibility activity/activities that you will focus on this summer.)</b>			

## Design Your Own Summer Nutrition Plan

Please fill in the table below with your summer nutrition program. Refer back to the information that you have learned during your Freshmen year in Physical Education in regards to the choosemyplate food groups.

<b><u>Nutrition Plan</u></b>	<b><u>Protein</u></b> <b><u>(List some protein choices that you will incorporate into your nutrition plan.)</u></b>	<b><u>Grains</u></b> <b><u>(List some grain choices that you will incorporate into your nutrition plan.)</u></b>	<b><u>Fruits and Vegetables</u></b> <b><u>(List some fruit and vegetable choices that you will incorporate into your plan.)</u></b>

# FITNESSGRAM

## Standards for Healthy Fitness Zone

Exceeds -- Meets -- Does Not Meet

### BOYS

<b>AGE</b>		<b>MILE</b>	<b>PACER</b>	<b>CURLUP</b>	<b>PUSHUP</b>	<b>BACKSAVER</b>	<b>PERCENT</b>
		<i>MIN:SEC</i>	<i>#LAPS</i>	<i>#COMPLETED</i>	<i>#COMPLETED</i>	<i>SIT/REACH</i>	<i>FAT</i>
						<i>INCHES</i>	
13	EXCEEDS:	BELOW 7:30	ABOVE 83	ABOVE 40	ABOVE 25	ABOVE 9	BELOW 7
	MEETS:	10:00 - 7:30	41-83	21-40	12-25	8	25-7
	DOES NOT MEET:	ABOVE 10:00	BELOW 35	BELOW 21	BELOW 12	BELOW 8	ABOVE 25
14	EXCEEDS:	BELOW 7:00	ABOVE 83	ABOVE 45	ABOVE 30	ABOVE 9	BELOW 7
	MEETS:	9:30-7:00	41-83	24-45	14-30	8	25-7
	DOES NOT MEET:	ABOVE 9:30	BELOW 41	BELOW 24	BELOW 14	BELOW 8	ABOVE 25
15	EXCEEDS:	BELOW 7:00	ABOVE 94	ABOVE 47	ABOVE 35	ABOVE 9	BELOW 7
	MEETS:	9:00-7:00	51-94	24-47	16-35	8	25-7
	DOES NOT MEET:	ABOVE 9:00	BELOW 51	BELOW 24	BELOW 16	BELOW 8	ABOVE 25
16	EXCEEDS:	BELOW 7:00	ABOVE 94	ABOVE 47	ABOVE 35	ABOVE 9	BELOW 7
	MEETS:	8:30 - 7:00	61 - 94	24 - 47	18 - 35	8	25-7
	DOES NOT MEET:	ABOVE 8:30	BELOW 61	BELOW 24	BELOW 18	BELOW 8	ABOVE 25
17	EXCEEDS:	BELOW 7:00	ABOVE 106	ABOVE 47	ABOVE 35	ABOVE 9	BELOW 7
	MEETS:	8:30 - 7:00	61 - 106	24 - 47	18 - 35	8	25-7
	DOES NOT MEET:	ABOVE 8:30	BELOW 61	BELOW 24	BELOW 18	BELOW 8	ABOVE 25
17+	EXCEEDS:	BELOW 7:00	ABOVE 106	ABOVE 47	ABOVE 35	ABOVE 9	BELOW 7
	MEETS:	8:30 - 7:00	72 - 106	24 - 47	18 - 35	8	25-7
	DOES NOT MEET:	ABOVE 8:30	BELOW 72	BELOW 24	BELOW 18	BELOW 8	ABOVE 25

# FITNESSGRAM

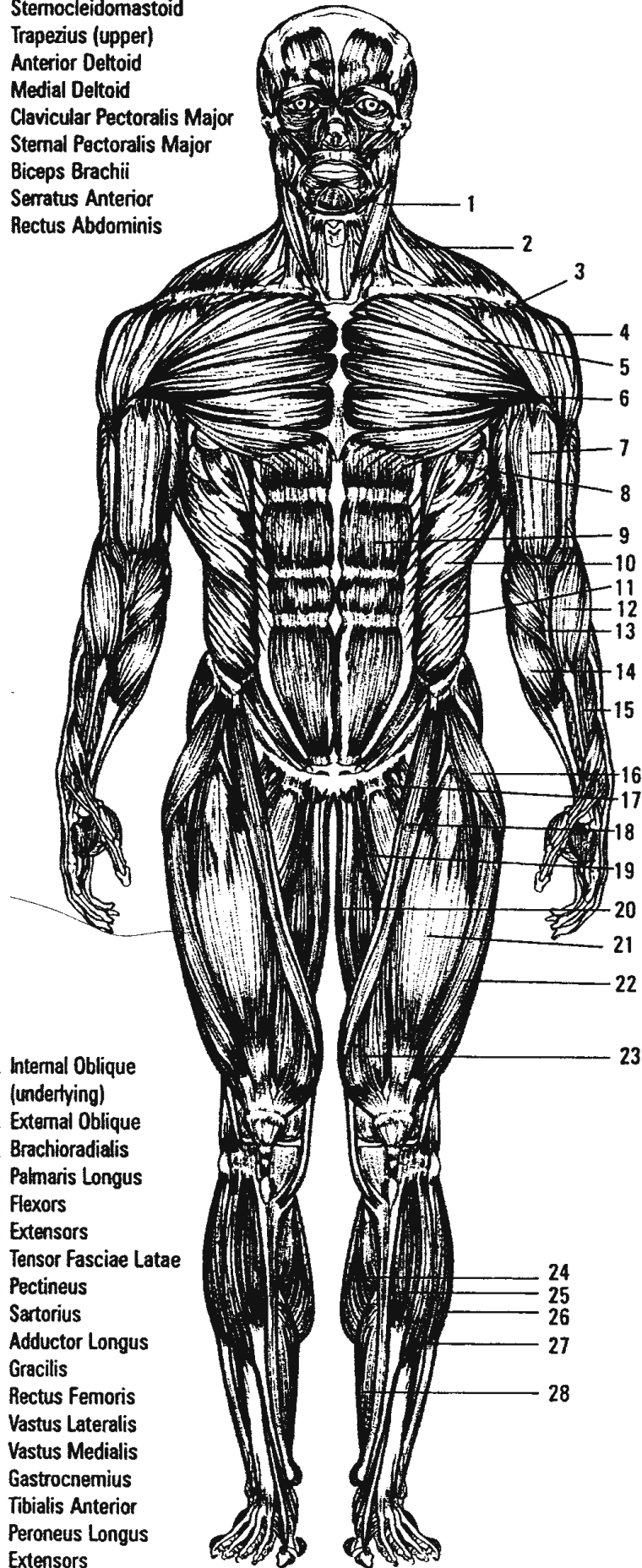
## Standards for Healthy Fitness Zone

Exceeds -- Meets -- Does Not Meet

### GIRLS

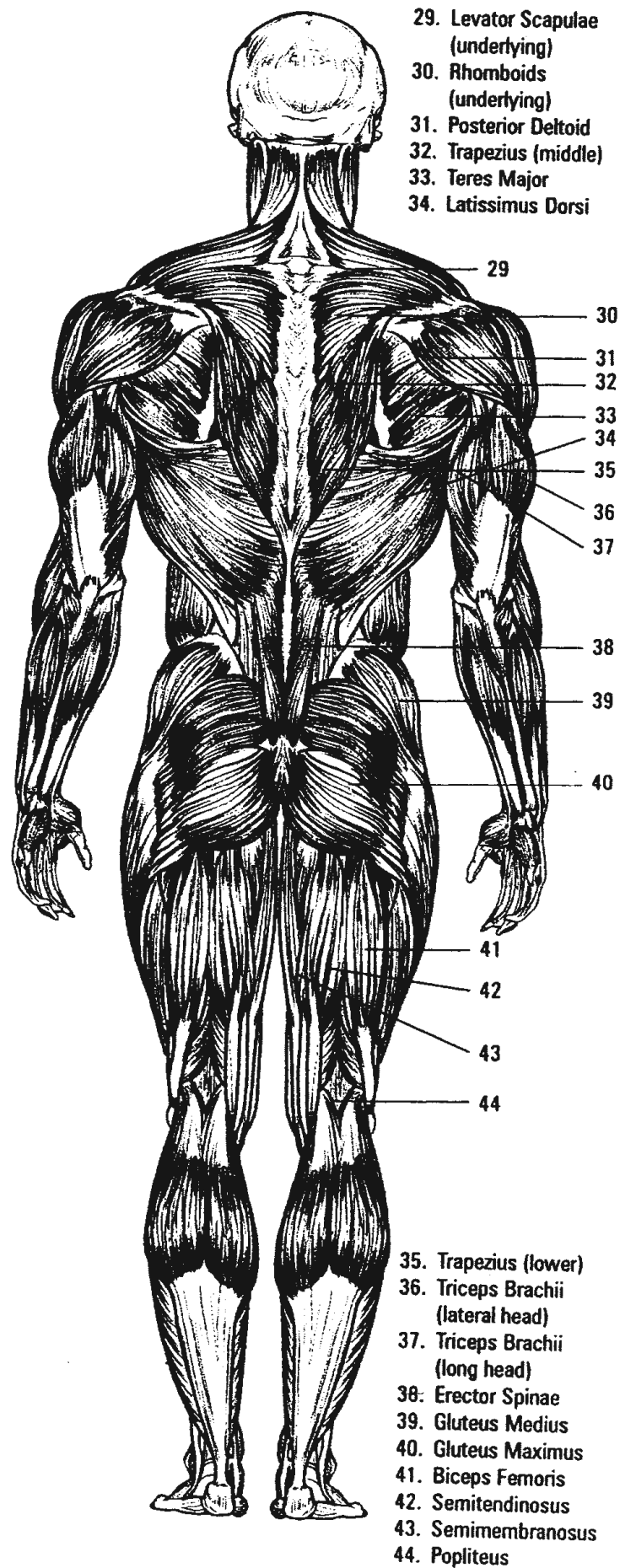
AGE		<b>MILE</b> <i>MIN:SEC</i>	<b>PACER</b> <i>#LAPS</i>	<b>CURLUP</b> <i>#COMPLETED</i>	<b>PUSHUP</b> <i>#COMPLETED</i>	<b>BACKSAVER</b> <b>SIT/REACH</b> <i>INCHES</i>	<b>PERCENT</b> <b>FAT</b>
13	EXCEEDS:	BELOW 9:00	ABOVE 51	ABOVE 32	ABOVE 15	ABOVE 11	BELOW 13
	MEETS:	11:30-9:00	23-51	18-32	7-15	10	32-13
	DOES NOT MEET:	ABOVE 11:30	BELOW 23	BELOW 18	BELOW 7	BELOW 9	ABOVE 32
14	EXCEEDS:	BELOW 8:30	ABOVE 51	ABOVE 32	ABOVE 15	ABOVE 11	BELOW 13
	MEETS:	11:00-8:30	23-51	18-32	7-15	10	32-13
	DOES NOT MEET:	ABOVE 11:00	BELOW 23	BELOW 18	BELOW 7	BELOW 9	ABOVE 32
15	EXCEEDS:	BELOW 8:00	ABOVE 51	ABOVE 35	ABOVE 15	ABOVE 13	BELOW 13
	MEETS:	10:30-8:00	32-51	18-35	7-15	12	32-13
	DOES NOT MEET:	ABOVE 10:30	BELOW 32	BELOW 18	BELOW 7	BELOW 11	ABOVE 32
16	EXCEEDS:	BELOW 8:00	ABOVE 61	ABOVE 35	ABOVE 15	ABOVE 13	BELOW 13
	MEETS:	10:00-8:00	32-61	18-35	7-15	12	32-13
	DOES NOT MEET:	ABOVE 10:00	BELOW 32	BELOW 18	BELOW 7	BELOW 11	ABOVE 32
17	EXCEEDS:	BELOW 8:00	ABOVE 61	ABOVE 35	ABOVE 15	ABOVE 13	BELOW 13
	MEETS:	10:00-8:00	41-61	18-35	7-15	12	32-13
	DOES NOT MEET:	ABOVE 10:00	BELOW 41	BELOW 18	BELOW 7	BELOW 11	ABOVE 32
17+	EXCEEDS:	BELOW 8:00	ABOVE 72	ABOVE 35	ABOVE 15	ABOVE 13	BELOW 13
	MEETS:	10:00-8:00	41-72	18-35	7-15	12	32-13
	DOES NOT MEET:	ABOVE 10:00	BELOW 41	BELOW 18	BELOW 7	BELOW 11	ABOVE 32

1. Sternocleidomastoid
2. Trapezius (upper)
3. Anterior Deltoid
4. Medial Deltoid
5. Clavicular Pectoralis Major
6. Sternal Pectoralis Major
7. Biceps Brachii
8. Serratus Anterior
9. Rectus Abdominis



10. Internal Oblique (underlying)
11. External Oblique
12. Brachioradialis
13. Palmaris Longus
14. Flexors
15. Extensors
16. Tensor Fasciae Latae
17. Pectineus
18. Sartorius
19. Adductor Longus
20. Gracilis
21. Rectus Femoris
22. Vastus Lateralis
23. Vastus Medialis
24. Gastrocnemius
25. Tibialis Anterior
26. Peroneus Longus
27. Extensors
28. Soleus





- 29. Levator Scapulae (underlying)
- 30. Rhomboids (underlying)
- 31. Posterior Deltoid
- 32. Trapezius (middle)
- 33. Teres Major
- 34. Latissimus Dorsi

- 35. Trapezius (lower)
- 36. Triceps Brachii (lateral head)
- 37. Triceps Brachii (long head)
- 38. Erector Spinae
- 39. Gluteus Medius
- 40. Gluteus Maximus
- 41. Biceps Femoris
- 42. Semitendinosus
- 43. Semimembranosus
- 44. Popliteus

