

Physical Education Fitness Plan Study Guide

The following topics will be covered on the assessment:

- Components of health-related fitness (flexibility, body composition, cardiorespiratory endurance, muscular strength, and muscular endurance)
- FITT Principle
- Training Principles
- Components of skill-related fitness (agility, balance, coordination, power, reaction time, and speed)
- Careers in health and fitness
- Fitness assessments(e.g., Presidential Fitness Challenge)
- Fitness logs and goal setting throughout life
- Health and Fitness Plans
- Safety Principles
- R.I.C.E
- Warm up/Cool down

This packet includes the following documents to help you study:

1. Lake Washington School District Fitness Power Standards that will be covered on the assessment
2. Lake Washington School District Proficiency Scales for the standards that will be covered on the assessment
3. Information to help you study for the assessment

Addition information can be found at:

- Careers in health and fitness:
<https://www.shapeamerica.org/career/fields/>
- Fitness assessments:
<https://www.hhs.gov/fitness/index.html>
- Fitness and changes of life
<http://www.apa.org/pi/aging/resources/guides/older.aspx>



Fitness Level II | Power Standards

3. Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.
4. Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.
5. Develops and monitors a fitness plan.

Please note: Power standards 1 and 2 are movement standards so will not be assessed on the Fitness Knowledge Assessment.



Proficiency Scales | Fitness II

Power Standard 3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

Score Descriptor	Proficiency Scale
4 Exceeds Standard	Transfer of learning to more complex content and thinking (not new content), including deeper conceptual understanding and applications that go beyond what is explicitly taught in class. <ul style="list-style-type: none"> • Compares and contrasts Health-related Fitness Programs (e.g., Presidential Physical Fitness, Physical Best, Fitness Gram). • Researches the outcome of a personal health and fitness plan based on long-term individual progress (e.g., speculate the results of a consistently followed fitness program).
3 At Standard	The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class. <p>Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</p> Analyzes the components of health-related fitness. <ul style="list-style-type: none"> • Draws conclusions from the components of health-related fitness in setting fitness goals (e.g., understands how to improve cardiorespiratory endurance by increasing frequency of cardio workout). Analyzes the progress of a personal health and fitness plan. <ul style="list-style-type: none"> • Compares and contrasts personal progress in relationship to national physical fitness standards (e.g., compares personal mile time to national physical fitness standards). • Integrates various personal monitoring systems that assess the components of health-related fitness in relation to the FITT Principle (e.g., understands FITT Principle for cardiorespiratory endurance: F= 3 to 5 times per week, I= 60 – 85% target heart rate, T= 20 – 30 minutes, T= Running). • Integrates training principles and phases of a workout to a health and fitness plan (e.g., uses the progression of training principle to gradually increase heart rate to prepare the body for activity, in the warm-up phase of a workout). • Draws conclusions of the effectiveness of a health and fitness plan and suggests ways to realign goals.
2 Approaching Standard	Simpler content, details, vocabulary, procedures, processes, and skills, including foundational knowledge and concepts, explicitly taught in class <ul style="list-style-type: none"> • Defines the components of health-related fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition). • Recalls the four components of the FITT Principle. • Recalls the healthy level of fat mass for males and females. • Recalls the benefits of improving each component of health-related fitness. • Identifies training principles. • Records the progress of a health-related fitness plan (e.g., identifies the fitness component within the health-related fitness plan).
1 Not At Standard	<p><u>With help</u>, partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills.</p>



Proficiency Scales | Fitness II

Power Standard 4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

Score Descriptor	Proficiency Scale
4 Exceeds Standard	Transfer of learning to more complex content and thinking (not new content), including deeper conceptual understanding and applications that go beyond what is explicitly taught in class. <ul style="list-style-type: none"> • Analyzes the skill-related fitness components of a highly skilled performer to enhance personal performance (e.g., power; vertical jump of a basketball player). • Compares and contrasts the skill-related fitness components involved in at least 3 different types of movement forms. • Creates a plan to reach a goal which includes both skill-related and health-related fitness components. • Compares and contrasts the components of skill-related fitness needed for various careers/occupations/recreation.
3 At Standard	The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class. Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance. <ul style="list-style-type: none"> • Applies the components of skill-related fitness through physical activity. • Predicts skill-related fitness in a physical activity (e.g., understands how agility, balance, coordination, power, reaction time, and speed are used in the game of ultimate Frisbee). • Applies components of skill-related fitness in a health and fitness plan (e.g., Agility – shuttle run, Balance – balance board, Coordination – juggling, Power – standing long jump, Reaction time – yardstick drop, Speed – short sprint). • Applies components of skill-related fitness in at least two of the following different types of movement forms: Aquatics, individual activities, team sports/activities, outdoor pursuits, self-defense, and dance (e.g., shows agility in volleyball. Shows power when diving in aquatics). • Shows correlation between components of skill-related fitness and components of health-related fitness as it relates to overall fitness and physical performance (e.g., explains how balance and cardiorespiratory endurance is needed in long distance running). • Analyzes components of skill-related fitness as related to careers/occupations/recreation. • Integrates components of skill-related fitness as it relates to occupations, careers, and recreation (e.g., analyzes occupations that require balance (construction working walking on scaffolding)).
2 Approaching Standard	Simpler content, details, vocabulary, procedures, processes, and skills, including foundational knowledge and concepts, explicitly taught in class. <ul style="list-style-type: none"> • Identifies the component needed in skill-related fitness activities (e.g., Agility – shuttle run, Balance – balance board, Coordination – juggling, Power – standing long jump, Reaction time – yardstick drop, Speed – short sprint.) • Observes and identifies the skill-related fitness component in one activity. • Identifies the skill-related fitness component in a sport activity (e.g., power in a basketball jump shot). • Labels a skill-related fitness component as it relates to one career (e.g., surgeon, coordination).
1 Not At Standard	With help, partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills.



Proficiency Scales | Fitness II

Power Standard 5: Analyzes personal fitness information to develop and monitor a fitness plan.

Score Descriptor	Proficiency Scale
<p>4</p> <p>Exceeds Standard</p>	<p>Transfer of learning to more complex content and thinking (not new content), including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.</p> <ul style="list-style-type: none"> • Analyzes an individual’s fitness level and constructs an appropriate fitness plan given their personal fitness goals. • Designs a career plan of interest in the health or fitness area. • Formulates a plan related to a life changing event to include recovery. • Adjusts goals meeting fitness needs as life changes occur (recovery of knee surgery). • Designs a program that includes training for a variety of physical activities. • Speculates the results from building a timeline related to a specific fitness goal.
<p>3</p> <p>At Standard</p>	<p>The standard/learning target: content, concepts, and/or processes/skills (simple or complex) which were explicitly taught in class.</p> <p>Analyzes personal fitness information to develop and monitor a fitness plan. Analyzes daily fitness habits and career opportunities in fitness:</p> <ul style="list-style-type: none"> • Analyzes a personal fitness plan, critiquing individual health behaviors (e.g., diet, sleep, activity, and fitness). • Sets goals for daily fitness improvement. • Compares and contrasts various career opportunities in health and fitness. <p>Evaluates concepts of health, fitness, based on life and employment goals.</p> <ul style="list-style-type: none"> • Chooses appropriate goal setting strategies in creating a personal health and fitness plan. • Chooses time-management skills in creating a personal health and fitness plan. • Selects and participates in a variety of physical activities. • Selects health, fitness, and nutrition concepts in developing and implementing a personal health and fitness plan, based on personal interests and life goals. • Chooses a short and long-term monitoring system for a personal health and fitness plan. • Evaluates goals to make a new personal health and fitness plan as health/fitness/life changes occur (e.g., updates health and fitness goals in a personal health and fitness plan throughout the lifespan). <p>Understands barriers to physical activity and a healthy lifestyle.</p> <ul style="list-style-type: none"> • Describes barriers to physical activity and promotes strategies to overcome them (e.g.; recognizes barriers to physical activity may include knee surgery; strategies would include rehabilitation/physical therapy).
<p>2</p> <p>Approaching Standard</p>	<p>The standard/learning target: content, details, vocabulary, concepts, procedures, processes, and skills (simple and complex) explicitly taught in class.</p> <ul style="list-style-type: none"> • Identifies a general personal fitness goal (e.g.; lose weight, get stronger). • Identifies a variety of career options within the Health and Fitness field. • Identifies goal setting strategies. • Identifies time-management skills. • Identifies short-term and long-term monitoring systems for a personal health and fitness plan. • Identifies changes that occur in life that would require modifications in a fitness goal or plan (e.g., bone density decreasing as a person ages, injuries)



<p>1</p> <p>Not At Standard</p>	<p><u>With help</u>, partial understanding of some of the simpler and more complex content, details, vocabulary, concepts, procedures, processes, and skills.</p>
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The Five Components of Health-Related Fitness

Adapted from the Five for Life curricular materials

Understanding **cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition**, known as the **Five Components of Fitness**, is important for improving health and performance.

Cardiorespiratory endurance is the ability of the heart, blood, blood vessels and lungs to supply enough oxygen and necessary fuel to the muscles during long periods of physical activity. Participating in aerobic activities is the best way to improve cardiorespiratory endurance because they require the body to use large amounts of oxygen for sustained periods of time. With the increased need for oxygen, the heart must beat faster to pump more blood throughout the body. In turn, over time, the heart, which is a muscle, will become stronger and will be able to pump more blood with each beat, therefore, beating at a slower rate while circulating the same amount of blood. This increased efficiency enables a person to work, exercise and play more often and more vigorously for longer periods of time without getting tired.

Muscular Strength is the ability of muscles to push or pull with total force. Increasing muscular strength allows a person to lift, push, or pull with more force. This is a benefit in any athletic situation, but it is also important for other life situations like when the car has a flat tire or when the door is stuck.

Muscular Endurance is the ability of muscles to repeat a movement many times or to hold a position without stopping to rest. Improving muscular endurance allows a person to increase physical activity. A person with improved muscular endurance can accomplish more physical work by moving longer and taking fewer breaks.

Muscular strength comes before muscular endurance. Before a bricklayer can stack hundreds of bricks a day, a bricklayer must have the muscular strength to lift the first brick. Once a bricklayer has the initial strength to lift the first brick, the bricklayer can begin to build muscular endurance.

One of the best ways to build muscular strength and muscular endurance is through resistance training, or activities that place an additional force against the muscle or muscle group. Some examples of resistance training include weight training, push-ups and crunches.

Muscles react positively to strenuous activity and negatively to inactivity. Therefore, the old adage, “Use them or lose them,” is true. When the body is inactive, a large percentage of strength is lost over time. Likewise, as the body ages bone density tends to decrease which can lead to weak bones (osteoporosis). While resistance training, along with engaging in an active lifestyle, improves muscular strength and muscular endurance, it also can improve bone density. Therefore, building muscles provides health benefits that can last throughout life.



Physical performance will also be enhanced through the development of muscular strength and muscular endurance. As muscles become stronger and gain endurance, a person will be able to work, exercise or play more often, with more power for longer periods of time.

Resistance training to develop muscular strength and muscular endurance also helps improve or control body composition. As resistance training increases muscle mass, a part of fat-free mass, fat mass decreases. Because muscles use calories to work, the more muscle mass a person has, the more calories will be used. Using more calories reduces the number of calories stored as fat mass. Therefore, building muscular strength and muscular endurance is a lifelong habit needed to maintain or improve body composition.

Flexibility is the muscles' ability to move a joint through a full range of motion, and staying flexible is important to health and performance. As the body ages, the muscles, tendons, and ligaments stiffen, lose elasticity and become less flexible. As a result, a person's ability to perform movements may be hindered and may increase the risk of injury. Improving flexibility decreases a person's risk of injury, prevents post-exercise pain and helps relieve emotional tension.

Daily activities such as combing hair, tying shoes and participating in athletics require flexibility. Golfers need flexibility in the hips and shoulders to allow them to rotate the golf club farther and in turn hit the ball a greater distance. Softball and baseball players need flexibility in their shoulders and arms so that they can bring the ball back farther, which allows them to throw the ball harder.

Flexibility is required for everyday movements, from tying shoes to throwing a ball. If a person does not perform activities that improve flexibility, then one day the person may not be able to perform those activities. Therefore, activities to improve flexibility should be performed daily.

Dynamic and static stretches are safe and effective methods to improve flexibility. **Dynamic stretches** involve moving parts of the body continuously while gradually increasing reach, speed of movement or both gently throughout a full range of motion. **Static stretches** involve stretching a muscle to the point of mild discomfort for an extended period of time. These stretches can be performed as part of the warm-up and/or cool down phase of a fitness program or as a separate flexibility program.

Body Composition is the combination of fat mass and fat-free mass, including bones, muscles, organs, and water. Healthy levels of fat mass are essential for insulation, the protection of organs, the absorption of vitamins, nerve conduction and as an energy source. Body composition is usually referred to as a percentage of bodyfat.

A healthy level of fat mass for men is between 10% and 20% of total body weight and a healthy level of fat mass for women is between 15% and 25% of total body weight. Improving and maintaining body composition at healthy levels will reduce the risk of heart disease, Type 2 diabetes, high blood pressure, strokes, certain types of cancer and obesity.



The percentage of fat a person has is affected by two factors; the number of calories consumed (energy in) and the amount of activity performed and calories used (energy out). Both of these factors are controllable. A combined effort of eating a healthy diet (energy in) and increasing physical activity (energy out) is the best approach to maintaining a healthy level of body fat and improving or maintaining an overall body composition.

The benefit of understanding cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition, known as the Five Components of Fitness, is immeasurable and is important for improving health and performance.

Key vocabulary words that will be introduced during this unit are:

- **Body Composition:** The combination of fat mass and fat-free mass, including fat, bones, muscles, organs, and water.
- **Cardiorespiratory Endurance:** The ability of the heart, blood, blood vessels and lungs to supply oxygen to the muscles during long periods of physical activity.
- **Flexibility:** The muscles' ability to move a joint through a full range of motion.
- **Muscular Endurance:** The ability of the muscles to repeat a movement many times or hold a position without stopping to rest.
- **Muscular Strength:** The ability of a muscle or muscles to push or pull with its total force.
- **Static Stretches:** Involves stretching a muscle to the point of mild discomfort for an extended period of time.
- **Dynamic Stretches:** Involves moving parts of the body continuously while gradually increasing reach, speed of movement or both gently through a full range of motion.
- **Resistance Training:** An activity that places an additional force against the muscle or muscle group.



Training Principles

Adopted from the Five for Life curricular materials

When developing and implementing a personal fitness plan, it is important to understand the training principles: overload, progression, specificity, and rest and recovery. Understanding the training principles and how to apply those principles increases a person's ability to develop a fitness plan to meet personal goals toward improved health and performance. It also increases their ability to adjust those plans as necessary. A well thought out training program uses the FITT Principle to produce **overload** and includes **progression, specificity** as well as **rest and recovery**.

The training principles are used to help individuals achieve exercise goals in many different careers. Since the beginning of athletic competition, the principles of training have been used to improve performance. Strength coaches use them to design workout programs for top athletes. Two-tenths of a second in the hundred meter dash or two inches in the high jump might be the difference between being a good college athlete and an Olympian. One Olympic athlete reported that he trained for eight years to take 1.5 seconds off his 200 meter time. That improvement in time was the difference between being a good high school sprinter and an Olympic champion with a world record. Personal trainers use the training principles to help movie stars lose weight or bulk up as they prepare for roles in upcoming movies. Firefighters and police officers use these principles to maintain their fitness in order to perform their jobs.

The FITT Principle is a set of guidelines that help set up a workout routine to help get the most out of the exercise program. FITT stands for: **frequency** (how often you exercise), **intensity** (how hard you work during exercise), **time** (how long you exercise or how many repetitions you complete), and **type** (what type of exercise you are doing). For positive changes to occur in health and performance, the body must adapt to an increased demand in one of three variables of the **FITT** Principle. Increasing the **frequency, intensity or time** (FITT Principle) of an activity beyond normal performance provides a reason for the body to adapt or change to meet the new demand and make positive changes in health and performance. Training the body beyond normal performance demonstrates the principle of **overload**.

For example, to improve cardiorespiratory endurance, a person who runs a ten-minute mile three times a week could create overload by changing the frequency of a person's workouts from three to four times per week, increasing the intensity by running at a faster pace than a ten-minute mile, or increasing the time by running at the same pace but for a longer distance. Each of these changes would create an overload by placing a demand on the body beyond normal performance.

With overload, the body adapts slowly and makes small changes toward improvement over time. Therefore, it is important to use the principle of **progression** correctly. It would be unreasonable to expect the person who ran a ten-minute mile three times a week, to increase all three **FITT** variables at once. Because the body requires periods of rest, running eight-minute miles five days a week would be difficult. The drastic difference in overload could lead to exhaustion or injury, causing the body to break down rather than adapt, thus preventing progression. To achieve desired results, the principle of progression, or gradually increasing frequency, intensity or time to create overload must be applied correctly, allowing the body to make subtle changes gradually over time.



Most athletes know that getting enough rest after exercise is essential to high-level performance, but many still over-train and feel guilty when they take a day off. The body repairs and strengthens itself in the time between workouts, and continuous training can actually weaken the strongest athletes. Therefore, it is essential to incorporate the principle of **rest and recovery** into a workout schedule. Building recovery time into any training program is important because this is the time that the body adapts to the stress of exercise and the real training effect takes place. Recovery also allows the body to replenish energy stores and repair damaged tissues. Exercise, or any other physical work, causes changes in the body such as muscle tissue breakdown and the depletion of energy stores (muscle glycogen), as well as fluid loss. Recovery time allows these stores to be replenished and allows tissue repair to occur. Without sufficient time to repair and replenish, the body will continue to break down from intensive exercise. That is why it is suggested that people work any muscle group between three and five times a week.

Besides overload, progression, and rest and recovery, it is important to consider the principle of specificity when designing a fitness plan to improve health and performance. The principle of **specificity** states that training is specific to the muscles used and the component of fitness trained. Therefore, jogging every day would not be the best way to improve muscular strength. Likewise, performing squats and lunges with resistance would not be the most effective way to improve cardiorespiratory endurance. It is important that the type of training performed matches the desired results.

Studies have shown that to achieve the greatest improvements in cardiorespiratory endurance, a person's heart should beat at an intensity of 65% to 85% of its maximum heart rate or an intensity level (RPE) of 4. To achieve this intensity, a person should perform large muscle movements that create an increased demand for oxygen. Activities such as jogging, power walking, skating, bicycling and swimming use large muscle groups, produce a demand for oxygen and therefore raise the heart rate.

Performing the above activities for a minimum of 10 minutes at a time and for a total of 60 minutes a day with a frequency of at least five exercise sessions per week, would be the best way to improve cardiorespiratory endurance and represents the principle of specificity.

Continuing to use specificity with progression, to create additional overload, will provide the best results toward achieving exercise goals. The body will not improve unless it is stimulated to do so. Therefore, it is important to provide an additional overload for new improvements to occur. As the body slowly adapts to the increased demands of the workout, it is essential to remain patient and consistent to see changes in health and performance. Using the training principles consistently in a fitness program will achieve the results desired in health and performance.

Key vocabulary words that will be introduced during this unit are:

- **FITT Principle:** The variables of frequency, intensity, time, and type.
- **Intensity:** Training load expressed as weight, speed, or heart rate.
- **Overload:** An increase in one or more of the FITT variables to provide an additional workload.
- **Progression:** Gradual increase in one or more of the FITT variables to create an overload.
- **Specificity:** Exercise training is specific to the muscles used and the component of fitness trained.
- **Time:** Minutes or repetitions.
- **Type:** Activity performed.



Components of Skill-Related Fitness

Adopted from the Five for Life curricular materials

In order for people to function efficiently and effectively without injury, to enjoy leisure, to be healthy, and to resist disease they need to be physically fit. Physical fitness is divided into five health and six skill-related components.

Components of Health-Related Fitness	Components of Skill-Related Fitness
Cardiorespiratory Endurance	Agility
Muscular Strength	Balance
Muscular Endurance	Power
Flexibility	Speed
Body Composition	Coordination
	Reaction Time

You have already learned about the five components of health-related fitness. This article goes into more detail about the six components of skill-related fitness.

Six Components of Skill-Related Fitness

There are six skill-related fitness components: agility, balance, coordination, speed, power, and reaction time. Skilled athletes typically excel in all six areas.

- **Agility** is the ability to rapidly and accurately change the direction of the body. Agility is important in sports such as tennis which requires players to change direction quickly to hit the ball.
- **Balance** is the ability to control or stabilize the body when a person is standing still or moving. Balance is important in sports such as dance, gymnastics, ice hockey, figure skating, and other sports requiring extreme control.
- **Coordination** is the ability to use the senses together with body parts in order to perform motor tasks smoothly and accurately. Coordination is important in activities such as dribbling a basketball, juggling, and is also vital for sports involving hitting objects.
- **Speed** is the ability to move your body or parts of your body swiftly. It is the amount of time it takes the body to perform specific tasks. Many sports rely on speed to gain advantage over your opponents. Sprinters, cyclists, soccer players, and swimmers are among the many athletes that rely on speed.
- **Power** is the ability to move the body parts swiftly while applying the maximum force of the muscles. Power is a combination of both speed and muscular strength. Fullbacks in football use power to muscle their way through other players to advance the ball. Other activities that require power include shot put, a volleyball serve, and a basketball dunk.
- **Reaction Time** is the ability to reach or respond quickly to what you hear, see, or feel. An athlete quickly coming off the blocks early in a swimming or track relay, or stealing a base in baseball needs quick reaction time.



Goal Setting for Life

Adapted from the Five for Life curricular materials

The long-term success of any plan is determined by setting and adjusting realistic **short-term goals** that can be achieved in 2-4 weeks and **long-term goals** that can be achieved in 2 months or more. As a person ages, maintaining fitness and health and performance becomes a primary focus. Therefore, creating a fitness and health plan and setting **goals** is essential for a person to maintain or improve overall health and performance.

To maintain or improve health, it is important to create a fitness and health plan that includes health habits such as nutrition, hydration, sleep and activity. As a person ages, the person's nutrition, hydration, sleep, activity and fitness needs change. As a result, it is critical to set and adjust realistic goals in these areas to maintain or improve health.

Life is more fun and more enjoyable for people who participate in activities in which they feel confident about their performance. Feeling confident about performance is also when motivates people to continue to participate in activities. Setting realistic goals for performance gives a person a sense of accomplishment when those goals are reached, enhances the enjoyment of participation in activities, increases the likelihood of continued participation and therefore improves performance. Because fitness, nutrition, hydration, and sleep also play a role in performance it is important to set goals in these areas as well.

Setting realistic goals in activity, as well as other health habits such as nutrition, hydration and sleep, play an important role in maintaining or improving health and performance.

Using the fitness measurements to set goals in the five components of fitness, then periodically practicing the measurements and re-evaluating the goals, allows a person to achieve short and long-term success in improving fitness and health and performance. Once a person understands the process of **goal setting**, or creating a plan for improvement, and how to work towards their goals, it can be used to help them maintain or improve fitness, health and performance for life.



Goal Setting for Life

Adapted from the Five for Life curricular materials

When setting short-term goals that can be achieved in 2 to 4 weeks and long-term goals that are achieved in 2 months or more, the Five for Life program used the **S.M.A.R.T. Goal Setting Strategy**. The acronym S.M.A.R.T stands for Specific, Measurable, Aggressive, Realistic, and Time-bound.

S	<p>Specific:</p> <ul style="list-style-type: none"> • Goals are straight forward • Details focus efforts and clearly define with is to be accomplished <p>Example: A general goal would be “Increase upper body strength” but a specific goal would say, “I want to increase the number of push-ups I can do.”</p>
M	<p>Measurable:</p> <ul style="list-style-type: none"> • Must be able to answer the questions: “How much?”, “How many?”, or “How will I know when it is accomplished?” <p>Example: A general goal would be “I want to do more push-ups” but a measurable goal would be “I want to increase the number of push-ups I can do by 4.”</p>
A	<p>Aggressive:</p> <ul style="list-style-type: none"> • Requires effort to achieve beyond what has been achieved before
R	<p>Realistic:</p> <ul style="list-style-type: none"> • Achievable • Reachable and relevant
T	<p>Time-bound:</p> <ul style="list-style-type: none"> • Achieved in a given time period <p>Example: A general goal would be “I want to do more push-ups” but a time-bound goal would be “I want to increase the number of push-ups I can do by the end of the month.”</p>
S.M.A.R.T	<p>Example: “I want to increase the number of push-ups (specific) I can do by 4 (measurable) push-ups by the end of the month (time-bound).”</p> <p>*Setting goals that are aggressive and realistic are dependent on the individual</p>



Goal Setting for Life

Adapted from the Five for Life curricular materials

An example of how to use goal setting is explained in the following scenario: Sam is a web developer who spends at least 8 hours a day sitting behind a computer, eats fast food every day and occasionally plays basketball for fun. Even though Sam is only 28 years old, he is beginning to notice that he does not feel healthy, is having trouble playing a full game of basketball and is gaining weight. To regain his health and performance, Sam has set realistic short-term and long-term goals. His short-term goal is to feel better, and his long-term goal is to lose 10 pounds. He feels that a balanced plan for his health and performance would include the following: more movement and activity breaks during the workday, resistance training two times a week using the FITT Principle, eating less fast food and including more fruits and vegetables in his diet, drinking more water, playing basketball two times a week, and getting at least eight hours of sleep per night. Sam believes this balanced plan for health and performance will not only help him feel better but it will also help prevent heart disease, which runs in his family.

To organize the goals Sam has chosen, he is using the FITT tables below. Sam's goal for his resistance training plan is to tone his body by developing both muscular strength and muscular endurance.

Component of Fitness	Frequency (Sessions per Week)	Intensity (Resistance)	Time (Repetitions)	Type (Activity)
Muscular Strength	2-3	Heavy	4-8	Weight Training, Calisthenics, Circuit Training, Resistance Training
Muscular Strength	2-3	Moderate	9-12	
Muscular Endurance	2-3	Light	13-20	

Sam is playing basketball 3 times a week and taking 10-minute walks during his breaks five days a week to reach his cardiorespiratory endurance goals.

Component of Fitness	Frequency (Sessions per Week)	Intensity (% of MHR)	Time (Minutes)	Type (Activity)
Cardiorespiratory Endurance	5+	65%-85%	10+	Various: Running, Swimming, Biking, Soccer

After three weeks of following this balanced plan for health and performance, Sam felt better. He also noticed that he was back to playing a full game of basketball without becoming really tired. Sam believed he was able to achieve his short-term goal because he followed his plan and it was realistic and attainable. Sam continued to follow this plan and, after 6 months, had lost 10 pounds and he felt much stronger. Because Sam's plan worked, he adjusted his goals to continue his balanced plan for health and performance to maintain what he had accomplished.

Because the long-term success of any plan is determined by setting and adjusting realistic short-term and long-term goals, goal setting should be used consistently until it becomes a lifetime habit. Not only can it be applied to maintain or improve health and performance, but it can also be applied to any aspect of life including school, family, or careers.



Key vocabulary words that will be introduced during this unit are:

- **Goal:** A result towards which effort is made for maintenance or improvement.
- **Goal setting:** A plan for improvement.
- **Long-term Goal:** A result that can be achieved in 2 months or more.
- **Short-term Goal:** A result that can be achieved in 2-4 weeks.
- **S.M.A.R.T. Goal Setting Strategy:** A process used to set goals that are specific, measurable, aggressive, realistic, and time-bound.



Fitness Logging

Adapted from the Five for Life curricular materials

Activity, nutrition, hydration (the water you drink) and sleep are everyday habits. These habits will affect your health for your whole life. Your health and performance will depend on these behaviors. You can find out if your everyday habits are helping you by keeping track of them in a log.

This unit will teach you how to keep a **Nutrition Log**. Based on the data you gather in your Nutrition Log, you can make decisions that will help your fitness and health. Based on the data you gather in your Nutrition Log, you can make decisions that will help your fitness and health.

Nutrition

A **Nutrition Log** is a tool that helps you see what your eating habits are. It will also help you track how much food you eat from each of the five food groups. You will then be able to make informed food choices that will lead to a healthy diet. A healthy diet is a regular course of eating and drinking adopted by a person. It is important to start healthy eating habits now and continue them throughout your life.

A **healthy diet** provides your body with the nutrients it needs. Nutrients are substances in food that the body needs for energy, proper growth and maintenance. What you eat affects health and performance. Engaging in a healthy diet is beneficial. It allows your body to function properly and reduces the risk of heart disease. Most importantly, a healthy diet will provide energy for your body to perform at its highest level.

To build the habit of a healthy diet, you need to understand the USDA **MyPlate** and the **Recommended Daily Amounts** (RDA's) needed from each food group for your age, gender, and physical activity level. **MyPlate** is a USDA tool in the form of a placemat that separates food into five groups and provides guidance for healthy eating. The **Recommended Daily Amounts** are the appropriate amount of food eaten from each food group based on age and physical activity level.

MyPlate does not list oils but it is important to consume some foods that contain healthy oils. Oils contain fats and in limited amounts, fats are a necessary nutrient. However, consuming too many fats can lead to health problems.

Your **Nutrition Log** will provide detailed information about your daily diet. Making good food choices is essential to building and maintaining a healthy body. Carbohydrates, fats, and proteins supply energy to your body and are found in the food you eat. You need to eat the Recommended Daily Amounts of food to keep your energy level and to keep from becoming overweight or underweight.

Eating more calories than your body can burn will cause your body to store fat. Some stored fat is important for health, but too much stored fat will lead to being overweight. Not eating enough calories will deprive the body of the nutrients it needs and will lead to being underweight. Being overweight or underweight can be due to poor nutrition. Both will affect your health and performance.



Activity, nutrition, hydration and sleep are the everyday behaviors that affect long-term health. These behaviors strongly influence the health and performance of an individual. A person can determine if the person's habits are producing the desired health benefits by logging activity, nutrition, hydration, and sleep patterns.

Logs can help a person see how choices regarding activity, nutrition, hydration and sleep affect fitness and health. An individual can make a plan to improve fitness and health through lifestyle choices based on the information received from these types of logs. The improvement of health and performance will never fully be achieved without first understanding how activity, nutrition, hydration, and sleep work together.

Sleep

Sleep is important for health and performance. It is the time when the body repairs itself, grows, builds memories, and releases hormones that regulate appetite and affect BMI. Sleep also contributes to a healthy immune system.

Most teenagers need between 8 ½ and 9 ¼ hours of sleep per night. If the body does not get enough sleep and is unable to repair itself, the overall health of an individual will be compromised. Increased risks of obesity and heart disease have been linked to a lack of sleep, as have lack of energy and slower reaction times. The lack of energy and slower reaction times will ultimately affect performance, and have been linked to an increased risk of car accidents.

A lack of sleep, known as sleep deprivation, can also affect a person's emotions by feeling depressed, irritable, angry and tired.

Having a period of uninterrupted sleep gives the body the time it needs to revitalize and repair itself for improved health and performance. To increase the chances of uninterrupted sleep, it is important to follow the recommendations below:

Things to Avoid:

- Consuming caffeinated coffee, tea, soda/pop, and chocolate late in the day.
- Nicotine and alcohol.
- Eating, drinking, exercising within a few hours of bedtime.
- Heavy reading, studying, and computer games within one hour of going to bed.
- TV, computer, and telephone.
- Stress.
- Bright light in the evening.

Things to Do:

- Make sleep a priority.
- Understand the body's needs.
- If naps are going to be taken, make them short and not too close to bedtime.
- Establish consistent bedtimes and wake times.
- Stick to quiet and calm activities the hour before going to bed.
- Create a bedtime habit by doing the same things every night before you go to sleep.
- Relax.
- Keep a sleep log.



Through the use of a **sleep log**, a system used to monitor a person's sleep habits, it is possible to evaluate total length and patterns of sleep. This valuable information can be used to adjust sleep patterns and help students recognize how sleep can improve and maintain the health of an individual.

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Hydration

Water is an important nutrient for health and performance. The body is made up, on average, of 60% water. Water helps regulate body temperature, provides a means for nutrients to travel to organs, transports oxygen to cells, removes waste from the body, moistens skin, helps muscles move, cushions joints, and protects organs.

It is recommended that a person drink one ounce of water for every two pounds of body weight daily. For example, a person who weighs 160 pounds should drink at least 80 ounces of water per day. Physical activity increases the amount of water needed to stay properly hydrated, and it is recommended that an additional eight ounces of water be consumed for every 20 minutes of activity that is performed.

Dehydration, when there is not enough water in the tissues of the body, is a problem because by the time a person feels thirsty, the person is already dehydrated. Signs of dehydration include dry lips, nausea, dark yellow, strong-smelling urine, not urinating as often, and constipation. Dehydration has been linked to many health concerns such as low energy levels, elevated blood pressure, circulation problems and decreased kidney function. Performance is affected through the loss of coordination and strength. Dry skin is a sign of dehydration and can have an effect on the body.

While water can be consumed through other food, such as fruits and vegetables like watermelon and cucumbers that are nearly 100% water by weight, using a hydration log allows a person to see the minimum amount of water intake in an average day. A **hydration log**, a system used to monitor a person's hydration habits, will give insight into drinking patterns, such as how much water is consumed and whether or not **hydration** needs are met. This information will allow a person to monitor and adjust water intake.

The benefits of drinking water are immeasurable, and staying hydrated improves health and performance.

Key vocabulary words that will be introduced during this unit are:

- **Hydration:** Providing an adequate amount of water to the tissues of the body.
- **Hydration Log:** A system used to monitor a person's hydration habits.
- **Dehydration:** When there is not enough water in the tissues of the body



Safety Principles

Adapted from the Five for Life curricular materials and OSPI released materials

All activities have an inherent danger that someone could trip, fall, or collide with another person. Any person who wants to participate in a physical activity should be aware that they have responsibilities to maintain a safe environment for everyone. Prior to taking part in a physical activity, participants should review the Five for Life safety code and consider solutions to potential dangers they might encounter while participating in the activity.

The Five for Life safety code is a four-step process that will help ensure safety while participating in physical activities.

- Check own personal space.
- Maintain control of own body at all times.
- Respect equipment, others, and self.
- Always follow directions.

Bones and Muscles: R.I.C.E

Adapted from the Five for Life curricular materials

The bones and joints of the skeletal system and more than 600 muscles of the system function together as the musculoskeletal system to produce movements such as sitting up straight, walking, running, jumping, and throwing. Because movement is basic to life, building and maintaining these systems provide long-term health benefits and enhance performance.

Building a strong musculoskeletal system provides long-term health benefits, including allowing a person to perform daily activities with greater ease and less risk of injury. Leading a lifestyle that includes a diet rich in calcium, avoiding behaviors such as smoking or drinking, and engaging in weight-bearing activities will increase bone density. Weight-bearing activities such as walking, running, jumping, stair climbing, dancing, and resistance training add stress to the bones. This added stress causes the bones to adapt and become more dense and therefore stronger. However, taking part in any physical activity presents a degree of risk for potential injury.

Sometimes, bones can become displaced or moved from their normal position at a joint. This is called dislocation and is one joint issue that can affect movement and range of motion. Other joint issues include osteoarthritis, strains, sprains, or tendonitis.

Osteoarthritis is also called “wear-and-tear arthritis.” It is the result of years of wear on the joint in which the cartilage that covers and protects the end of the bones softens and breaks down. When this occurs, bone tissue becomes exposed. As a result swelling occurs in the joint which restricts movements and causes pain.

Strains are a result of over stretching a tendon or a muscle and sprains are torn tendons or ligaments. These issues are often a result from over using a joint.

When one of these joint issues occur, it is important to rest, ice, compress (wrap) and elevate the injured area above the heart to reduce swelling, reduce pain, and begin the healing process. The method of treatment is known as R.I.C.E:



R.I.C.E.: A formula in which each letter represents a step in the treatment of a minor injury: R=Rest, I=Ice, C=Compression, E=Elevation

- **Rest-** It is important to rest and immobilize the injured part.
- **Ice-** A sprain or strain should be immersed in cold water or covered with ice in a towel or plastic bag. Do this for 20 minutes immediately after the injury to help reduce swelling and pain. Apply ice several times a day. Leaving ice on any longer than 20 minutes or placing ice directly on the skin can damage the skin.
- **Compression-** Use an elastic bandage to wrap the injury. This helps to limit the swelling. Compression should not be too tight and should be taken off periodically so as not to restrict blood flow.
- **Elevation-** Raise the body part above the level of the heart to help reduce swelling.

The development of a strong and balanced musculoskeletal system will improve health and performance by preventing injuries to the muscles, tendons, ligaments, and bones. It can also help improve structure for good posture.

Warm-Up/Cool-Down

Adapted from the Five for Life curricular materials and OSPI released materials

It is important to warm-up the body, preparing it for activity and reducing the risk of injury. Warming up the body should include activities that elevate the heart rate, raise the core body temperature, and warm the muscles that will be used in the activity for the day. When thinking about what activities to engage in for a warm-up, consider three specific areas: type of exercise, duration, and intensity. Engaging in a light jog mixed with some skipping and sliding movements, while swinging the arms in an exaggerated way would be considered a good warm-up, as would jogging in place, followed by light calisthenics such as jumping jacks and dynamic stretching. Every warm-up will depend on the specific activities in which a person is engaging.

It is important to cool-down the body, after activity to help reduce the risk of injury. Cooling down the body should include activities that slowly lower the heart rate, slowly lower the core body temperature, and slowly cool down the muscles that were used during the activity. When thinking about what activities to engage in for a cool-down, consider three specific areas: type of exercise, duration, and intensity. Engaging in a light cool-down jog with some dynamic and static stretches could be considered a good cool-down, as would jogging in place followed by dynamic and static stretches. Every cool-down will depend on the specific activities in which the person just engaged.

Additional Concepts of Health and Fitness

Adapted from OSPI released materials

Physical Testing: is for every one of all ages and ability levels. Physical fitness tests help adults or kids push themselves to be more active. Physical fitness test typically ask participants to be more active and log activities. The President’s Challenge is an example of a physical fitness test.

Metabolism: is the amount of energy required to maintain the body of an individual in a resting state. A person’s



metabolism changes as they transition from early to late adulthood. Metabolism typically slows with age.

Consumerism: can be applied to the field of health and fitness. This is the idea that any person can buy a health-related product or service. Health-related consumerism can have positive impact like the promotion of active, healthier lifestyles. Health-related consumerism can also have negative impacts like the celebrity promotion of health products.

Sedentary vs. Non-Sedentary Lifestyle: is a lifestyle where a person is active vs. a lifestyle where a person does not take part in physical activity on a regular basis. One of the concepts of understanding and preventing disease is knowing how personal health practices (lifestyle) impact non-communicable diseases. A person with a sedentary lifestyle can have different non-communicable diseases than a person with a non-sedentary lifestyle (2.3.2) depending on prevention and causation factors.

