



Lisle Junior High School Lisle Community School District

..... Physical Education Resource Guide

..... A Lifetime of Fitness

Property of: _____

Address: _____

Phone #: _____

In case of emergency, please notify:

Name: _____ Phone #: _____

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Physical Education Department

Mission, Vision & Values

MISSION STATEMENT

The mission of the Lisle Junior High School Physical Education Department is to provide students with the skills, knowledge and experiences that will encourage daily participation in lifelong, health-enhancing physical activity.

VISION STATEMENT

The Lisle Junior High School Physical Education Department will collaboratively develop a curriculum composed of essential skills, concepts and behaviors that is delivered using best practices during instruction and authentic assessments.

VALUE STATEMENTS

The Lisle Junior High School Physical Education Department encourages each student to develop an awareness of the importance and a positive attitude toward:

- A. Living a physically active healthy lifestyle assuming responsibility for their personal health and physical fitness

- B. Working with others cooperatively during activities requiring teamwork, compromise, and fair play

- C. Safety and injury prevention during individual and group activities

Program Goals

Power Movements, Skills, Concepts Standard: & Applications

Standards	Enduring Understandings	Essential Questions
NASPE 1, 2	Learning to perform motor skills and movement patterns must be done in a progressive sequence of tasks.	What skills do I need? What is the best way to improve my skills?
ILS 19, 20	Learning and applying movement concepts and principles will improve performance of physical activities.	How are games classified?
	Learning and applying rules and game tactics will improve individual and team success.	What rules and tactics do I need to know to be an effective participant?
	Learning correct technique, appropriate conditioning practices and utilizing proper equipment will prevent injuries.	What safety considerations will reduce the risk of injury?

Program Goals

Power Standard: **Personal Fitness Concepts & Exercise**

Standards **Enduring Understandings** **Essential Questions**

NASPE 2,3,4 Physically fit people engage in physical activity on a regular basis What is physical fitness?

ILS 20,22,23 Regular exercise has a positive influence on the systems of the body. How do I know if I'm physically fit?

Monitoring and periodic evaluation of a personal fitness plan and goals increase the probability of sticking with it. How do I improve my fitness level?

Using technology and applying the principles of training increase the efficiency and safety of an exercise program. How much exercise is enough?

What are the benefits of being physically fit?

How does exercise affect my body?

Program Goal

Power Standard: **Personal and Social Behavior**

Standards	Enduring Understandings	Essential Questions
NASPE 5	Responsible participants demonstrate positive and appropriate interpersonal skills during physical activity.	What are the benefits of participating in games?
ILS 21, 24	Behaving well is as important as playing well.	Why do we have to follow rules?
	Competition can have a positive or negative effect on technique, behavior, attitude and performance.	What guidelines should be followed to be a good team member?
		What should be done when someone does not follow the rules?

LISLE JUNIOR HIGH SCHOOL

PHYSICAL DEVELOPMENT AND HEALTH

All students are required to be enrolled in and successfully complete a physical education class each semester. Students may be exempt from this requirement due to medical reasons.

A. Curricular Units

Flag Football, Soccer, Cross Country, Volleyball, Basketball, Badminton, Floor Hockey, Track, Softball, Lacrosse, Physical Fitness, Team Building and Climbing, Recreational Games, Nutrition, Stress Management, Safety & First Aid.

B. Classroom Behavioral Expectations

Students should:

- be in the gym before tardy bell.
- be dressed and seated in assigned squad spot for attendance 5 minutes after the tardy bell.
- remain with their class the entire period.
- move to and from activity locations quickly and orderly.
- participate in all warm-up and class activities
- treat all classmates with respect.
- treat school facilities and equipment with respect.
- use appropriate language at all times.
- not bring food, candy or drinks in the gym or locker room.
- make sure their lockers are locked before they leave at the end of the period.

C. Uniform Requirements

Lisle gym shirt and shorts

Socks and gym shoes

Failure to wear the uniform will result in written or phone notification.

Sweat shirt and sweat pants may be worn over the uniform during cooler weather

Students are responsible for the care of personal equipment

Uniforms issued to members of athletic teams may not be worn during physical education class

All jewelry should be removed before class to avoid damage or loss, and for safety reasons

D. Excuses from Physical Education

Parental excuses allowing non-participation will be accepted for a period of three days. Any request beyond three days will require a doctor's excuse or notice of an appointment. Parental excuses should be presented to the teacher before class. An extended medical excuse will require assignment to a study hall.

E. Grading Scale

A 100 – 93

B 92 – 85

C 84 – 75

D 74 – 67

F below 67

I Incomplete

F. Basis for Grades

1. Attendance	5%
2. Uniform	5%
3. Behavior	10%
4. Written	30%
5. Performance	50%

G. Locks and Lockers

Students will be assigned a permanent storage locker and a school combination lock for the duration of the year. Lockers are to be kept locked at all times.

Students should not bring cell phones, valuables or large amounts of money to class.

Students should never give their combination to another student.

Unauthorized locks will be cut off lockers.

The cost of replacing a lost or damaged lock is \$5.00.

Locks will be collected at the end of the school year.

No glass containers are allowed in the locker room.

Due to health and safety concerns, students should not bring in aerosol spray deodorants or colognes. Students may bring in anti-perspirant/deodorant sticks or roll-ons to address this personal hygiene concern.

H. Showers and Towels

Showers and clean towels are available to students after each activity session. The importance of cleanliness is stressed to all students. We also encourage students to wash their hands with soap and water to reduce the transmission of germs. Students are expected to return the used towels to the bins provided.

I have read and I am aware of the policies of the physical education department.

STUDENT _____ **DATE** _____

Revised 4/10

Bell Schedules

Regular
(M, W, & F)

Roar
(T & Th)

Early Dismissal

Period		Period		Period	
		Roar	8:00 8:19		
1	8:00 8:47	1	8:23 9:02	1	8:00 8:51
2	8:51 9:35	2	9:06 9:45	2	8:55 9:43
3	9:39 10:23	3	9:49 10:28	3	9:47 10:35
4	10:27 11:11	4	10:32 11:11	4	10:39 11:27
5	11:15 12:02	5	11:15 12:02		
6	11:49 12:36	6	11:49 12:36	5 6	8:00 8:51
7	12:40 1:24	7	12:40 1:24	7	8:55 9:43
8	1:28 2:12	8	1:28 2:12	8	9:47 10:35
9	2:16 3:00	9	2:16 3:00	9	10:39 11:27

Attitude Assessment

Directions: Read each statement. Circle T or F for the answer that best describes your current feelings.

- | | | |
|---|---|---|
| 1. I enjoy school. | T | F |
| 2. I feel enthusiastic about life. | T | F |
| 3. I can appreciate the views of other people. | T | F |
| 4. I can establish and maintain friendships. | T | F |
| 5. I accept responsibility for all of my actions. | T | F |
| 6. I am satisfied with the way things are in my life. | T | F |
| 7. I trust and value my own judgment. | T | F |
| 8. I set realistic goals for myself. | T | F |
| 9. Once I set a goal, there is no stopping me. | T | F |
| 10. I enjoy playing competitive sports and games. | T | F |
| 11. I prefer individual activities over group. | T | F |
| 12. I don't put any effort into bettering my health. | T | F |
| 13. I can't stand the thought of exercise. | T | F |
| 14. I enjoy exercising, and I know it is beneficial. | T | F |
| 15. I feel uncomfortable when faced with
a physical challenge. | T | F |
| 16. I am comfortable with the way I look,
feel and perform. | T | F |

Physical Activity Readiness Questionnaire

PARQ

Directions: Read and answer each question. If you answer “YES” to any of these questions, consult your doctor to find out why.

Has your doctor ever said that you have a heart condition and recommended only medically approved physical activity?

YES NO

Do you have chest pain brought on by physical activity?

YES NO

Have you experienced any chest pain in the last month?

YES NO

Do you lose consciousness or lose your balance as a result of dizziness?

YES NO

Do you have a bone or joint problem that could be aggravated by physical activity? Is your doctor currently prescribing medicine for your blood pressure or heart condition?

YES NO

Are you aware, through your own experience or a doctor’s advice, of any other reason against exercising without medical approval?

YES NO

Wellness Center Use and Safety

1. General Safety Rules

Clothing

Warm up

Knowledge

No Horseplay

2. Equipment Care

Proper use

Storage

Etiquette

3. Aerobic Machine Use and Safety

Exer-cycles

Rowing Machines

Elliptical

Treadmills

Stair Steppers

4. Selectorized Resistance Machine Use and Safety

Upper Body Machines

Core

Lower Body

5. Free Weight Safety

Barbells

Dumbbells

Benches

Spotting

6. Basic Resistance Training Principles

Large to Small Muscles

Slow and Controlled Pace

Progressive Increase of Resistance

7. Traversing Wall Safety

Benefits of Regular Exercise

1. Cardiovascular Diseases
2. Metabolic Disorders
3. Musculoskeletal disorders
4. Psychological Disorders
5. Cancer

Benefits of Regular Exercise

6. Pulmonary Diseases

7. Cognitive Function

8. Energy and Ability to Sleep Well

9. Improve Self-Image

10. Positive Social Outlet

Physical Fitness

Directions: Write a complete sentence definition of the following fitness terms.

1. Skill-Related Components

2. Balance

3. Coordination

4. Power

5. Reaction Time

6. Speed

7. Agility

8. Fitnessgram

Physical Fitness

9. Health-Related Components

10. Body Composition

11. Flexibility

12. Muscular Strength

13. Muscular Endurance

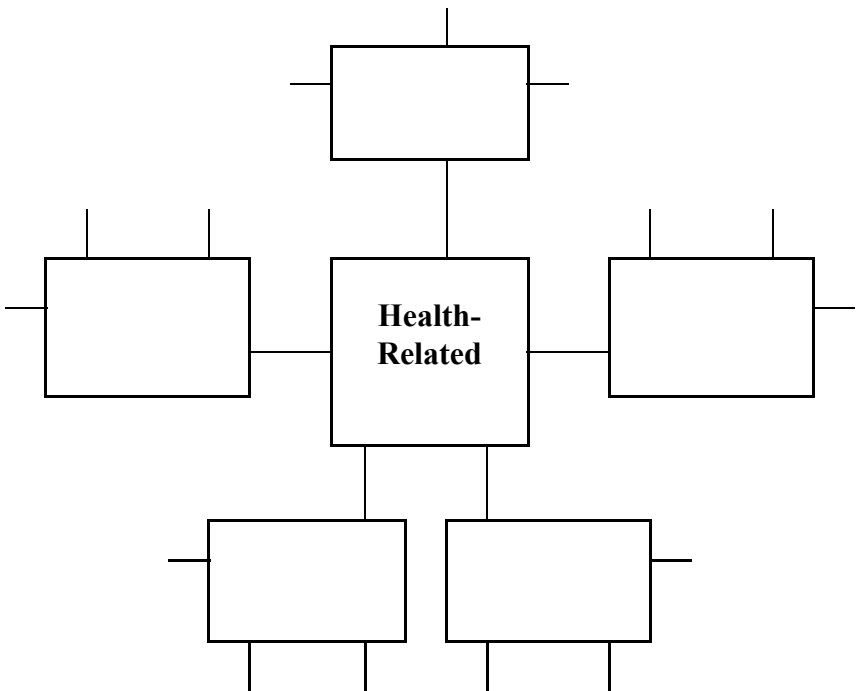
14. Cardio-Respiratory

15. Biometrics

Physical Fitness Concept Map

Directions: Complete the concept map by:

- A) Labeling the five health-related component of fitness.**
- B) Identifying three activities that will improve each component of fitness.**

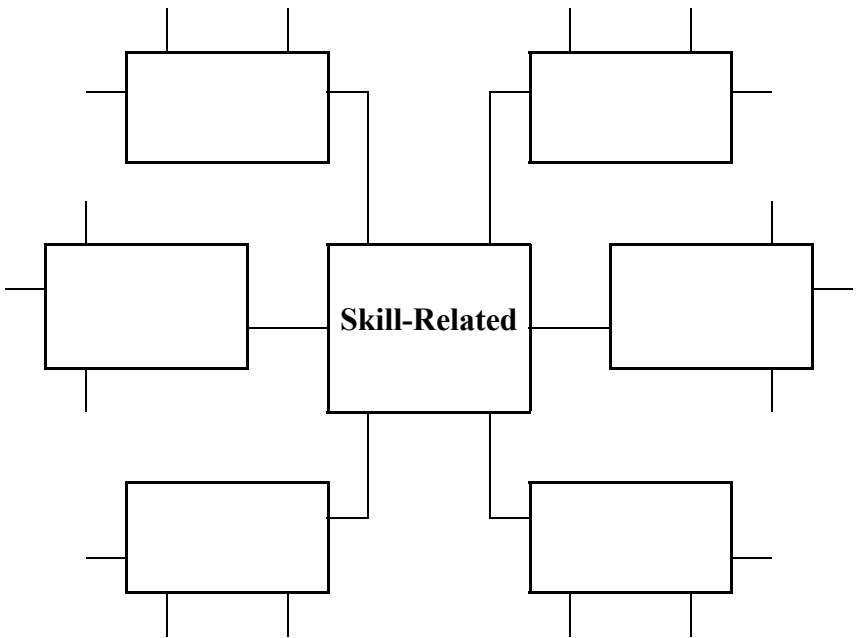


Physical Fitness Concept Map

Directions: Complete the concept map by:

A) Labeling the six skill-related component of fitness.

B) Identifying three activities that will improve each component of fitness



Principles of Training

Directions: Write a complete sentence definition of the following training terms.

1. Readiness
2. Adaptation
3. Individual Response
4. Overload
5. Progression
6. Specificity
7. Exercise
8. Frequency

Principles of Training

9. Warm-up

10. Cool-Down

11. Intensity

12. Circuit Training

13. Moderation

14. Potential

15. Cross Training

Aerobic Training

1. How do you know if an activity is aerobic?
2. Where are two places you can get a person's heart rate?
3. How often should aerobic exercises be done in a week?
4. What is the difference between perceived exertion and actual exertion?
5. What is the difference between fat burning and aerobic fitness workouts?

Aerobic Training

6. What is the formula to determine your maximum heart rate?

7. What are the names and the five heart rate training zones and the corresponding heart rate percentages?

8. What happens to a persons target heart rate zone as they get older?

9. How does a physically fit persons recovery heart rate differ from someone that is not physically fit?

10. List five aerobic activities that can be done outdoors.

Heart Rate Training Zones

The formula used to calculate your Maximum Heart Rate (MHR) is:

$$208 - (.70 \times \text{Age}) = \text{MHR}$$

Calculate your MHR in the box provided:

Calculate your heart rate for each heart rate zone:

RED LINE ZONE 5

[100% to 90%]

THRESHOLD ZONE 4

[90% to 80%]

AEROBIC ZONE 3

[80% to 70%]

TEMPERATE ZONE 2

[70% to 60%]

HEALTHY HEART ZONE 1

[60% to 50%]

Heart Rate Log

	DATE	ACTIVITY COMPLETED	TOTAL TIME	AVERAGE HEART RATE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

Strength Training

1. Why is it important to make strength training a part of your personal fitness program?
2. What is the difference between weight lifting and strength training?
3. What kind of muscles benefit most from strength training?
4. How many repetitions and sets should a beginner complete for each muscle group?
5. What is the difference between isometric and isotonic training?

Strength Training

6. What happens to a muscle without regular exercise?
7. How will over-training affect strength training results?
8. What is the antagonistic muscle group to the quadriceps?
9. What can happen if you hold your breath when weight training?
10. Why do boys experience more muscle mass than girls from strength training?

Major Muscle Groups

Directions: Identify the location of the following muscles and an exercise to strengthen them.

1. Quadriceps
2. Hamstrings
3. Biceps
4. Triceps
5. Deltoid
6. Latissimus Dorsi
7. Gluteus Maximus
8. Pectoralis Major

Major Muscle Groups

Directions: Identify the location of the following muscles and an exercise to strengthen them.

9. Erector Spinae

10. Trapezius

11. Gastrocnemius

12. Abdominals

13. Sternocleidomastoid

14. Flexicarpidigitarium

15. Extensorcarpidigitarium

Joints and Movements

Directions: Identify the following joints and movements found in the human body.

1. Ball and Socket
2. Hinge
3. Semi-mobile
4. Immovable
5. Vertebrae
6. Abduction
7. Adduction
8. Flexion
9. Extension
10. Rotation

Risky Training & Exercises

Risky Training Practices

1. Working through Pain
2. Not Resting
3. Using Poor Form
4. Unnatural Movements
5. Too Much Too Soon
6. Too Much
7. Ballistic Movements
8. Hyperextension or Locking Joints

Risky Exercises

1. Full Neck Circles
2. Plough or Cobra
3. Inverted Bicycle or Hanging
4. Locked Fingers Behind Head Curl-ups
5. Deep Knee Bends
6. Hurdlers Stretch
7. Sitting on Ankles Quad Stretch
8. Straight Leg Curl-ups
9. Double Leg Lifts
10. Windmills & Waist Circles
11. Back Bends and Bridges
12. Machine Leg Curls & Extensions
13. Peck Deck
14. Behind the Shoulder Press
15. Behind the Shoulder Lat Pull Down

F.R.I.E.N.D.

(First Responders In Events Needing Decisions)

911

What are four important pieces of information you need to give to give when calling **911**?

When calling **911** or dealing with any emergency situation how should you behave?

Scene Safety

What are some hazards you need to be aware of when approaching an emergency scene?

Victim Contact

What are some precautions you need to take when helping an injured / ill person?

When you encounter a situation you are unsure of, what should you do?

F.R.I.E.N.D.

Heart Disease

List the risk factors for heart disease:

List the signs and symptoms of a heart attack:

Describe your response to a person having a heart attack and why:

Stroke

List the risk factors for a stroke:

List the signs and symptoms of a stroke:

Describe your response to a person having a stroke:

F.R.I.E.N.D.

Airway, Breathing & Circulation

Methods used for establishing responsiveness:

Verbal:

Painful:

Most common cause of upper airway obstruction:

Methods used to open an airway and when each is used:

Head Tilt Chin Lift

Jaw Thrust

After opening the airway should:

If rescue breathing is necessary, what is the rate and method for:

Adult:

Small child / Infant

F.R.I.E.N.D.

Choking

What are some signs of choking?

If a person is conscious and cannot breathe or speak, how would you relieve the obstruction for each age group?

Adult / Child:

Infant:

If a person were unconscious from choking, how would you relieve the obstruction for each age group?

Adult / Child:

Infant:

If you were unable to get air into the person during your first attempt at rescue breathing, what would you do?

F.R.I.E.N.D.

Wounds

List and describe the five types of wounds:

What are the best methods to control bleeding?

What is the proper care for an impaled object?

Strains, Sprains & Fractures

What is the proper care for all sprains and fractures?

F.R.I.E.N.D.

Burns

List and describe the three types of burns:

How should burns be cared for?

Environmental Emergencies

What is the proper care for a heat emergency?

What is the proper care for a cold emergency?

Nutrition

Directions: Define the following nutrition terms and discuss how each plays a part in a healthy diet.

1. Basal metabolism

2. Calories

3. Fats

4. Proteins

5. Carbohydrate

6. Minerals

7. Discretionary Foods

8. Vitamins

Nutrition

Directions: Define the following nutrition terms and discuss how each plays a part in a healthy diet.

9. Nutrients

10. Supplements

11. Eating Disorder

12. Energy Balance

13. Energy Expenditure

14. Water

15. Energy Intake

Physical Fitness Assessment Standards

GRADE 6

EVENT	BODY COMP	PACER			CURL-UPS			TRUNK-LIFT	PUSH-UPS			SIT & REACH			
	M	DNM	E	M	DNM	E	M	DNM	E	M	DNM	M	DNM		
GIRLS	32	32.1	41	23	22	32	18	17	9	8.5	15	7	6	10	9.9
BOYS	25	25.1	72	32	31	36	18	17	9	8.5	20	10	9	8	7.9

GRADE 7

EVENT	BODY COMP	PACER			CURL-UPS			TRUNK-LIFT	PUSH-UPS			SIT & REACH			
	M	DNM	E	M	DNM	E	M	DNM	E	M	DNM	M	DNM		
GIRLS	32	32.1	51	23	22	32	18	17	9	8.5	15	7	6	10	9.9
BOYS	25	25.1	72	41	40	40	21	20	9	8.5	25	12	11	8	7.9

GRADE 8

EVENT	BODY COMP	PACER			CURL-UPS			TRUNK-LIFT	PUSH-UPS			SIT & REACH			
	M	DNM	E	M	DNM	E	M	DNM	E	M	DNM	M	DNM		
GIRLS	32	32.1	51	23	22	32	18	17	9	8.5	15	7	6	10	9.9
BOYS	25	25.1	83	41	40	45	24	23	9	8.5	30	14	13	8	7.9

DNM

E = Exceeds Expectations

M = Meets Expectations

= Does Not Meet Expectations

Fitness Component Circuit

Directions: After completing each station, write in the number of repetitions you completed for the health-related fitness component. Each station activity completed on this page requires one of the following parts of fitness. (Flexibility, Aerobic Capacity, Muscular Strength or Endurance)

STATION	A	B	C	D	E	F	G	H
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Biometrics

	Height (ft./in.)	Weight (lbs.)	Fat% (%)	Blood Pressure <u>(sys.)</u> (dys.)
Sept.				
Oct.				
Nov.				
Dec.				
Jan.				
Feb.				
Mar.				
Apr.				
May				

Physical Fitness Record

Fall Winter Spring

Pacer (laps)			
--------------	--	--	--

Curl-ups			
----------	--	--	--

Push-ups			
----------	--	--	--

Sit & Reach(inches)

Right Leg Straight			
Left Leg Straight			

Trunk Lift (inches)			
------------------------	--	--	--

Physical Fitness Graphing Assessment

Muscular Strength (Push-ups)

	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY
50										
45										
40										
35										
30										
25										
20										
15										
10										
5										
0										

Score _____

Physical Fitness Graphing Assessment

Muscular Endurance (Curl-ups)

	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY
100										
90										
80										
70										
60										
50										
40										
30										
20										
10										
0										
Score										

Physical Fitness Graphing Assessment
Flexibility (Back Saver Sit and Reach)

	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY
10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
0										

Score _____

Physical Fitness Graphing Assessment

Coordination (Jump Rope)

	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY
100										
90										
80										
70										
60										
50										
40										
30										
20										
10										
0										
Score										

Physical Fitness Graphing Assessment

Aerobic Capacity (Pacer)

	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY
100										
90										
80										
70										
60										
50										
40										
30										
20										
10										
0										

Score _____

Physical Fitness Graphing Assessment

Body Composition (Scale)

	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY
50										
45										
40										
35										
30										
25										
20										
15										
10										
5										
0										

Score _____

Personal Fitness Plan

Start Date: _____

End Date: _____

Fitness Goals

SAMPLE GOALS

1 _____

* improve strength or endurance

2 _____

* increase muscle, lose weight, reduce fat

3 _____

* improve speed, agility or power

* improve flexibility or overall health

Exercise Plan

ACTIVITY	COMPONENT				
	CRE	MS	ME	FL	BC

	FREQUENCY (X)					INTENSITY	TIME
	M	T	W	TH	F		

Note: Be sure to include a dynamic warm-up before and a cool down at the end of each workout session.

Personal Fitness Plan

Start Date: _____

End Date: _____

Fitness Goals

SAMPLE GOALS

- 1 _____
- 2 _____
- 3 _____

- * improve strength or endurance
- * increase muscle, lose weight, reduce fat
- * improve speed, agility or power
- * improve flexibility or overall health

Exercise Plan

ACTIVITY	COMPONENT					
	CRE	MS	ME	FL	BC	

FREQUENCY (X)				INTENSITY	TIME
M	T	W	TH		

Note: Be sure to include a dynamic warm-up before and a cool down at the end of each workout session.

Personal Fitness Plan

Start Date: _____

End Date: _____

Fitness Goals

SAMPLE GOALS

- 1 _____
- 2 _____
- 3 _____

* improve strength or endurance

* increase muscle, lose weight, reduce fat

* improve speed, agility or power

* improve flexibility or overall health

Exercise Plan

ACTIVITY	COMPONENT				
	CRE	MS	ME	FL	BC

M	T	W	TH	F	FREQUENCY (X)	INTENSITY	TIME

Note: Be sure to include a dynamic warm-up before and a cool down at the end of each workout session.

Personal Fitness Plan

Start Date: _____

End Date: _____

Fitness Goals

SAMPLE GOALS

- 1 _____
- 2 _____
- 3 _____

- * improve strength or endurance
- * increase muscle, lose weight, reduce fat
- * improve speed, agility or power
- * improve flexibility or overall health

Exercise Plan

ACTIVITY	COMPONENT					
	CRE	MS	ME	FL	BC	

FREQUENCY (X)				INTENSITY	TIME
M	T	W	TH		

Note: Be sure to include a dynamic warm-up before and a cool down at the end of each workout session.

Personal Fitness Plan

Start Date: _____

End Date: _____

Fitness Goals

SAMPLE GOALS

1 _____

* improve strength or endurance

2 _____

* increase muscle, lose weight, reduce fat

3 _____

* improve speed, agility or power

* improve flexibility or overall health

Exercise Plan

ACTIVITY	COMPONENT				
	CRE	MS	ME	FL	BC

	FREQUENCY (X)					INTENSITY	TIME
	M	T	W	TH	F		

Note: Be sure to include a dynamic warm-up before and a cool down at the end of each workout session.

Personal Fitness Plan

Start Date: _____

End Date: _____

Fitness Goals

SAMPLE GOALS

- 1 _____
- 2 _____
- 3 _____

- * improve strength or endurance
- * increase muscle, lose weight, reduce fat
- * improve speed, agility or power
- * improve flexibility or overall health

Exercise Plan

ACTIVITY	COMPONENT					
	CRE	MS	ME	FL	BC	

FREQUENCY (X)				INTENSITY	TIME
M	T	W	TH		

Note: Be sure to include a dynamic warm-up before and a cool down at the end of each workout session.

Pedometer Log

	DATE	ACTIVITY COMPLETED	TOTAL TIME	TOTAL STEPS
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

Heart Rate Log

	DATE	ACTIVITY COMPLETED	TOTAL TIME	TOTAL STEPS
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

Aerobic Machine Grading Scale

Grade Six

TREADMILLS (1)

5	1.00 MILE
4	.80 MILE
3	.60 MILE
2	.40 MILE
1	BELOW .40 MILE

STEPPING MACHINES (2)

5	150 FLOORS
4	125 FLOORS
3	100 FLOORS
2	75 FLOORS
1	BELOW 75

ELLIPTICAL TRAINERS (3)

5	1.5 MILES & UP
4	1 MILE
3	.75 MILES
2	.50 MILE
1	BELOW .5 MILE

ROWING MACHINES (4)

5	2000 METERS
4	1500 METERS
3	1250 METERS
2	1000 METERS
1	BELOW 1000M

EXERCYCLES (5,6 &7)

5	5 MILES
4	4 MILES
3	3 MILES
2	2 MILES
1	BELOW 2 MILES

Aerobic Machine Grading Scale

Grade Seven

TREADMILLS (1)

5	1.25 MILES & UP
4	1.00 MILE
3	.75 MILE
2	.50 MILE
1	BELOW .50 MILE

STEPPING MACHINES (2)

5	175 FLOORS
4	125 FLOORS
3	100 FLOORS
2	75 FLOORS
1	BELOW 75

ELLIPTICAL TRAINERS (3)

5	1.75 MILE & UP
4	1.25 MILES
3	1. MILES
2	.75 MILE
1	BELOW .75 MILE

ROWING MACHINES (4)

5	2500 METERS
4	2000 METERS
3	1500 METERS
2	1250 METERS
1	BELOW 1250M

EXERCYCLES (5,6 &7)

5	5.5 MILES
4	4.5 MILES
3	3.5 MILES
2	2.5 MILES
1	BELOW 2.5 MILES

Aerobic Machine Grading Scale

Grade Eight

TREADMILLS (1)

5	1.5 MILES & UP
4	1.25 MILES
3	1.00 MILE
2	.75 MILE
1	BELOW .75 MILE

STEPPING MACHINES (2)

5	200 FLOORS
4	150 FLOORS
3	125 FLOORS
2	100 FLOORS
1	BELOW 100

ELLIPTICAL TRAINERS (3)

5	2 MILES & UP
4	1.5 MILE
3	1.25 MILES
2	1 MILE
1	BELOW 1 MILE

ROWING MACHINES (4)

5	3000 METERS
4	2500 METERS
3	2000 METERS
2	1500 METERS
1	BELOW 1500M

EXERCYCLES (5,6 &7)

5	6 MILES & UP
4	5 MILES
3	4 MILES
2	3 MILES
1	BELOW 3 MILES

Aerobic Machine Workout Log

Date of Workout	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D
1. Treadmill												
2. Stepper												
3. Cross Trainer												
4. Rowing Machine												
5. Spin Exercycle												
6. Upright Exercycle												
7. Recumbent Exercycle												

Note: See Aerobic Machine Grading Scale

(T/D) = Time/Distance

Aerobic Machine Workout Log

Date of Workout													
	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D
1. Treadmill													
2. Stepper													
3. Cross Trainer													
4. Rowing Machine													
5. Spin Exercise													
6. Upright Exercise													
7. Recumbent Exercise													

Note: See Aerobic Machine Grading Scale

(T/D) = Time/Distance

Aerobic Machine Workout Log

Date of Workout	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D
1. Treadmill										
2. Stepper										
3. Cross Trainer										
4. Rowing Machine										
5. Spin Exercycle										
6. Upright Exercycle										
7. Recumbent Exercycle										

Note: See Aerobic Machine Grading Scale (T/D) = Time / Distance

Aerobic Machine Workout Log

Date of Workout													
	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D
1. Treadmill													
2. Stepper													
3. Cross Trainer													
4. Rowing Machine													
5. Spin Exercise													
6. Upright Exercise													
7. Recumbent Exercise													

Note: See Aerobic Machine Grading Scale

(T/D) = Time/Distance

Aerobic Machine Workout Log

<u>Date of Workout</u>	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D	T/D
1. Treadmill										
2. Stepper										
3. Cross Trainer										
4. Rowing Machine										
5. Spin Exercise										
6. Upright Exercise										
7. Recumbent Exercise										

Note: See Aerobic Machine Grading Scale

(T/D) = Time/Distance

Flexibility Workout Log (Option #1)

Date of Workout																			
A. Neck Rotation																			
B. Shoulder Flexion																			
C. Shoulder Abduction																			
D. Shoulder Rotation																			
E. Back Lateral Flexion																			
F. Back Flexion																			
G. Back Rotation																			
H. Hip Extension																			
I. Hip Abduction																			
J. Knee Flexion																			
K. Knee Extension																			
L. Calf Gastrocnemius																			

Note: Warm-up before stretching. Start and end each stretch slowly. Hold each stretch for 30 seconds.

Don't bounce!

Flexibility Workout Log (Option #1)

Date of Workout																					
A. Neck Rotation																					
B. Shoulder Flexion																					
C. Shoulder Abduction																					
D. Shoulder Rotation																					
E. Back Lateral Flexion																					
F. Back Flexion																					
G. Back Rotation																					
H. Hip Extension																					
I. Hip Abduction																					
J. Knee Flexion																					
K. Knee Extension																					
L. Calf Gastrocnemius																					

*Note: Warm-up before stretching. Start and end each stretch slowly. Hold each stretch for 30 seconds.
Don't bounce!*

Flexibility Workout Log (Option #2)

Date of Workout																	
A. Back Arch																	
B. Hip Flexor																	
C. Prone Extension																	
D. Advanced Quadruped																	
E. Upper Trunk Lift																	
F. Knees to Chest																	
G. Trunk Curl																	
H. Diagonal Curl																	
I. Single Leg Raise																	
J. Lower Trunk Rotation																	
K. Back Rotation																	
L. Wall Slide																	

Note: Warm-up before stretching. Start and end each stretch slowly. Hold each stretch for 30 seconds.

Don't bounce!

Flexibility Workout Log (Option #2)

Date of Workout																					
A. Back Arch																					
B. Hip Flexor																					
C. Prone Extension																					
D. Advanced Quadruped																					
E. Upper Trunk Lift																					
F. Knees to Chest																					
G. Trunk Curl																					
H. Diagonal Curl																					
I. Single Leg Raise																					
J. Lower Trunk Rotation																					
K. Back Rotation																					
L. Wall Slide																					

Note: Warm-up before stretching. Start and end each stretch slowly. Hold each stretch for 30 seconds. Don't bounce!

Resistance Tubing Workout Log (Option # 1)

	Date of Workout																	
A.	Squat																	
B.	Leg Abductor																	
C.	Leg Adductor																	
D.	Ab Chops																	
E.	Trunk Twist																	
F.	Side Bend																	
G.	Lat Pull-Down																	
H.	Bent-Over Row																	
I.	Shoulder Press																	
J.	Front Raise																	
K.	Bicep Curl																	
L.	Tricep Extension																	

Note: Before attempting to exercise with a heavier tube, you should be able to do a complete workout doing 12 repetitions with the lighter tube.

Resistance Tubing Workout Log (Option # 1)

Date of Workout																					
A. Squat																					
B. Leg Abductor																					
C. Leg Adductor																					
D. Ab Chops																					
E. Trunk Twist																					
F. Side Bend																					
G. Lat Pull-Down																					
H. Bent-Over Row																					
I. Shoulder Press																					
J. Front Raise																					
K. Bicep Curl																					
L. Tricep Extension																					

Note: Before attempting to exercise with a heavier tube, you should be able to do a complete workout doing 12 repetitions with the lighter tube.

Stability Ball Workout Log (Option #2)

Date of Workout																		
	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
A. Crunch																		
B. Plank Push-up																		
C. Lower Back Extension																		
D. Wall Squat																		
E. Reverse Leg Curls																		
F. Leg Squeeze																		
G. Side Leg Lift																		
H. Push-up																		
I. Reverse Balance Push-up																		
J. Bridge T Fall Off																		

Note: Before attempting to add 5 repetitions to each exercise of your workout, you should be able to complete your workout without straining yourself. (R) = Repetitions

Stability Ball Workout Log (Option #2)

Date of Workout																			
A. Crunch	R																	R	R
B. Plank Push-up																			
C. Lower Back Extension																			
D. Wall Squat																			
E. Reverse Leg Curls																			
F. Leg Squeeze																			
G. Side Leg Lift																			
H. Push-up																			
I. Reverse Balance Push-up																			
J. Bridge T Fall Off																			

Note: Before attempting to add 5 repetitions to each exercise of your workout, you should be able to complete your workout without straining yourself. (R) = Repetitions

Dumbbell Workout Log (Option # 3)

Date of Workout																		
	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R
A. Squat	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
B. Lunge	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
C. Two Arm Crunch	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
D. Bent Over Row	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
E. Standing Bicep Curl	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
F. Seated Tricep Press	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
G. Bench Press	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
H. Shoulder Press	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
I. Lying Pullover	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
J. Upright Row	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

Note: Before attempting to exercise with a heavier dumbbell, you should be able to do a complete workout

Doing 12 repetitions with the lighter dumbbell.

(P/R) = Plates/Repetitions

Dumbbell Workout Log (Option # 3)

Date of Workout	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R
A. Squat	/	/	/	/	/	/	/	/	/	/	/
B. Lunge	/	/	/	/	/	/	/	/	/	/	/
C. Two Arm Crunch	/	/	/	/	/	/	/	/	/	/	/
D. Bent Over Row	/	/	/	/	/	/	/	/	/	/	/
E. Standing Bicep Curl	/	/	/	/	/	/	/	/	/	/	/
F. Seated Tricep Press	/	/	/	/	/	/	/	/	/	/	/
G. Bench Press	/	/	/	/	/	/	/	/	/	/	/
H. Shoulder Press	/	/	/	/	/	/	/	/	/	/	/
I. Lying Pullover	/	/	/	/	/	/	/	/	/	/	/
J. Upright Row	/	/	/	/	/	/	/	/	/	/	/

Note: Before attempting to exercise with a heavier dumbbell, you should be able to do a complete workout

Doing 12 repetitions with the lighter dumbbell. (P/R) = Plates/Repetitions

Selectorized Machine Workout Log (Option # 4)

Date of Workout																		
	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R
A. Bench Press	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
B. Mid Row	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
C. Shoulder Press	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
D. Tricep Extension	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
E. Lat Pull Down	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
F. Knee Raise	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
G. Rotary Torso	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
H. Back Extension	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
I. Sit-up Bench	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
J. Bicep Curl	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

Note: Before attempting to exercise with the next plate on any weight machine, you should be able to complete 12 repetitions with the lighter plate **(P/R) = Plates/Repetitions**

Selectorized Machine Workout Log (Option # 4)

Date of Workout	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R
A. Bench Press	/	/	/	/	/	/	/	/	/
B. Mid Row	/	/	/	/	/	/	/	/	/
C. Shoulder Press	/	/	/	/	/	/	/	/	/
D. Tricep Extension	/	/	/	/	/	/	/	/	/
E. Lat Pull Down	/	/	/	/	/	/	/	/	/
F. Knee Raise	/	/	/	/	/	/	/	/	/
G. Rotary Torso	/	/	/	/	/	/	/	/	/
H. Back Extension	/	/	/	/	/	/	/	/	/
I. Sit-up Bench	/	/	/	/	/	/	/	/	/
J. Bicep Curl	/	/	/	/	/	/	/	/	/

Note: Before attempting to exercise with the next plate on any weight machine, you should be able to complete 12 repetitions with the lighter plate (P/R) = Plates/Repetitions

Selectorized Machine Workout Log (Option # 4)

Date of Workout																		
	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R
A. Bench Press	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
B. Mid Row	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
C. Shoulder Press	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
D. Tricep Extension	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
E. Lat Pull Down	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
F. Knee Raise	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
G. Rotary Torso	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
H. Back Extension	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
I. Sit-up Bench	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
J. Bicep Curl	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

Note: Before attempting to exercise with the next plate on any weight machine, you should be able to complete 12 repetitions with the lighter plate (P/R) = Plates/Repetitions

Selectorized Machine Workout Log (Option # 4)

Date of Workout	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R
A. Bench Press	/	/	/	/	/	/	/	/	/
B. Mid Row	/	/	/	/	/	/	/	/	/
C. Shoulder Press	/	/	/	/	/	/	/	/	/
D. Tricep Extension	/	/	/	/	/	/	/	/	/
E. Lat Pull Down	/	/	/	/	/	/	/	/	/
F. Knee Raise	/	/	/	/	/	/	/	/	/
G. Rotary Torso	/	/	/	/	/	/	/	/	/
H. Back Extension	/	/	/	/	/	/	/	/	/
I. Sit-up Bench	/	/	/	/	/	/	/	/	/
J. Bicep Curl	/	/	/	/	/	/	/	/	/

Note: Before attempting to exercise with the next plate on any weight machine, you should be able to complete 12 repetitions with the lighter plate (P/R) = Plates/Repetitions

Selectorized Machine Workout Log (Option # 4)

Date of Workout																		
	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R	P/R
A. Bench Press	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
B. Mid Row	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
C. Shoulder Press	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
D. Tricep Extension	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
E. Lat Pull Down	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
F. Knee Raise	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
G. Rotary Torso	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
H. Back Extension	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
I. Sit-up Bench	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
J. Bicep Curl	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

Note: Before attempting to exercise with the next plate on any weight machine, you should be able to complete 12 repetitions with the lighter plate (P/R) = Plates/Repetitions

Video Workout Record

PROJECT YOU

Foundation					
Lower Body/Abs					
Pilates Core					
Yoga Flex					
Upper Body/Abs					
Power Push					
Full Body Circuit					
Long Lean					

SLIM IN 6

Start it Up					
Ramp it Up					
Burn it Up					
Tone it Up					
Firm it Up					
Shape it Up					
Mix it Up					
Tear it Up					
Cool it Off					
Slim & Limber					
Slim & 6 Pack					

Video Workout Record

BOSU

Core Synergy					
Equilibrium					
Cardio Fusion					
Strength & Power					
Total Sports					
Basketball					

CORE SECRETS

Fundamentals					
Give me 20					
25 min Full Body					
Accelerated Core					
AB Assault					
Bun Battle					

ON THE BALL

Pilates Workout					
-----------------	--	--	--	--	--

TAEBO

Basic Training					
Ultimate					
Fat Blast Cardio					
Total Body Blast					

Video Workout Record

TURBO JAM

Learn & Burn					
20 Minute					
Turbo Sculpt					
Cardio Party					
Ab Jam					

YOGA

Basic Workout					
Beyond Basic					
Total Toning					
Adv. Fat Burning					
Abs & Core					

DANCE DANCE REVOLUTION

SuperNova					
SuperNova 2					
Disney Channel					
Konamix					

Nutrition & Rest Log

Monday

Breakfast Lunch Dinner Snacks

Meat/Beans

--	--	--	--

Fruit/Vegetables

--	--	--	--

Grains

			TV/Computer
--	--	--	--------------------

Milk/Dairy

			Hrs:
--	--	--	-------------

Water

			Sleeping
--	--	--	-----------------

Pop/Junk Food

			Hrs:
--	--	--	-------------

Tuesday

Breakfast Lunch Dinner Snacks

Meat/Beans

--	--	--	--

Fruit/Vegetables

--	--	--	--

Grains

			TV/Computer
--	--	--	--------------------

Milk/Dairy

			Hrs:
--	--	--	-------------

Water

			Sleeping
--	--	--	-----------------

Pop/Junk Food

			Hrs:
--	--	--	-------------

Wednesday

Breakfast Lunch Dinner Snacks

Meat/Beans

--	--	--	--

Fruit/Vegetables

--	--	--	--

Grains

			TV/Computer
--	--	--	--------------------

Milk/Dairy

			Hrs:
--	--	--	-------------

Water

			Sleeping
--	--	--	-----------------

Pop/Junk Food

			Hrs:
--	--	--	-------------

Nutrition & Rest Log

Thursday

Breakfast Lunch Dinner Snacks

Meat/Beans				
Fruit/Vegetables				
Grains				TV/Computer Hrs:
Milk/Dairy				
Water				Sleeping Hrs:
Pop/Junk Food				

Friday

Breakfast Lunch Dinner Snacks

Meat/Beans				
Fruit/Vegetables				
Grains				TV/Computer Hrs:
Milk/Dairy				
Water				Sleeping Hrs:
Pop/Junk Food				

Sat. / Sun.

Breakfast Lunch Dinner Snacks

Meat/Beans				
Fruit/Vegetables				
Grains				TV/Computer Hrs:
Milk/Dairy				
Water				Sleeping Hrs:
Pop/Junk Food				

Nutrition & Rest Log

Monday

Breakfast Lunch Dinner Snacks

Meat/Beans

--	--	--	--

Fruit/Vegetables

--	--	--	--

Grains

			TV/Computer Hrs:
--	--	--	-----------------------------------

Milk/Dairy

--	--	--	--

Water

			Sleeping Hrs:
--	--	--	--------------------------------

Pop/Junk Food

--	--	--	--

Tuesday

Breakfast Lunch Dinner Snacks

Meat/Beans

--	--	--	--

Fruit/Vegetables

--	--	--	--

Grains

			TV/Computer Hrs:
--	--	--	-----------------------------------

Milk/Dairy

--	--	--	--

Water

			Sleeping Hrs:
--	--	--	--------------------------------

Pop/Junk Food

--	--	--	--

Wednesday

Breakfast Lunch Dinner Snacks

Meat/Beans

--	--	--	--

Fruit/Vegetables

--	--	--	--

Grains

			TV/Computer Hrs:
--	--	--	-----------------------------------

Milk/Dairy

--	--	--	--

Water

			Sleeping Hrs:
--	--	--	--------------------------------

Pop/Junk Food

--	--	--	--

Nutrition & Rest Log

Thursday

Breakfast Lunch Dinner Snacks

Meat/Beans

--	--	--	--

Fruit/Vegetables

--	--	--	--

Grains

			TV/Computer
--	--	--	--------------------

Milk/Dairy

			Hrs:
--	--	--	-------------

Water

			Sleeping
--	--	--	-----------------

Pop/Junk Food

			Hrs:
--	--	--	-------------

Friday

Breakfast Lunch Dinner Snacks

Meat/Beans

--	--	--	--

Fruit/Vegetables

--	--	--	--

Grains

			TV/Computer
--	--	--	--------------------

Milk/Dairy

			Hrs:
--	--	--	-------------

Water

			Sleeping
--	--	--	-----------------

Pop/Junk Food

			Hrs:
--	--	--	-------------

Sat. / Sun.

Breakfast Lunch Dinner Snacks

Meat/Beans

--	--	--	--

Fruit/Vegetables

--	--	--	--

Grains

			TV/Computer
--	--	--	--------------------

Milk/Dairy

			Hrs:
--	--	--	-------------

Water

			Sleeping
--	--	--	-----------------

Pop/Junk Food

			Hrs:
--	--	--	-------------

Lifelong Fitness Video

What is physical fitness? List the 5 parts of health-related fitness.

List 3 benefits of being physically fit for a life time.

What is cardiovascular fitness?

What does aerobic mean?

What is the difference between muscular strength and muscular endurance?

Lifelong Fitness Video

What is flexibility? Give 3 examples of activities that improve it.

What does body composition mean?

What is skill-related fitness? List the 6 parts of skill-related fitness.

How does physical fitness improve a person's "quality of life?"

What are some reasons why people do not like to do physical activity?

Introduction to Wellness Video

What is health?

What is wellness?

How does wellness relate to health?

What are the 5 components of health and wellness?

What factors influence health and wellness?

Introduction to Wellness Video

Describe the 3 lifestyles that are considered “high priority” healthy lifestyles?

Describe 4 basic healthy lifestyle habits?

How does cholesterol and plaque affect your health?

List the 5 healthy lifestyle guidelines.

What are 3 behaviors that have a negative effect on health and wellness?

Nutrition Video

What is a calorie?

Which of the food types contain calories?

What percentage of your diet should come from each of the three food sources that provide energy?

Identify the different types of vitamins.

Name two important minerals and their function.

Nutrition Video

How much water does your body need every day? Why?

List each group of the food pyramid?

How many daily servings should you have from group of the food pyramid?

What information does a food label have that can help you make wise food choices?

What is energy balance?

Cardiovascular Video

What is cardiovascular fitness?

What two body systems must be healthy to have good cardiovascular fitness?

What does aerobic mean?

How does cardiovascular fitness relate to good health?

What are some good tests of cardiovascular fitness?

Cardiovascular Video

What is the “FIT” formula for active aerobics?

How do you determine your maximum heart rate?

What is a healthy, resting heart rate?

Why is a cool-down a good idea after a workout?

What are some activities that you would choose to improve your cardiovascular fitness?

Stress Management Video

What are two kinds of stress?

How does stress affect you?

What is a stressor?

What are some different kinds of stressors?

What are some of the signs that you are being stressed?

Stress Management Video

What are some of the ways to use diversion to cope with stress?

What are some of the ways to use problem solving to cope with stress?

What are some of the negative ways people try to cope with stress?

What are some of the ways to use exercise to reduce muscle tension?

Who are some people you should seek out for help when stressed?

AIDS Video

What does the Human Immunodeficiency Virus cause?

How is the Human Immunodeficiency Virus transmitted?

What type of people usually get infected with HIV?

What affect do medications have on HIV infections?

What body system does HIV attack?

Notes

Muscle Fitness

What is muscle fitness?

How does muscular endurance differ from muscular strength?

What are some of the benefits of good muscle fitness?

What is a dynamometer?"

What does "1RM" and "PRE" means?

Muscle Fitness

What are two advantages of using selectorized resistance machines?

What are two advantages of using free weights?

What is the recommended “Frequency” needed to build muscle fitness?

What safety tips should be followed when doing muscle fitness exercises?

How long does it take to notice the effects of muscle fitness training?

Steroids Video

What are anabolic steroids?

Why do people use steroids?

How do steroids trick your brain and body?

What are some psychological side effects of steroid use?

How can steroids affect your personality?

Steroids Video

What are some physical side effects of steroid use for a male?

What are some physical side effects of steroid use for a female?

Are all nutritional supplements good for you?

What are some dangers of steroid use?

What are some legal considerations of steroid use?

Flexibility Video

What determines how flexible a person is?

What are the benefits of good flexibility to health or sports performance?

What exercise principles should be followed when trying to improve flexibility?

Why is it important to increase your body temperature before stretching?

What is ballistic stretching?

Flexibility Video

What is static stretching?

What are some things you can use to aid you when trying to increase your flexibility?

What are some good stretching exercises for warming up and cooling down?

How often should you do stretching exercises?

What are some good tests of flexibility?

Body Composition Video

What is body composition?

Why is body weight alone deceiving when looking at body composition?

What body tissues are “lean” when considering a person’s body composition?

What is subcutaneous fat?

Which tissue weighs more, muscle or fat?

Body Composition Video

How much body fat should girls and boys have?

Why is a body fat percentage measurement more useful than a body mass index number?

What is the difference between bulimia and anorexia nervosa?

List three methods of assessing body fatness and body composition.

What is the best method to improve a poor measure of body fatness or body composition?

Sport Skills Circuit

DIRECTIONS: After completing each station, write in the number of repetitions you completed for the sport skill. Each station activity completed on this page requires one of the following six sport skills. (Speed, Agility, Balance Coordination, Power or Reaction Time)

STATION	A	B	C	D	E	F	G	H
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Sport Skills Circuit

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STATION	A	B	C	D	E	F	G	H
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Game Safety and Injury Treatment

1. What is the purpose of a warm-up and cool down?
2. What precautions should be taken to protect a person's eyes from injury during activities requiring striking implements or projectiles?
3. List three pieces of personal safety equipment and describe how they reduce the chance for injury?
4. List at least five hazards potentially present on playing fields.
5. What factors should be considered when determining the correct attire for an activity?

Principles of Movement

Directions: Define the following terms and discuss how each plays a part in a movement, physical activity, or sport.

1. Equilibrium

2. Center of Gravity

3. Motion

4. Velocity

5. Acceleration

6. Force

7. Levers

8. Friction

Principles of Movement

Directions: Define the following terms and discuss how each plays a part in a movement, physical activity, or sport.

9. Impact and Elasticity

10. Air Resistance

11. Spin

12. Water Resistance

13. Efficiency

14. Kinetic Energy

15. Potential Energy

Offensive Game

Directions: Define the following terms and discuss how each is related to a team sport activity.

1. Offense
2. Play or Pattern
3. Passing
4. Shooting
5. Give and Go
6. Throw in
7. Kicking
8. Dribbling

Offensive Game

Directions: Define the following terms and discuss how each is related to a team sport activity.

9. Fake

10. Rebound

11. Screen or Pick

12. Receiving

13. Pivot

14. Cut

15. Hand off

Defensive Game

Directions: Define the following terms and discuss how each is related to a team sport activity.

1. Defense

2. Guard

3. Zone Defense

4. Man to Man

5. Tackle

6. Steal

7. Block

8. Denial Position

Defensive Game

Directions: Define the following terms and discuss how each is related to a team sport activity.

9. Goal Keeping

10. Intercept

11. Fumble

12. Press

13. Open Position

14. On Ball

15. Off Ball

Net Games

Directions: Define the following terms and discuss how each is related to a sport played with a net.

1. Serve

2. Forehand

3. Backhand

4. Clear

5. Smash

6. Drop

7. Rally

8. Lob

Net Games

Directions: Define the following terms and discuss how each is related to a sport played with a net.

9. Spike

10. Fault

11. Volley

12. Set

13. Dink

14. Dig

15. Block

Badminton/Speedminton

Object of the Game

The object of the game is to score points by striking the shuttle so it lands inside the court on the opponent's side of the net.

Skills of the Game

Forehand and Backhand Grips

Short and long Serves

Underhand and Overhand Clears

Smash

Drop shot

Equipment Care and Use

Do not strike the floor, walls, the net, partner or other rackets with your racket. The racket should not be twirled or flipped in the air.

Do not pick at the racket's strings. Shuttlecocks should only be held by the rubber tips. Do not strike a shuttle sitting on the floor.

Playing Area

A modified court is used for the physical education class badminton unit. There is a right and left service box on each side of the court.

The height of the net, which divides the court, is five feet high. The short service lines are six feet six inches from the net. All boundary lines are considered in play.

Rules of the Game

Etiquette: Before play begins review boundaries and determine which team will serve first. Call your own faults. The player closest to the shuttle should call "in" or "out." When in doubt, replay the point. Say the score before each serve to eliminate any questions about the score. A server may not serve until their opponent is ready, but any attempt to return is considered as "opponent is ready."

Players: A match may be played between two players (singles) or between teams of two (doubles)

Serving: The serve must be hit underhand, below the waist to the opponent in the box located diagonal to the server. After each point scored, the server switches service boxes. The server continues to serve until they (or their partner) commit a fault. In doubles, the team that begins serving the game gets one server turn. After team “A” serves team “B” gets two server turns, followed by two server turns for team “A.”

Scoring: A point can only be scored by the team that serves. A game is over when a team scores 15 points and leads by two. A match is won by winning two out of three games to 15 points.

Faults: If a fault is committed by the serving team, the result ends the turn of service. If a fault is committed by the receiving team, the result is a point for the serving team. Faults include: serving sidearm or overhand, serve fails to cross the net or go to the correct service box, server and receiver’s feet are not in the correct box, server fakes serve to gain advantage, wrong person returns the serve, shuttle goes into the net, under the net, hits the wall or ceiling or hits out-of-bounds, a player hits the shuttle before it crosses the net, shuttle touches a player or their clothing, a player touches the net, shuttle is hit twice on one side.

Basketball

Object of the Game

The object of the game is to score more points by shooting the ball into your team's basket.

Skills of the Game

Offensive Skills:

Footwork- pivoting, cutting

Dribbling- Speed, control

Passing- Chest pass, Bounce pass

Shooting- Lay-ups, Free Throws, Jumpers

Rebounding

Defensive Skills:

Guarding- Cutters, Dribblers, Passers, Shooters

Rules of the Game

Players: A team shall consist of five players. All players on opposing teams shall wear a contrasting colored uniform. Teams are composed of guards, forwards and centers.

Substitutes: All replacement players must report to the scorers' table and give their number and the number of the player they are replacing.

Duration of the Game: A high school game is played in four 8 minute quarters. Should the score be tied after regulation time, 4 minute overtime periods are played until the tie is broken.

Time Outs: Each team has three one-minute time outs and two 30-second time outs they may use during a game. An additional one-minute time out is given per overtime.

Scoring: All field goals made behind the 19'1" line are worth "3 points." Any other shot from the field that is successful count for "2 points." All successful free throws count for "1 point."

Time Restrictions:

A maximum 5 seconds is allotted to:

1. complete a throw-in from out-of-bounds
2. avoid being closely guarded

A maximum 10 seconds is allotted to:

1. shoot a free throw once the referee hands youth ball
2. cross the half court line after the ball is in bounded in the back court

A maximum of 3 seconds is allotted to:

1. remain in the free throw lane while your team has the ball in your front court

Violations/Penalties: The following are violations committed by a player which would be penalized by awarding the opposing team with a throw-in at the spot out-of-bounds nearest the violation: free throw violation committed by the shooting team, unless a second shot is awarded, causing the ball to go out-of-bounds, throw-in violation, running (traveling), kicking or punching the ball, double dribbling, not adhering to the time restrictions listed, back court, offensive basket interference.

Personal Fouls: The following are personal fouls committed by a player, which are penalized with a bonus free throw after the 7th in each half, for the offended team: holding, pushing, tripping, hitting (hacking), and blocking fouls. Before the 7th foul, the ball is in bounded by the offended team. Two shots after 10 fouls.

Technical Fouls: The following are technical fouls committed by a player, which are penalized with two free throws and the ball for an in bounds throw in: delay of game, improper scorebook information or substitution, unsportsmanlike conduct by player, coach or bench, flagrant contact with opponent, requesting more time-outs than allotted, and having more than 5 players on the floor in the game.

Free Throws: are awarded for technical and personal fouls. The shooter has 10 seconds to shoot and must remain behind the line until the ball touches the rim or backboard. During a free throw, the first lane spaces must be occupied by the opponents, following spaces may be filled by the shooting team members. Two free throws are awarded a player fouled in the act of shooting. If the shot taken at the time of the foul goes in the basket only one foul shot is awarded.

Jump Balls: The game is started with a jump ball at center court. All non-jumping players must remain outside the 12 foot diameter circle until the ball is touched by one of the jumpers. The jumpers may not catch the ball or tip it more than twice. All overtime periods start with a jump ball.

Alternating Possession: In all jump ball situations other than those listed above, each team will alternate taking the ball out-of-bounds for the throw-in. The team that does not get the possession of the opening jump ball will start the process. The following situations warrant its use: start of 2nd, 3rd, and 4th quarters, held balls, simultaneous touching of a ball by opponents before the ball goes out-of-bounds, both team violating the lane during a free throw, a live ball lodges on a basket support, or a double foul occurs.

Half Court Modification: Every time a change of possession occurs from one team to the other (rebound, steal, violation, etc;) the ball must be taken behind the top of the key area.

Flag Football

Object of the Game

The object of the game is to score touchdowns and extra points by running or passing the ball over the opponents' goal line.

Skills of the Game

Passing the ball

Catching or receiving thrown passes

Receiving a handoff

Running with the ball or ball carrying

Blocking or screening an opponent

Punting

Place kicking

Guarding a pass receiver

Pulling flags

Pass Receiver Patterns

Hook

Distance (5, 10, 15) and Out

Streak or go

Stop and go

Slant (right or left)

Running Plays

Dive

Sweep

Reverse

Playing Area

A modified field is used for the physical education class flag football unit. The field is sixty yards long and twenty yards wide. The field is divided into three twenty yard zones. All boundary lines are considered out of play.

Rules of the Game

Players: A team shall consist of four to eight players. Each player shall wear a flag belt around their waist. The flags must hang down from each hip and should not be wrapped around the belt or covered by a gym shirt that is not tucked in. A player's flag color is used to identify what team they play for.

Kick-offs: The ball must be place kicked from the ground from the zone line. All players on the kick-off team must be behind the kicker at the time of the kick. The ball may be returned or set at the zone line if the kickoff enters the end zone.

Plays from Scrimmage: The ball may be advanced by running with it or passing to a teammate. All forward passes must be thrown from behind the line of scrimmage. All players are eligible receivers. A ball carrier may not straight arm or guard their flags from the defense.

Blocking: Blockers may not grab a defensive player, leave their feet, block below the waist or block from behind.

Defensive Rush: After a count of five-seconds, which the quarterback can hear, a maximum of two players may rush the quarterback. No blitzing at any time is permitted.

Tackling: Pulling one of the flags off the ball carrier's belt stops the advancement of the ball and ends the play. A player is ruled down immediately if they fall down or run out of bounds. The defensive players may not hold a player before pulling their flag.

First Down: If the offensive team advances to the next field zone, a new set of four downs is awarded. No quick kicks are permitted.

Punting: The punting team must declare to the opponents when a punt is to be made. Neither team may cross the line of scrimmage until the ball is kicked. No quick kicks are permitted.

Scoring: A touchdown is worth 6 points. A completed pass for point after touchdown is worth 2 points. A running play for point after touchdown is worth 1 point. A safety earns the defensive team 2 points, plus possession of the ball after a kick from the zone line.

Soccer

Object of the Game

The object of the game is to score goals by propelling the ball into the opponents' goal by using any body part except the hands or arms.

Skills of the Game

Dribbling the ball

Trapping

Passing

Shooting

Heading

Throw ins

Playing Area

A modified field is used for the physical education class soccer unit. The field is sixty yards long and twenty-five yards wide. The goals are 12 feet wide. The ball must completely cross the touch line (sideline) or goal line to be out-of bounds. A player may be standing outside a boundary line and legally play the ball, which is on the field of play. All boundary lines are considered in play.

Rules of the Game

Players: A team shall consist of six to eleven players. All players on opposing teams shall wear a contrasting colored uniform. The goalkeeper shall wear a jersey colored differently than the players on their opponents' team. Teams are composed of fullbacks (defensive players), forwards (offensive players) and halfbacks (midfield players) and a goalie.

Start of Play: A kickoff starts play at the center of the field beginning each half of play or after a goal has been scored. Each player must be on their half of the field when the ball is kicked. The ball must travel toward the opponent's goal and can not be touched again by the kicker until another player touches the ball.

Scoring: A goal is one point. A goal is scored when the ball completely passes the goal line inside the goal line inside the goal. A goal may be scored off of a direct free kick, a penalty kick, a corner kick, a drop ball, or a goalkeeper's throw, punt or dropkick. A goal may not be scored off of a kickoff, an indirect free kick, a goal kick or a throw-in.

Offside: A player is offside if that player is nearer the opponent's goal line than the ball, unless: the player is in their half of the field or the player is not nearer to the opponent's goal line than at least two of the opponents. A player is not offside if they receive the ball directly from a goal kick, a corner kick, a throw-in or a drop ball.

Fouls and Misconduct: A player shall not kick, strike, trip, jump at, push, hold, charge or obstruct an opponent. A player may not intentionally handle, carry, strike or propel the ball with a hand or arm, (except the goalie in their penalty area). A player should not play the ball in any way which may injure themselves or another player. A goalie may not intentionally strike or push an opponent with the ball.

Free Kicks: Are classified as direct (from which a goal can be scored or indirect (from which a goal may not be scored unless touched by another player). Free kicks are taken from the point of the foul. They may be kicked by anyone of the offended team, and may be kicked in any direction. All defenders must be 10 yards away. The ball must be stationary. The kicker may not play the ball until another player plays the ball.

Direct Free Kicks: Are awarded for kicking, striking, tripping, jumping at, pushing, holding or charging an opponent, intentionally handling, carrying, striking or propelling the ball with a hand or arm (except the goalie in their own penalty area), or should the goalie intentionally push or strike an opponent with the ball.

Slow Pitch Softball

Object of the Game

Slow pitch softball is a team game that is played outdoors. The object of the game is to advance more runners to 1st base, 2nd base, 3rd base and finally to home plate than your opponent. Each time a team advances a runner to home they are credited with one run (point). The team with the most runs at the end of the final inning wins the game. Should the score be tied at the end of regulation play, additional innings are played until the tie is broken.

Skills of the Game

Batting

Base Running

Fielding

Throwing

Pitching

Safety Considerations

Keep both hands on the bat to eliminate bat throwing.

Never approach a player that may swing a bat.

Report any damaged equipment immediately.

Do not use the bat to hit any objects other than the game ball.

Call for fly balls (“mine”) to avoid collisions

Playing Area

The dimensions of the field will vary depending upon indoor or outdoor location. A regulation field has bases that are 60 feet apart. The field used in physical education class will be modified to meet our needs. A pitcher's plate is located between home plate and 2nd base approximately 40 feet from the batter. The field is bordered by two foul lines one runs from home plate toward 1st base and the other from home plate to 3rd base. The area located between the 1st base line and the 3rd base line is considered in play or "fair territory." The area outside of the 1st base line and 3rd base line is considered out-of-play or "foul territory." The area located from the batter's box to the outfield grass is referred to as the infield. The field area making up the area beyond the infield is referred to as the outfield.

Rules of the Game (Modified)

A regulation game is seven innings.

An inning is divided into a top half and a bottom half.

The team to bat first (top half) of the inning is the visiting team.

The team to bat second (bottom half) of the inning is the home team.

A team bats until the defense completes three outs.

All players must take their turn at bat every time they are due to hit.

A pitched ball should have an arc of at least 3 feet.

A batter has three swings to hit a fair ball.

A batter may not bunt the ball.

A batter runner may over run 1st base.

A runner may not steal or lead-off before a pitch is made.

A runner may not leave the baseline to avoid being tagged out.

A base runner that is passed by another runner is out.

A base runner may not interfere with a fielders play on the ball.

A batter is out if their batted ball is caught in the air by the defense.

A batter is out if the ground ball they hit is held by a defensive player touching first base before the batter runner touches first base.

A runner is tagged out with a live ball.

A runner is out if they leave a base before a caught fly is first touched by the defense and the play is appealed.

Styx Lacrosse

Object of the Game

Styx lacrosse is a no-contact game that can be played indoors or out. The object of the game is to shoot the ball, using a crosse, into the opponent's goal. The ball may not be touched with the hands or feet. The ball is kept in play by being carried, thrown, or batted with a stick in any direction within the confines of the field.

Playing Area

The dimensions of the field will vary depending upon indoor or outdoor location. A regulation field has dimensions of 110 yards by 60 yards. The field used in physical education class will be modified to meet our needs. A centerline divides the playing area into two halves or zones. The field is bordered by two end lines and two side lines. Each goal is located inside of a circle, or crease with a radius of nine feet. No players may enter this area.

Safety Considerations

Always keep both hands on the crosse stick.

Never swing the crosse stick at another player.

NO checking is allowed. Play the ball, not the opponent.

Report any broken or cracked crosse sticks immediately.

Do not throw any objects other than the official game ball.

Rules of the Game

The game begins by awarding one team possession of the ball, on their half of the field. One half of a team's players must remain on the offensive half of the field, and the other half must play the defensive half of the field. The ball must be passed over the centerline. Then, two passes must be completed before a shot on a goal can be taken. When a goal is scored the team scored on is immediately given the ball at midfield to start their offensive attack. If the ball goes out-of-bounds, a throw-in is made at that spot by the team not causing the ball to leave the playing field. Players may not enter the crease at any time. (Note: if the ball should come to rest in the crease, the defense will take possession and make a throw from the crease)

Violations

Checking or using unnecessary body contactpenalty shot

Using stick with only one hand.....penalty shot

Defensive player in the creasepenalty shot

Player in the wrong half of the field.....penalty shot

Offensive player in the creasechange of possession

Ball not passed over the center line.....change of possession

Ball not passed twice before shot on goal.....change of possession

Ball leaving the playing field.....change of possession

Stalling.....change of possession

Touching the ball with a hand.....change of possession

Repeated intentional violation.....removal from game

Team Handball

Field, Goals and Ball

The playing field consists of two goal areas and the playing field.

The field or court shall be rectangular 100 ft. x 50 ft. or a basketball court is recommended.

The goals at each end of the field are 3 meters wide and 2 meters high.

The ball should weigh between 15 oz. and 17 oz. and have a circumference between 54 centimeters and 60 centimeters.

Players

An official team consists of 8 players. 4 field players and a goal keeper may be on the field at a time. The remaining three players are substitutes.

Duration of the Game

Before the game is started, the visiting team captain selects the goal to defend. An official game has 4 fifteen minute periods. A two minute break at the end of the first and third period and a ten minute break at the end of the second period. If the game is tied after regulation a 5 minute sudden death period is played following a two minute break. The game begins with a face-off at mid-field. The face-off is a ball thrown vertically to the floor that bounces at least 5 ft. The players facing-off may then hit the ball toward their team members.

Playing the Ball

1. The ball may be played in any manner with any part of the body except playing the ball intentionally below the knee (kicking is prohibited)
2. The ball can be held for only three seconds before one must pass, shoot or dribble.
3. A player may take a maximum of three steps before the ball must be passed, dribbled or shot.
4. Dribbling violations are the same as those used in basketball.

Penalty for violating #'s 1 - 4: Out of bounds to opponent

5. In case two players from opposing teams gain possession at the same time (basketball jump ball)

Penalty: The offensive team is awarded the ball out of bounds at nearest point.

Approach to the Opponent

A player is permitted to:

1. use their hands and arms to get possession of the ball
2. play the ball out of the hands of the opponent
3. obstruct the ball carrier with their torso

A player is prohibited from:

1. grabbing, holding, tackling, hitting, shoving, kicking, tripping or blocking (football style) an opponent
2. pushing or forcing an opponent into the goal area
3. throwing a ball intentionally at an opponent or faking a throw at an opponent

Penalty for violating #'s 1 - 3: Free Throw

Goal Area

The goal area includes the shooting line.

1. Only the goal keeper is allowed to enter or be in the goal area.
2. It is legal for a shooter to have his momentum carry them into the goal area provided they left the floor outside the goal area, and have released the ball before returning to the floor.
3. If an offensive player enters the goal area the defensive goalie is awarded possession
4. A player cannot intentionally pass the ball back to his own goalie while they are in the goal area.
5. If a defensive player enters the goal area the offensive team is awarded a free throw.

Penalty for violating #'s 4 & 5: Free Throw

Goalkeeper

1. The goalkeeper may stop the ball in any manner with any part of his body.
2. The goalkeeper may move about in their goal area with the ball without restrictions. But they can only maintain possession for three seconds.
3. The goalkeeper may leave his goal area without the ball. On the court he shall follow the rules of a court player. No other field player can enter the goal area if the goalie is playing the field.
4. The goalkeeper may not leave the goal area when in possession of the ball. Nor may he enter the goal area if he has possession of the ball.

Penalty for violating # 4: Out of bounds to opponent

Volleyball

Object of the Game

The object of the game is to score points by volleying the ball over the net.

Skills of the Game

Underhand serve

Overhand serve

Forearm pass

Setting

Spiking

Blocking

Rules of the Game

Players: A team shall consist of six players. The position of players in order of serve shall be Right Back, Right Front, Center Front, Left Front, Left Back and center Back. At the moment of serve, all players, except the server shall be within the teams playing area. All players must be in the correct serving order. After the ball is served, players may move anywhere on the court. When the serve is awarded to a team, that team shall rotate clockwise on position (except for the first serve).

Duration of the Match: A high school game is played to 25 points. Should the score be tied at 25 points, play continues until a team is winning by 2 points. A team must win two games to 25 points to win the match.

Dead Ball: The ball becomes dead when: the ball does not pass over the net between antennas, the ball lands out of bounds, the ball

hits the ceiling after the third hit, the ball becomes motionless in net or an overhead obstruction, the ball touches the floor, the ball passes under the net, the ball contacts a non-player, a player commits a foul, or the official blows his whistle.

Duration of the Match: A match is completed when a team has won two out of three games. The third game is not played unless necessary to determine a winner. A team scoring 15 points and is at least 2 points ahead is the winner. Teams shall change playing sides of the net for game two in a three-game match. The team not serving first in game one serves first in game two.

Contacting the Ball: A legal contact of the ball takes place when a touch of the ball by a player's body above the waist and does not allow the ball to visibly come to rest or involve prolonged contact with a player's body. A team shall not have more than three hits before the ball crosses the net into the opponent's court. When teammates contact the ball at the same instant, it is permitted and considered one hit. Any player may make the next hit. No player may play the ball twice in succession unless they simultaneously contacted the ball with a teammate, an opponent, or a block.

Net Play: A ball contacting and crossing the net is in play unless it was served. A ball may be played out of the net. A player may not interfere with the opponent's effort to play the ball under the net. A player may not touch the net, standards, or cables. It is not a net violation if the force of the ball pushes the net into the opponent.

Serving: The server shall hit the ball with one hand, fist, or arm while the ball is held or after the ball is released by the server. The server continues to serve until their team commits a foul or the game ends. The server may not touch the end line or serve outside the width of the service area. The served ball may not touch or pass under the net, touch one of the server's teammate, touch the floor on the server's side, hit out of bounds, or touch the ceiling or any other obstruction.

Scoring Points: Points are scored on every serve of the ball. The offense scores a point when the defense misses the ball or the ball is hit out of bounds. The defense scores when the offense serves the ball into the net, misses the ball or hits the ball out of bounds.

Fouls: Server steps on the line while serving. Player hits the ball more than once in succession. Team has more than three contacts with the ball. Player catches the ball in or outside the court and calls it out. Player touches the net with any part of the body. Player reaches over the net (except on a follow-through). Player reaches under the net..

Replay: It is the act of putting ball in play without awarding a point or side out, and without rotation for serve. Replays occur when: a player serves before referee's signal or opponents are ready, both teams foul at the same time, conflicting calls that cannot be resolved, interference by a non player or object on the court, a player injured during play, or when the ball gets stuck in the net or an overhead obstruction over playable area.

Ultimate Frisbee

Object of the Game

The object of the game is to score goals by passing the Frisbee toward your goal and catch it past the end-line or in the end-zone.

Playing Area

A modified field is used for physical education class. The field is sixty yards long and twenty yards wide.

All boundary lines are considered out of play.

Rules of the Game

The game begins with a throw-off from the goal line. After receiving the Frisbee, the offensive team may pass it in any direction to maintain possession until they either score a goal or lose possession to the defensive team. Players may only hold the Frisbee for 5 seconds. The Frisbee must always be thrown or passed it may never be handed off. Players in possession of the Frisbee may pivot one foot, but may not walk or run with it. If the Frisbee hits the ground is intercepted, gets knocked down or goes out-of-bounds, the defense is awarded possession. No physical contact is allowed. Only one player may guard the person in possession of the Frisbee. Each goal is worth one point. Play restarts with a throw-off after each goal.

All violations of rules result in a change of possession.

Floor Hockey

Object of the Game

Floor hockey is a team game that is played indoors. The object of the game is to shoot the puck into the opponent's goal. The puck should be played with the stick. An air-born puck may be batted to the ground using a hand. The puck may not be carried or thrown at any time. Goals must be scored with the stick and can not be kicked in. All rules are designed to insure the safety of all players. Players may pass or stick handle the puck in any direction to maintain possession to obtain an open shot on goal.

Playing Area

The dimensions of the playing area will vary depending upon available space. A center line divides the playing area into two halves. Goals are located at each end with a restricted area (crease) in front of each.

Safety Consideration

Safety goggles must be worn at all times.

Keep both hands on the hockey stick.

Keep the blade of the hockey stick below the waist.

No slap shots!!

Never swing the hockey stick at another player.

NO checking is allowed.

Play the puck, not the opponent.

Report any broken or cracked hockey sticks immediately.

Do not shoot any objects other than the official puck.

Rules of the Game

Players

A team shall consist of six players.

All players on opposing teams shall use a contrasting colored hockey sticks.

A team uses six players.

Teams are composed of two wings, two defensive players, a center, and a goalie.

Wings must stay on the offensive half of the court.

Defensive players and goalie must stay on the defensive side of the playing area.

The center may play on both halves of the playing area.

Face-offs:

A face-off is used to start the game and restart the game after goals, penalties, or a lost puck. One player from each team attempts to cure possession after the puck is dropped by the official.

Violations:

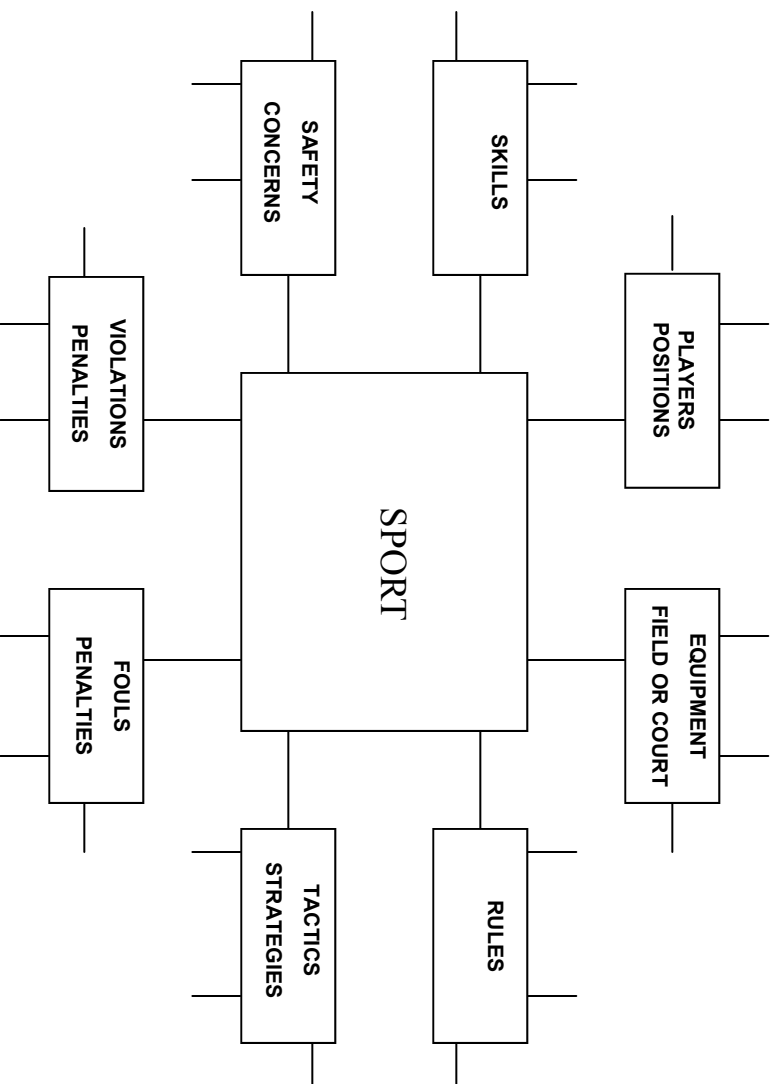
1. High Sticking
2. Checking or using unnecessary body contact
3. Slashing, tripping, hooking, or holding
4. Throwing stick
5. Unsportsmanlike conduct
6. Failure to wear safety goggles
7. Ball leaving the playing field
8. Touching the ball with a hand
9. Repeated intentional violations.

Penalties

1. Time out for violations 1-6
2. Face-off for violations 7-8
3. Removal from game for violation 9

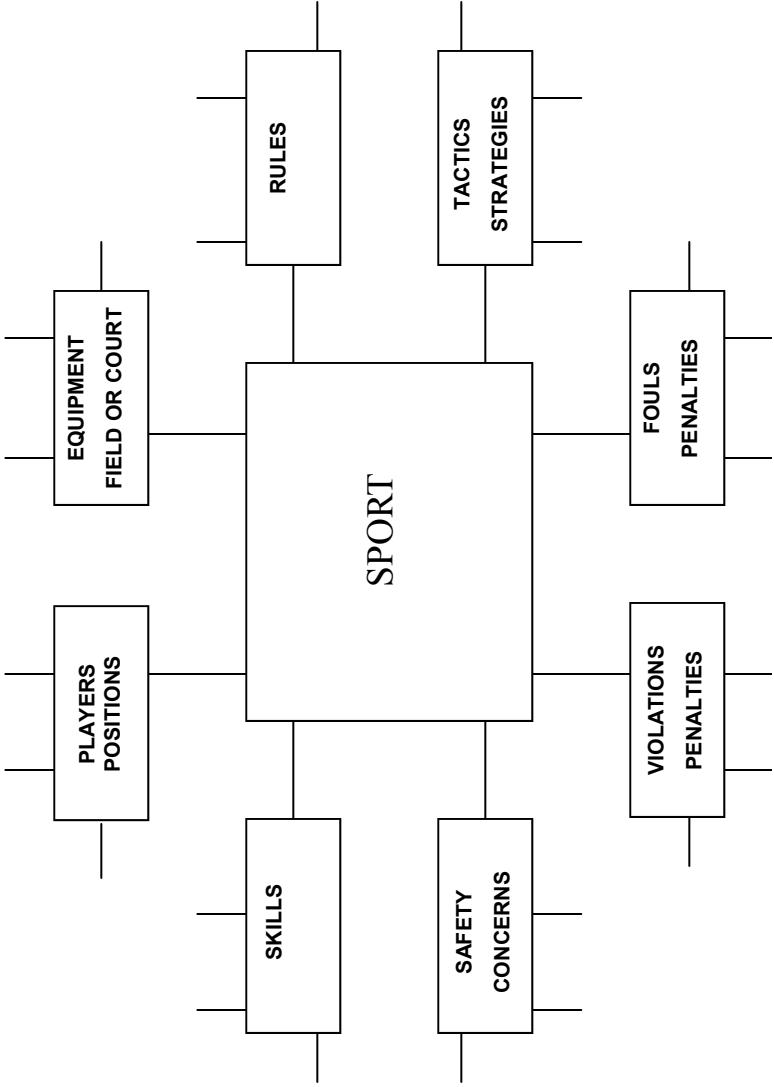
Sport Concept Map

Directions: Complete the concept map below by connecting three concepts to each category.



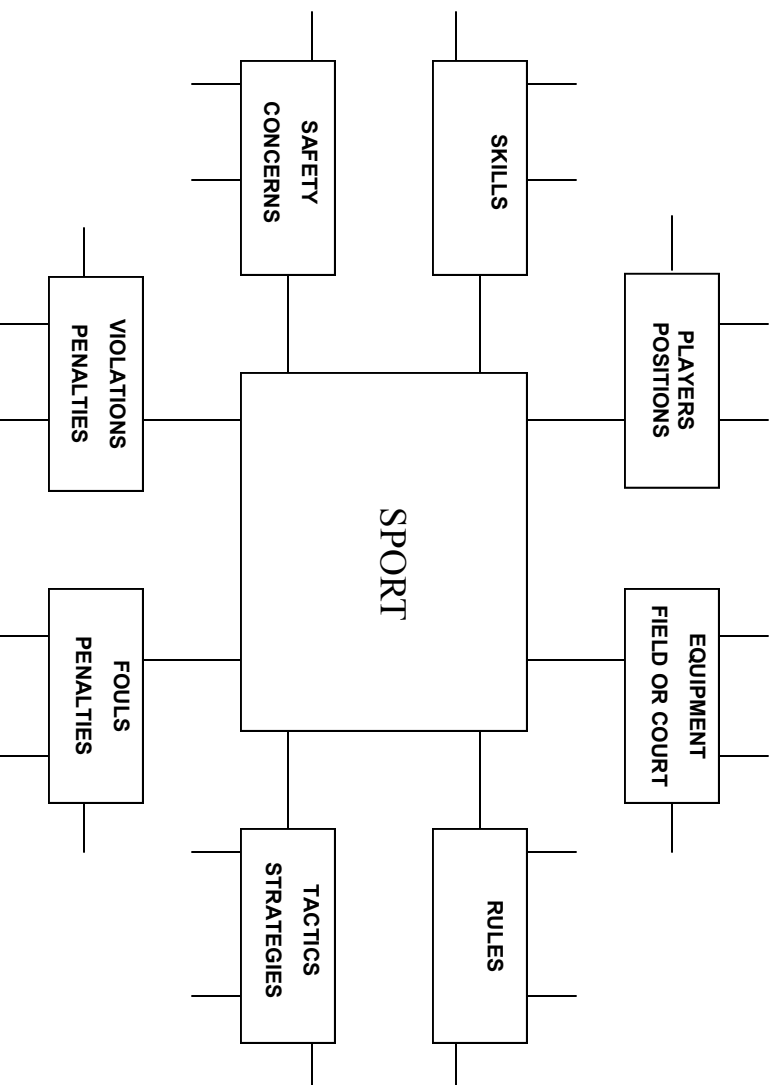
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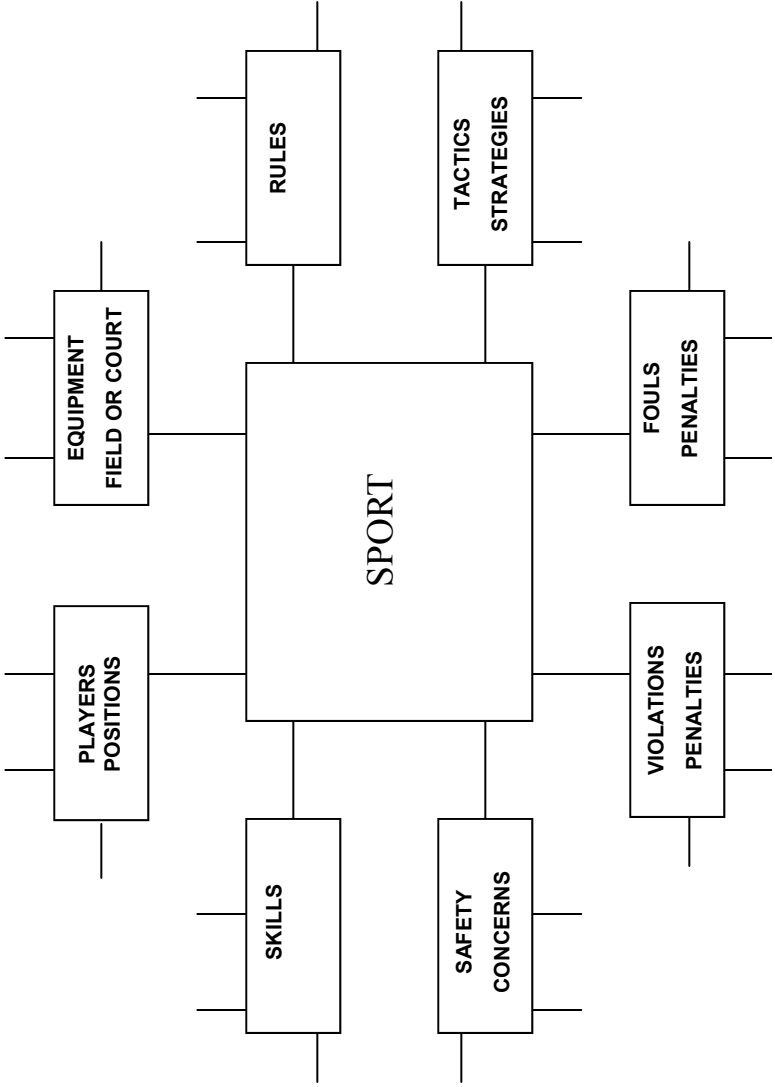
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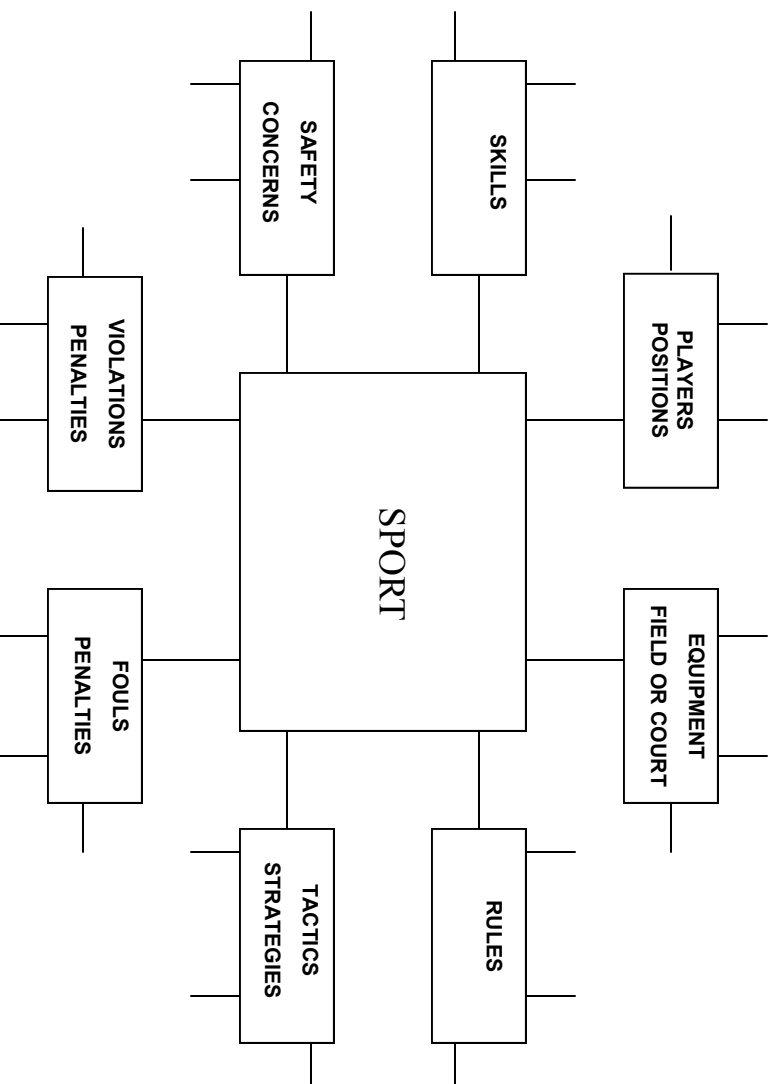
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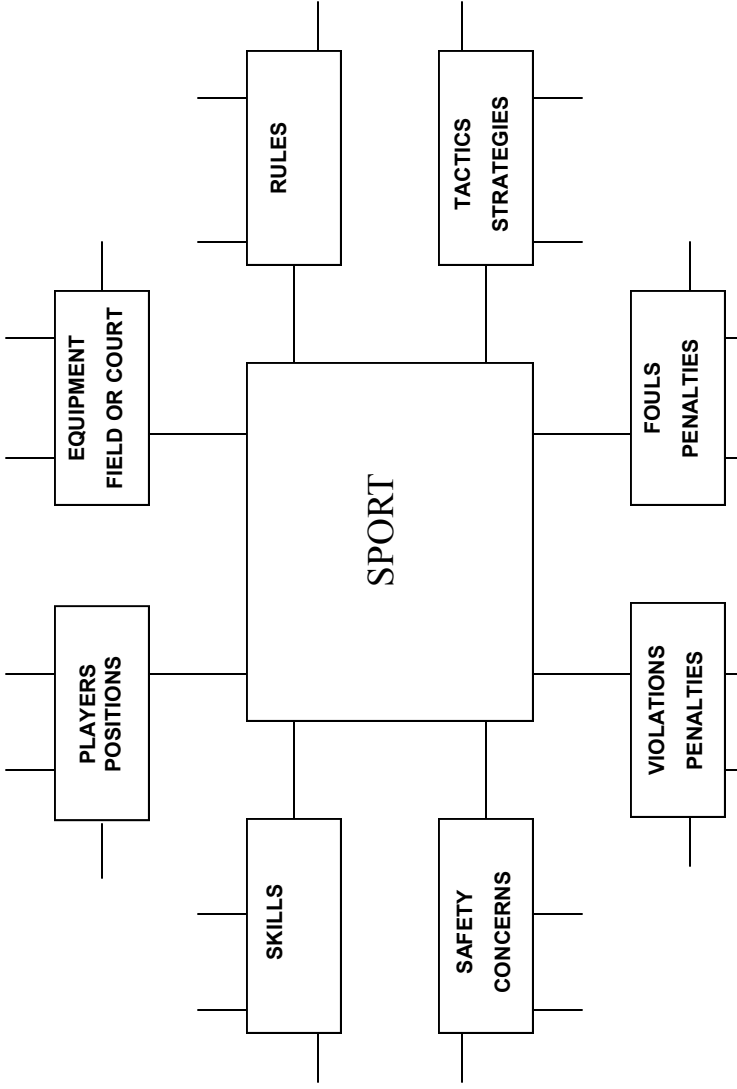
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Sport Concept Map

Directions: Complete the concept map below by connecting three concepts to each category.



Team Building Behaviors

Directions: Write a two sentence definition of the following desirable personality traits.

1. Respectful
2. Honest
3. Integrity
4. Trustworthy
5. Pride
6. Industrious
7. Poised
8. Loyal

Team Building Behaviors

Directions: Write a two sentence definition of the following desirable personality traits.

9. Patient

10. Initiative

11. Unselfish

12. Commitment

13. Reliable

14. Confident

15. Cooperative

Team Building Debriefing Sheet

Challenge Name: _____

1. Goal of Task?
2. What were the safety issues connected to this challenge?
3. Was everyone involved and successful during the challenge?
4. Did the group listen to all of the ideas shared by the members?
5. What positive or negative comments were used that affected the group results?

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Traversing Wall

Directions: Define or discuss the following terms and how or why they are used when climbing.

1. Chalk

2. Belaying

3. Smearing

4. Edging

5. Back-stepping

6. Clothing

7. Cling Grip

8. Harness

Traversing Wall

Directions: Define or discuss the following terms and how or why they are used when climbing.

9. Open Grip

10. Ring Grip

11. Pinch Grip

12. Wrap

13. Underclings

14. Rest Position

15. Slab Talk

Traversing Wall Climbing Challenges

2	3	6	7	10	11	14	15
1	4	5	8	9	12	13	16

Climbing Wall

Key to difficulty levels:

- | | |
|--------------------------|-------------------------------|
| A Regular Climb | D Use One Foot |
| B Rescue Med Ball | E Connected to Partner |
| C With Obstacles | F |

Place an "X" in the climbing challenges you complete.

Challenge	Challenge	A	B	C	D	E	F
1	1,2,3,4						
2	5,6,7,8,						
3	9,10,11,12						
4	13,14,15,16						
5	1,2,1,3,1,4,1						
6	5,6,5,7,5,8,5						
7	9,10,9,11,9,12,9						
8	13,14,13,15,13,16,13						
9	1,7,2,8						
10	9,15,10,16						
11	1,2,7,8,1,8,7,2,1						
12	9,10,15,16,9,16,15,10,9						
13	1,6,1,7,1,8,1						
14	8,3,8,2,8,1,8						
15	9,14,9,15,9,16,9						

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2	3	6	7	10	11	14	15
1	4	5	8	9	12	13	16

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Place an "X" in the climbing challenges you complete.

	Challenge	A	B	C	D	E	F
16	16,11,16,10,16,9,16						
17	1,2,3,4,5,6,7,8						
18	9,10,11,12,13,14,15,16						
19	8,7,6,5,4,3,2,1						
20	16,15,14,13,12,11,10,9						
21	1,2,15,16						
22	16,15,2,1						
23	1,2,15,16,1,16,15,2,1						
24	16,14,12,10,8,6,4,2,1						
25	1,3,5,7,9,11,13,15,16						
26	1,2,7,1,16,10,15,16						
27	Climb for Time						
28	Web Weaving						
29	Bomb Squad						
30	Follow the Leader						

Report Topics

Directions: Write a one page report covering the components identified below related to that profession.

(Education needed? Salary range? Duties? Why are people drawn to this profession? How much of a demand is there for people going into this profession? Other important information about this profession?)

Physical Education Teacher
Health Education Teacher
College Physical Education Professor
High School Coach
College Coach
Professional Coach
Athletic Director
Personal Trainer
Professional Sports Conditioning
Physical Therapist
Parks and Recreation Director
Sports Information Director
Sports Official or Referee
Sports Equipment Salesman
IHSA Worker
NCAA Worker
Professional Sports Agent
Professional Sports Scout
Professional Dancer
Professional Ice Skater
Sports Facility Manager
Sports Equipment Design Engineer
Professional Athlete

Directions: Select one of the life-time activities listed below. Write a one page report discussing the various aspects that need to be considered before participating in the activity.

(Cost? Equipment Needed? Best places to practice and enjoy the activity? Why people are drawn to this activity? Other important information about this activity?)

Kayaking

Rafting

Marshall Arts

Water Skiing

Snow Skiing

Mountain Climbing

Rock Climbing

Scuba Diving

Riflery

Target Archery

Hiking

Downhill Skiing

Cross Country Skiing

Triathlon

Fly Fishing

Bait Casting

Camping

Mountain Biking

Backpacking

Body Building

Canoeing

Cycling

Fencing

Golf

Sailing