

C.A. Johnson High School

Physical Education – Strength and Conditioning Assignments

Name: _____ Date: _____

Teacher: _____ Class: _____

Teacher Contact Information: jacqueline.graham@richlandone.org

Kenyan.conner@richlandone.org

Janice.bell-mcdowell@richlandone.org

Available from 9:30 a.m. – 11:00 a.m. and 1:00 p.m. – 2:30 p.m. to answer questions through e-mail.

The purpose of this instructional package is to allow physical education and strength and conditioning students an opportunity to continue their academic work, as well as ensure the integrity of the work.

In line with the expectations of C. A. Johnson High School, students will be held to a high standard of quality for completing all assignments, projects, and examinations outlined below.

Reminder: Check off assignments as you complete them. Your work will be graded, and assignments will be part of your grade for the marking period.

The following assignments should be completed:

- Physical Activity Internet Research Project
- Physical Fitness Event Project
- Community Resources Project
- Fitness Gimmicks and Gadgets
- Physical Activity and Health
- Reading Comprehension – Jackie Robinson

This page must be included with your work.

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment.

Student Signature

Date

Day 1 – 2: “Physical Activity Internet Research Project?”

Essential Question: What are different types of physical activities? Identify and research resources to support varied opportunities for participating in physical activity?

Standard(s): 3 - The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness. Indicators: HS-3.2

Directions

- Select one of the physical activities (archery, badminton, bowling, boxing, tennis, hockey, gymnastics, car racing, figure skating, volleyball, wrestling, cycling, running, fishing, billiards, golf, judo) and research it using the internet.
- Answer all questions regarding the activity you choose using the internet.
- Include the internet address and name for each web site you use.

Assignment

1. What are five (5) fundamental rules of your selected activity?

Web site(s) _____

Web address(s) _____

2. List two (2) countries where your chosen activity is currently played. You must include types of leagues (professional, college, high school, etc.) and who participates (males, females, age groups, level of participation) for each country. Make sure you include the web site(s) name and address you found the information.

Web site(s) _____

Web address(s) _____

3. Write a two (2) paragraph summary of an event that is happening or has happened within the last six months within the activity you selected. This can be an international, national, state or local even. Examples: Steroids use in baseball, a local team beating a rival team, etc. Make sure you include the web site(s) name and address where you found the information.

Web site(s)

Web address(s)

4. If you were going to explain to someone how to get involved in this activity, what would you tell them? You must include: equipment, prices, how to train for the activity, and where in the community the activity can be played. Make sure you include the web site(s) name and address where you found the information.

Day 7: Fitness Gimmicks and Gadgets

Essential Question: What are the health benefits of fitness gadgets or gimmicks?

Standard: 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

Indicators: HS-4.1 HS-5.3

Directions:

People are always looking to for an easy road to fitness, even though only things that typically work are doing real exercise. Whether they provide some form of physical benefit or not, all fitness gimmicks promise to achieve the same thing; greater results with less time and effort.

Research and provide a description (2 paragraphs) of one of the following fitness gimmicks or gadgets:

Shake weights

Vibro-Belt

Sauna suits

AB Circle Pro

Skechers Shape Ups

Ab lounger

Thighmaster

PowerDot Electrical Muscle Stimulator

Gazelle Glider

Circle Glide

Leg Magic

Hawaii Chair

Thigh Rocker

Six Second Abs

Ozmo Active Smart Bottle

iFit Sleep HR Sleep Tracker

Write a half-page critique on the gadget, including the following: description of the gadget, cost of the gadget, benefits(or lack of benefits), target group/age, and your opinion of the gadget.

Web site(s)

Web address(s)

Day 8-10: Physical Activity and Health

Essential Question: What are the components of health-related fitness? What physical activities that contribute to maintaining or improving the components of health-related fitness? What are ways to increase physical activity and decrease inactivity? What are recommended amounts and types of moderate, vigorous, muscle-strengthening and bone-strengthening physical activity for adolescents?

Standard: 3 The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness. Indicators: HS -3.4

Standard: 5 The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression, and/or social interaction.

Indicators: HS-5.1 HS – 5.5

Assignments:

- Review Information Sheet – Being Fit.
- View video – “The 5 Components of Health Related Fitness”
www.youtube.com/watch?v=kg7mb5nq7q0
- Complete: My Daily Physical Activity Log (worksheet)
- Complete: Physical Activity & Fitness Quiz (worksheet)
- Self Inventory – Assessing My Eating & Physical Activity Behaviors
- View Video – “The F.I.T.T. Principle” <https://www.youtube.com/watch?v=kg7mb5nq7q0>
- Assessment – Principles of Fitness

Assignment

Reading Comprehension – Jackie Robinson

- Read article- “Jackie Robinson” and answer questions.

Being Fit

Cardiorespiratory fitness

The ability of the heart and lungs to supply oxygen to our muscles during continuous physical activity.

Intensity

- ▲ How fast you walk/run or how hard you work.
- ▲ Intensity can be determined by your **target heart rate**.
- ▲ To get the most out of physical activity your target heart rate zone should be between 60-80% of your maximum heart rate.
- ▲ Average target heart rate for teenagers is 120-160 beats per minute.
- ▲ New and beginning exercisers should stay near that low end of the range.

- ▲ *Aerobic* activities include walking, running, bicycling, skateboarding, tennis
- ▲ Helps in preventing heart disease and obesity.

Frequency & Time (Duration)

- ▲ How often and how long you are active.
- ▲ Moderate to vigorous activity 30 minutes a day.
- ▲ Small amounts (5-10 minutes) throughout the day.

Muscular endurance

The ability of the muscle to sustain activity or continue to perform work.

- ▲ Necessary for everyday tasks.
- ▲ Key to success in sports.
- ▲ Raking leaves, carrying a backpack, running.
- ▲ Weight bearing activities, such as running, help in preventing osteoporosis.

Muscular strength

The maximum force muscles put out when they contract.

- ▲ Needed for all movements.
- ▲ Muscles support and protect joints and internal organs.
- ▲ Can be increased through physical activity.
- ▲ *Anaerobic* exercise is strenuous exercise over short periods of time that targets specific muscle groups.
- ▲ Includes weight lifting, sprinting, sit-ups.

Flexibility

The range of motion of joints and muscles.

- ▲ Increased by activities that extend the range of motion of joints and muscles.
- ▲ Stretching exercises, touching toes, torso twists.

Remember: FITT = frequency, intensity, time and type of activity. Start slowly and build up over time. Pushing too hard too soon often results in injuries.

My Daily Physical Activity Log

Directions: List all of the physical activities you engage in for the next 24 hours and the number of minutes you do each one. Identify the level of intensity (easy, moderate, vigorous), component(s) of fitness the activity builds and whether the activity is bone strengthening. Then complete the statements.

	Physical Activity	Number of Minutes	Intensity	Type of Fitness
1			<input type="checkbox"/> easy <input type="checkbox"/> moderate <input type="checkbox"/> vigorous	<input type="checkbox"/> cardiorespiratory (aerobic) <input type="checkbox"/> bone strengthening <input type="checkbox"/> flexibility <input type="checkbox"/> muscular strength <input type="checkbox"/> health related <input type="checkbox"/> endurance <input type="checkbox"/> skill related
2			<input type="checkbox"/> easy <input type="checkbox"/> moderate <input type="checkbox"/> vigorous	<input type="checkbox"/> cardiorespiratory (aerobic) <input type="checkbox"/> bone strengthening <input type="checkbox"/> flexibility <input type="checkbox"/> muscular strength <input type="checkbox"/> health related <input type="checkbox"/> endurance <input type="checkbox"/> skill related
3			<input type="checkbox"/> easy <input type="checkbox"/> moderate <input type="checkbox"/> vigorous	<input type="checkbox"/> cardiorespiratory (aerobic) <input type="checkbox"/> bone strengthening <input type="checkbox"/> flexibility <input type="checkbox"/> muscular strength <input type="checkbox"/> health related <input type="checkbox"/> endurance <input type="checkbox"/> skill related
4			<input type="checkbox"/> easy <input type="checkbox"/> moderate <input type="checkbox"/> vigorous	<input type="checkbox"/> cardiorespiratory (aerobic) <input type="checkbox"/> bone strengthening <input type="checkbox"/> flexibility <input type="checkbox"/> muscular strength <input type="checkbox"/> health related <input type="checkbox"/> endurance <input type="checkbox"/> skill related
5			<input type="checkbox"/> easy <input type="checkbox"/> moderate <input type="checkbox"/> vigorous	<input type="checkbox"/> cardiorespiratory (aerobic) <input type="checkbox"/> bone strengthening <input type="checkbox"/> flexibility <input type="checkbox"/> muscular strength <input type="checkbox"/> health related <input type="checkbox"/> endurance <input type="checkbox"/> skill related

I did _____ total minutes of aerobic activity.

I did _____ total minutes of vigorous aerobic activity.

I did muscle-strengthening activities. Yes No

I did activities that build endurance. Yes No

I did activities that increase flexibility. Yes No

I did bone-strengthening activities. Yes No

Based on my physical activity today, I'll do this type of physical activity tomorrow:

Physical Activity & Fitness Quiz

① What are 4 components of fitness?

② Which 2 body systems does cardiorespiratory fitness strengthen?

③ What are 3 examples of aerobic activities?

④ For health benefits, teens should do aerobic activities at least _____ times per week.

⑤ How do you know an activity is building cardiorespiratory fitness?

⑥ What are 3 examples of physical activities that contribute to muscular strength?

⑦ What's muscular endurance?

Physical Activity & Fitness Quiz *(continued)*

8 How many times a week should teens do muscle-strengthening activities? _____

9 How many times a week should teens do bone-strengthening activities? _____

10 Bone-strengthening activities help prevent what disease?

11 Name 3 activities that help strengthen bones and explain how they do this.

12 What are 2 activities that contribute to flexibility?

13 Why are activities that increase flexibility important?

14 What could a person do to be more physically active? Describe at least 3 ways to increase activity and/or decrease inactivity.

Self-Check

- I answered all the questions about the guidelines for physical activity.
- I described at least 3 ways a person could be more physically active.

Assessing My Eating & Physical Activity Behaviors

Directions: Read each guideline and rate yourself.

Eating Behaviors

► Guideline 1

Make half your plate fruits and vegetables.

Fruits and vegetables should be key parts of your daily diet. Fruits and vegetables provide vitamins, minerals, complex carbohydrates and fiber.

► How I'm Doing

- Excellent:** I eat at least 1½–2½ cups of fruit and 2–4 cups of vegetables daily.
- Good:** I eat 1 cup of fruit and 1–2 cups of vegetables daily.
- Fair:** I eat ½ cup of fruit and ½–1 cup of vegetables every day.
- Poor:** I rarely eat fruits and vegetables.

► Guideline 2

Make at least half your grains whole grains.

Whole-grain foods include whole-grain bread, oatmeal, cereal and pasta. These foods provide vitamins, minerals and complex carbohydrates. One ounce of grain is equal to 1 piece of bread, 1 cup of cereal, or ½ cup cooked rice or pasta.

► How I'm Doing

- Excellent:** I eat 5–10 oz. of grains daily—at least half are whole grain.
- Good:** I eat 5–10 oz. of grains daily—some are whole grain.
- Fair:** I eat 1–4 oz. of grains daily—some are whole grain.
- Poor:** I rarely eat whole-grain foods.

► Guideline 3

Eat less fat.

Teens should get no more than 25–35% of the total calories they eat from fat. Healthy sources include fish, nuts and vegetable oils. Avoid saturated and trans fats.

► How I'm Doing

- Excellent:** I eat about the right amount of fat from healthy sources.
- Good:** I eat a little too much fat, but usually choose healthy sources.
- Fair:** I eat too much fat from unhealthy sources.
- Poor:** I eat way too much fat from unhealthy sources.

► Guideline 4

Eat less added sugar.

Sugar added to foods in processing contributes to weight gain, tooth decay and certain diseases.

► How I'm Doing

- Excellent:** I eat very few foods that contain a lot of added sugar.
- Good:** I eat some foods that contain a lot of added sugar.
- Fair:** Every day, some of the foods I eat contain added sugar.
- Poor:** Every day, many of the foods I eat contain added sugar.

Assessing My Eating & Physical Activity Behaviors

(continued)

▶ Guideline 5

Eat less salt.

Snack foods, processed foods and frozen meals often contain high amounts of salt.

▶ How I'm Doing

- Excellent:** I rarely salt my foods or eat foods high in salt.
- Good:** I only occasionally salt my foods or eat foods high in salt.
- Fair:** I sometimes salt my foods and eat some foods high in salt.
- Poor:** I usually salt my foods and eat a lot of foods high in salt.

▶ Guideline 6

Balance calories.

When the calories you take in through eating and drinking match the number of calories your body needs to function and be physically active each day you stay at a healthy weight.

▶ How I'm Doing

- Excellent:** I rarely eat more calories than my body needs or burns off through physical activity.
- Good:** Once in a while I eat too many calories, but I usually try to be more active to make up for it.
- Fair:** I sometimes eat too many calories and often don't get enough physical activity.
- Poor:** I eat more calories than I need and don't do much physical activity on most days.

Areas of strength: _____

Areas that need improvement: _____

Based on this assessment, what eating behavior would I most like to work on?

(continued)

Assessing My Eating & Physical Activity Behaviors

(continued)

Physical Activity Behaviors

► Guideline 1

Be physically active for 60 minutes each day.

This can include active games, chores, work or recreational activities.

► How I'm Doing

- Excellent:** I spend 60 minutes each day doing things that count as physical activity.
- Good:** I spend 30–60 minutes each day doing things that count as physical activity.
- Fair:** I spend under 30 minutes each day doing things that count as physical activity.
- Poor:** I am not physically active on most days.

► Guideline 2

Include vigorous-intensity aerobic activities at least 3 days per week.

Vigorous activities make your heart beat fast and your lungs work hard.

► How I'm Doing

- Excellent:** I do vigorous aerobic activities for at least 30 minutes on 3 or more days per week.
- Good:** I do vigorous aerobic activities for at least 30 minutes on 2 days per week.
- Fair:** I do vigorous aerobic activities for at least 30 minutes on 1 day per week.
- Poor:** I rarely do vigorous aerobic activity.

► Guideline 3

Do muscle-strengthening activities at least 3 days a week.

► How I'm Doing

- Excellent:** I do muscle-strengthening activities on 3 or more days per week.
- Good:** I do muscle-strengthening activities on 2 days per week.
- Fair:** I do muscle-strengthening activities 1 day per week.
- Poor:** I rarely or never do muscle-strengthening activities.