



PHYSICAL EDUCATION MISSION STATEMENT – PORTLAND PUBLIC SCHOOLS



The goal of the Physical Education program is the development of a physically literate person. One who has learned skills and understanding necessary to perform a variety of physical activities can participate in regular fitness activities and knows the benefits of and values of physical activity for a lifetime. The mission of Portland Public Schools' Physical Education Program is to:

- Impart the knowledge, values, and skills necessary to becoming lifelong learners and movers by practicing wellness habits and developing positive social skills through a variety of movement experiences.
- Create a physical education setting in every school that encourages individual growth and support diverse learning styles along with the development of critical thinking, problem solving and effective group interactions amongst all students.
- Integrate other curricular areas within the physical education setting such as: oral/written communication, math, health and science.
- Promote utilization of current exercise technology and educational opportunities to enhance the delivery of our message.
- Encourage personal & family integration into the community to experience wellness benefits.
- Provide knowledge and skills that will empower a students' independence.

This resource was designed and developed for educational purposes that will enhance a students' conceptual learning and literacy experience. Created by Linda McLellan, Cathy Peterson, Katie Meyer, Monty Catabay and Michelle Cvitanich (Final Edition) Edited and streamlined by Jacob Masters and Sam Perkins.

Branding materials (logo, covers, letterheads & website) by Sam Perkins / C-O '22

FIELD TRIP PERMISSION SLIPS

Benson's Fit2Live&Learn classes will participate in various experiential field trips to nearby venues off campus. These activities will involve walking or jogging as a whole group and will be supervised by instructors. All students are expected to follow school rules and safety guidelines while demonstrating etiquette in public.

I give my permission for (Student's Full Name) _____ to fully participate in the supervised field trips off campus with their scheduled Fit2Live&Learn class during the school day.

Parent/Guardian Signature _____ Date _____

Lock Serial #: _____



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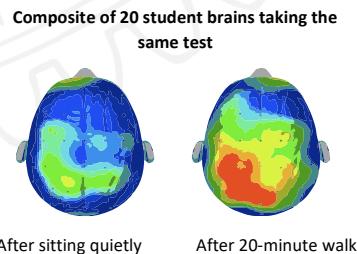
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PARENT INTRODUCTION

Welcome Freshmen Parents,

This program is committed to a year-long focus on three main areas of development for our students: Personal fitness; Healthy eating and Mental strength habits. This research-based approach is our response to the national problems with academic achievement and obesity. The F2LL curriculum is built around the research of Dr. John Ratey and documented in the book SPARK: The Revolutionary New Science of Exercise and the Brain, as well as The Wellness Impact report from the GENYOUTH Foundation.



Assignment #1: Parents: your child has been assigned to have you read this introduction and discuss the year at a glance. Please initial that you have read it. Thank you for your support.

Initials _____

As shown above, an exercised brain is an activated brain that is ready to learn. Research shows that fit students learn faster and more efficiently than non-fit students. Daily exercise and improved fitness are key components to closing the achievement gap because of the results regardless of ethnic or socioeconomic status.

While the program will be implemented for FREE, there is a cost. It will require some SWEAT and hard work! We will need your support to motivate and challenge your child to achieve the exciting academic and fitness gains that are age appropriate and within their reach. We understand that, for most, it will be the first time in their lives that they will have had to dress down and exercise daily in a structured setting. In this program, students will participate in 225 minutes of moderate to vigorous exercise each week. We encourage every student to do the best they can, modify their efforts in cases of injury or illness, and challenge themselves to improve their health habits daily.

Our students will also receive weekly Nutrition Education including simple cooking, snack preparation and hands on learning. This program is supported by HealthCorps and the OSU SNAP-ED programs. Also, a weekly Mental Strength component will have students learning about the developing brain, while practicing skills that builds resilience, reduces anxiety through stress management and enhances emotional control.

The key component for success is the families of our students. Your child will have shopping and cooking assignments, large groups projects like the Tech Show, Health Fair, class field trips and each student will be required to participate in an organized community physical activity event outside of class before the end of the school year. We hope this year is the start of strong family connections to the Benson community.

Please visit our website www.fit2liveandlearn.com for more information. Our short promotional documentary, 'The Heart of the Matter', sponsored by Dr. Oz is located on the website and will give you a better understanding of this successful program. We highly recommend it. Thank you again for your support!

- Sincerely, F2LL Staff



F2LL INTRODUCTION / PE STANDARDS

Welcome to your Fit2LiveandLearn (F2LL) course workbook. You are about to start a journey that will give you a variety of ways to learn and experience the challenges of health and personal fitness. Personal health and fitness are lifelong endeavors. Let us help you to “jump start” a healthy lifestyle with our combined Health & PE courses at Benson High School.

This workbook is a visual and educational guide to help you learn and understand concepts and information necessary to sustain a healthy lifestyle. Fitness is not just exercise as you will learn. Fitness means '**Readiness**'. Our goal is to prepare and arm you with the *physical, mental and social skills to meet the challenging demands of life*. To help you be Active; Balanced and Consistent (ABC's) in your everyday lives.

There are three main focuses this combined Health & PE course will regularly deliver beyond the basic health topics and PE games. The focused components include **FITNESS/EXERCISE; MENTAL STRENGTH; and NUTRITION/DIET**. These components will assist in creating an active, balanced and consistent lifestyle. This is a full year commitment of two courses, graded separately but taught experientially together as much as possible.

Once again, welcome to this life changing experience that will establish a foundation for healthy living and an understanding of how much control you have over your own future. This experience will surely require a legitimate level of effort on your part but the benefits will be deeply grounded and influential in your future.

“If you don’t take care of your body, Where will you live? ”

- PHYSICAL EDUCATION NATIONAL STANDARDS -

Demonstrates competency in many movement forms:

(Throwing, catching, hand-eye coordination & striking moving objects)

Applies movement concepts & principles of learning:

(Strategy, specificity, overload, progression, rules & basic skills)

Achieves & maintains a health enhancing level of fitness:

(Participates in the health related fitness - 6 days a week)

Demonstrates responsible personal & social behavior:

(Cooperation, teamwork, effort, etiquette, safety, fairness & communication)

Demonstrates understanding & respect for differences:

(Positive interactions with different cultures, ethnicity, race, orientation, gender, abilities and socioeconomic status)

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression & socialization: (Ability to find personal meaning, self-direction & motivation)



PERSONAL SAFETY FORM

Date(s) of the Incident: _____ Time: _____ Period: _____

Locations of the Incident: _____

Name(s) of the Student(s) Involved: _____

Descriptions of the Incident:

Check the following categories of which you believe you are involved:

- Assault (physical, emotional, sexual, verbal, written, oral or other)
- Bullying (physical, emotional, social, internet or social media, other)
- Weapons
- Fighting
- Offensive Material Displayed
- Intimidations
- Theft
- Harassment (physical, emotional, sexual, or other)
- Trespassing
- Threats (physical, verbal, online, or other)
- Drugs or Alcohol
- Vandalism (including graffiti or other)
- Improper use of electronics
- Other _____

Student Submitting the Report: _____

I request complete confidentiality concerning this issue.

I feel comfortable discussing this with the Vice Principal or Dean alone.

Other students who might have witnessed this event:



PE GRADING POLICY

The general course goals in physical education are to enhance the quality of life through a wellness lifestyle of physical, social, and mental development. Students will:

- Safely participate in activities that involve risk and cooperation
 - Experience a variety of recreational and fitness activities
 - Monitor, analyze, and understand their own personal fitness levels
 - Become more self-directed, motivated, responsible and goal oriented
 - Enjoy challenges and play while appropriately/respectfully interacting with others
-
- **PARTICIPATION:** Each student is expected to attend and participate in daily learning targets to earn credit. Participation means to be on time, prepared for class (uniform, workbook, coursework) and actively demonstrate an effort to succeed. *See Participation Levels Rubrics for points.
 - **BEGINNER & ADVANCED LEVELS:** Students who demonstrate proficiency and the capacity to be responsible and self-directed earn the Advanced Level options. Those who require more time or guidance will be retaught at the Beginner Level in a more teacher directed setting for assistance & support. Beginner level is not a punishment, rather a setting to meet the incomplete learning target.
 - **UNIFORMS:** Students are expected to be appropriately dressed in their own PE uniform for safety purposes. Proper personal hygiene is necessary for safety.
 - Loaner uniforms are provided when necessary. (limit 2 per quarter)
 - Sweats or tights are allowed under the uniform. (Not school clothes)
 - **PINC:** (Participation Incomplete - No Credit). This form is a warning intervention in an attempt to avoid disciplinary action or referral filed with the Vice Principal. It is used when a student exceeds the two-loaner limit in a quarter or refuses to participate. The PINC must be filled out in full and signed by a parent before returning to class to avoid a disciplinary referral.
 - **ASSESSMENTS:** Quizzes/Tests are built into the weekly participation grade. A student must pass with a 70% or above in order to meet the proficiency of understanding. Retakes are required in order to move forward.
 - **MEDICAL EXCUSES:** Students with a physician's note excusing them from physical activity will have two options. *See Medical Excuses. Students are allowed to responsibly modify their activity level without a note in cases of injury or illness and still earn full credit. Notes from parents are NOT necessary to modify activity.

(cont. on next pg.)



PE GRADING POLICY (CONT.)

Participation levels are the most influential part of your measured grade. In order to ensure that all students have a positive experience, students are expected to monitor their own behavior choices that are likely to affect the learning process. Students are expected to participate at a level three or above to receive full credit. Full credit is equivalent to 10 points each day. Choices above or below a level three will impact the daily grade earned.

LEVEL 4: LEADERSHIP & CARING: (*Exceeds Standard: Full credit + 3 or +5 extra pts.*)

Behaviors include extra challenges accepted, outstanding effort towards success, leading small groups and/or assisting others. Earns 90% + on tests

LEVEL 3: SELF RESPONSIBILITY: (*Meets Standard: Full Credit = 10 points*)

Behaviors: being on time, on task and following directions respectfully. Passes tests with a 'C' or 70%. (Self-directed, cooperative and prepared for class)

LEVEL 2: MINIMAL INVOLVEMENT: (*Does Not Meet Standard: -3 or -5 points*)

Lacks effort to succeed. Unprepared for class, wastes time or off task.
Fails to pass weekly tests; NP = 69% or below (retake required).

LEVEL 1: NO EVIDENCE DEMONSTRATED or ABSENT:

(*No Evidence of learning target demonstrated: 0 points earned*)

Behaviors: disrespect, interruptions, unsafe, incomplete test
Refuses constant redirects and no effort demonstrated.

LEVEL 0: INTENTIONAL DEFIANCE / INSUBORDINATION: Disciplinary Referral

(*Removal from class environment to the Dean or VP Office: - 15 points*)

Behaviors: skipping, cheating, defiance and refusal to respect others.

RUBRICS	4	3	2	1
Participation:	Demonstrates exemplary effort, accepts challenges for improvements	Self-directed, focused, responsible, follows directions	Minimal involvement, lacks self-direction, needs redirects	No evidence or effort to follow instructions, irresponsible
Cooperation:	Works best in leadership roles, recognizes the needs of the group first	Responsibility follows leaders and maintains teamwork in a group	Slows down activities with negativism, disrupts learning	Sabotages group efforts, not a team player, defiant
Empathy/Respect:	Appreciates diversity by getting others involved, brings out the best in others	Accepts others and respectfully includes all participants in teams or groups	Tolerates others, does not interact, needs redirects to respect others	Lacks empathy and acceptance, difficult to work with in groups

The undersigned has read and fully understands the physical education policies, guidelines and expectations for safe and successful completion of this course.

STUDENT SIGNATURE: _____ Date _____

PARENT SIGNATURE: _____ Date _____



MEDICAL EXCUSES / EXEMPTIONS

Students are expected to participate in class activities or modifications each day to meet the daily learning target and complete the course. Illness and injuries will require activity modifications to maintain their health and safe recuperation. Medical excuse means the student will be allowed to make up the learning target without penalty (not to exceed 10 days missed).

Students who have a medical exemption from a physician have **three options**:

- 1) Have the doctor fill out the Physician Modification sheet (pg. 7) for safe participation options in order to complete the daily learning targets.
- 2) Dress down for safety and temporarily complete written assignments only.
**Exemption not to exceed 10 consecutive days or option three is required.*
- 3) Withdraw from both courses to be retaken at a later date (see counselor).

Modifications means any safe participation, activity or exercise that does not interfere with the healing process. *Concussions excluded – No exercise until cleared.

Sample modifications for injuries:

- UPPER BODY = do only lower body or core activities; stretching/resistance bands
- NO RUNNING = use elliptical/stationary bike/rowing machine/sitting ERG/Yoga
- LOWER BODY = upper body or core activities only (weights, resistance bands)
- ILLNESS = slow the intensity, modify accordingly or check out to go home

*NOTE: Asthma sufferers are expected to have their inhaler with them at all times.

STUDENT UNDERSTANDING

PASS

NO PASS

1. Summarize what modification means? _____
2. List the 3 options for a student with a medical excuse, illness or injury:
Option 1: _____
Option 2: _____
Option 3: _____
3. What page is the Physician Modification Request form on? _____
4. T or F Students do not need a note from parents to modify.
5. T or F Asthma sufferers should have their inhaler during PE at all times.
6. T or F Students MUST follow the doctor's modifications when injured.
7. Give example modifications for each:
 - a. Jill broke her arm: _____
 - b. Chris is not feeling well: _____
 - c. Jim sprained his ankle: _____



PHYSICIAN MODIFICATION REQUEST

Student _____ Grade _____ School Benson Polytechnic High School

Note to Physician: Participating in Physical Education activities/classes is a critical component of a student's educational program. Please complete this form so that the above-named student, with a medical disability or injury, may participate in physical education safely. Students have a 10-day limit or will be required to withdraw from the course. The student will be allowed to make up missed lessons (10 days or less) once cleared if modifications are not possible. NOTE: Physical Education is an Oregon State Board of Education and Portland Public School District graduation requirement.

Please CHECK yes or no for each of the movements or activities that are recommended for your patient. All information received is confidential.

Appropriate Types of Activities

Flexibility/Strengthening		Cardiovascular/Aerobic		General Movement	
YES	NO	YES	NO	YES	NO
_____	_____	_____	_____	_____	_____
Muscle strengthening		Speed walking		Walking	
Stretching/Yoga		Elliptical machines		Jumping	
Weight Training		Jump Rope/dance		Lifting	
Push/Pull ups		Walk/Jog mix		Running	
Resistance bands		Stationary bike		Throwing	
Core work		Rowing machines		Catching	
Other Y/N: _____		Other Y/N: _____	Other Y/N: _____		

Indicate Any Specific Recommended Modifications _____

Above restrictions/modifications in effect from _____ to _____

Thank you for assisting in planning for this student' physical education modifications at school

Physicians Signature _____ Date _____

Physician Phone # _____ Fax # _____

PARENT SIGNATURE

I give permission for the physician to give this information to the school or district personnel as needed.

Parent Signature _____ Date _____

SCHOOL/DISTRICT USE ONLY:

District/School Nurse Signature _____ Date _____

Benson High School: 546 NE 12th Ave. Portland, OR 97232 Phone: 503-916-5100 Fax: 503-916-2690



START-UP WORKSHEET

Directions: Using the previous pages, answer the following questions.

1. What are the 3 main focuses of this Fit2LiveandLearn course? (see pg. 2)

2. True or False Each day in PE, full credit is worth 10 points.
True or False A 'loaner' is required if the uniform is missing. (limit 2/quarter)
True or False Sweats or tights are allowed under your uniform.
True or False Parent notes are NOT necessary to modify your level of activity.
True or False The student planner is required to be completed each week.
True or False Students can make up missed points during tutorial periods.
True or False Fitness means 'readiness'. Ready for the demands of life.

3. List the 3 options in cases of medical excuses for illness or injury:

4. How does a student earn the ADVANCED LEVEL each day? _____

5. Check only the following situations that earns a student BEGINNER LEVEL:

Loaner Forgot your workbook Incomplete planner
 Tardy Failed a test Incomplete homework

6. Identify the level and the points gained or lost for each level:

BEHAVIOR CHOICE	LEVEL	# OF PTS.
Leading a group or helping others	4	+3 or +5 pts
Being intentionally defiant or insubordinate		
Accepting challenges or outstanding effort		
Skipping class or cheating on homework		
Wasting time or not being prepared for class		
Needing constant redirects to stay on task		
Any absence (excused or not)		
Unprepared for class (uniform, homework)		

7. Read & Initial 'Typical P.E. Concerns' on page 82. Circle any situations that you would like to discuss or need clarification.



FAQ - FREQUENTLY ASKED QUESTIONS



How do I...

- **Make up an absence?** Turn in missing work immediately and make up points during tutorial periods or with level 4 opportunities during class time.
- **Know what I missed during an absence?** Check your planner or the website calendar for the activity, homework, etc.
- **Check out a loaner?** Take your ID to the PE office and check out a loaner.
- **Get a band aid or rubber band?** Located in the PE supply closet filing cabinets.
- **Email my instructors?** Email addresses are located in the planner & the website.
- **Improve my grade?** Earn extra credit challenge points during tutorial periods.

What do I do if...

- **I'm not feeling well?** Modify your participation level or check out of school.
- **Someone is bullying me?** Report it immediately or fill out the PE Safety Form.
- **I've lost my lock?** Check the lost & found shelf. Your serial # is on the front cover.
- **I've lost my workbook?** Check your locker, room, etc. Go to the website and copy a new one from there. *Can I buy a new one?* No
- **My uniform is missing?** You get two loaner's each quarter. Purchase a new uniform if needed. (\$5 for shirt; \$10 for shorts; \$5 for locks)
- **I can't afford any new items?** You can get an I.O.U. to be paid back later.
- **I need to see the nurse?** Get permission and a pass to the nurse.
- **I have a question about my grade?** Check Synergy, and discuss it immediately with the instructor. Grades are updated every Friday each week.
- **I have already used my two loaners for the quarter?** Fill out the PINC form in your workbook. Get it signed by your parents, to be turned in the next day.
- **I lost my planner?** Make a copy for the week, get a new one from the VP office.
- **I'm going to miss days due to vacation?** Earn extra points ahead of time and keep track of assignments using the planner or the website calendar.
- **I feel uncomfortable in the locker room?** Ask the instructor for alternatives.
- **I need help or extra time for homework?** Discuss this with any instructor.
- **I need personal advice?** Please come in and discuss any needs you might have.
- **I can't remember my locker combination?** Look in your workbook – hidden spot.



HEALTH SURVEY

Directions: Honestly answer the following questions to the best of your ability. The purpose is to survey where you started and what health habits you will finish with.

FITNESS & EXERCISE HABITS:

- ❖ When was the last PE class you took? _____ Grade school _____ Middle _____ Never
How many minutes per week did you have PE? _____ minutes per week.
 - ❖ How often do you currently workout/exercise per week?
_____ Everyday _____ 5 times/week _____ 1- 3 times a week _____ Never
 - ❖ How important is your personal health to you?
_____ Very Important _____ Somewhat Important _____ Not at all important
 - ❖ How important is physical fitness / health to your family?
_____ Very Important _____ Somewhat Important _____ I'm not sure...
 - ❖ Which best describes what you think your weight is?
_____ Ideal weight _____ Underweight _____ Overweight _____ I'm not sure...
 - ❖ I have a positive mental attitude (PMA):
_____ All of the time _____ Most of the time _____ Sometimes _____ I'm not sure
 - ❖ Rate your current overall health:
_____ Extremely healthy _____ Somewhat healthy _____ Unhealthy
 - ❖ Rank your overall opinion of physical fitness (mark with an X on the line):
[-----]

Extremely important

Not important

- ❖ How important do you think muscles are to your overall health?
____ Very Important ____ Somewhat Important ____ Not important at all
 - ❖ How do you get most of your movement activity each day? (check all that apply)
____ Regular play ____ Sports ____ Fitness Club ____ Walking
____ Daily moving ____ Alone ____ Friends ____ TV/DVD fitness
 - ❖ Rate yourself by check what fitness zone you believe you are in right now.

Healthy Risky

Flexibility

—

Risky

Aerobic endurance

—

Muscular strength

Muscular Strength Body Composition

—

(Cont. on next page)



HEALTH SURVEY (CONT.)

NUTRITION HABITS:

- ❖ What is a typical snack for you? _____
- ❖ What is a typical beverage / drink for you? _____
- ❖ What are your most favorite foods? _____
- ❖ How often do you typically eat fast food?
 Twice daily Daily 3 times a week Once a week Never
- * How many servings (about 1 cup) of green vegetables do you eat in a typical day?
 1 2 3 4 5 More than 5 each day.
- How often do you skip meals?
 Every morning A few times every week Never

STRESS & MENTAL STRENGTH:

- ❖ How much sleep do you get in a typical night? _____ Hours
- ❖ Who is the healthiest person that YOU know? _____
- ❖ When things go wrong and hard to deal with, how do you typically cope?
 Work through it Walk away Talk to someone Quit/give up
- ❖ Rate your typical stress level on a daily basis.
 No Stress Normal Stress Extremely Stressed Not sure
- ❖ How organized are you (typically)?
 Very organized Somewhat organized Disorganized Not sure
- ❖ What is the biggest stressor in your life?
 Family Friends School Money Dating Other
- ❖ How would you describe your family life? (Check all that apply)
 Blended Happy Loving/Compassionate Unhappy

MISCELLANEOUS:

- ❖ List your best personality traits (in your opinion): _____
- ❖ List some of your skills or strengths: _____
- ❖ Identify your biggest weakness: _____
- ❖ What do you want to be in your future? _____
- ❖ Mark the reason(s) you chose Benson High School:
 Family Friends CTE Program Change in school New start



VOCABULARY NOTES

STRATEGY –

ETIQUETTE –

SEDENTARY –

EXERCISE –

PHYSICAL –

Purpose of RULES (*Laws*):

PERSONAL BOUNDARIES

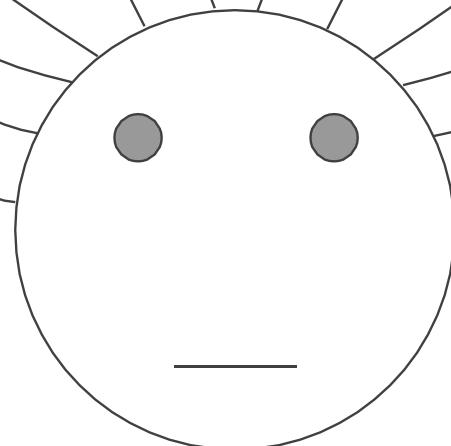
Directions: Mark an 'A' for appropriate behaviors; 'NO' for inappropriate/immature; 'X' illegal

- Making out in a crowded public setting
- Believing you will always be friends with your ex's
- Sharing intimate videos of private situations without permission
- Holding hands with a partner in public*
- Allowing friends to trash talk and spread rumors about other friends
- Swearing in a public setting where others are present
- Cutting in the lunch line while others have been waiting
- Sharing intimate moments with a partner in private*
- Asking your partner to share a nude or promiscuous photo or video
- Participating in intimate 'sexual behavior' at a school dance
- Bragging about how many sexual partners you have had
- Keeping profanity or compromising situations on your Facebook page
- Getting a tattoo of the person's name you are dating during your teen years
- Videotaping people that are intoxicated at a party and sharing it with others
- Believing that your cell phone, snapchat and the internet is private
- Expecting your partner to respect your feelings*
- Assuming that you are STD free even though you have had unprotected sex
- Wearing your headphones during a play; performance or speaker
- Screaming out while someone is speaking in an assembly
- Believing rumors without going to the source
- Asking the instructor, "I was absent, did we do anything important?"
- Having a 'hard conversation' over a text message
- Telling everyone 'your business' all of the time



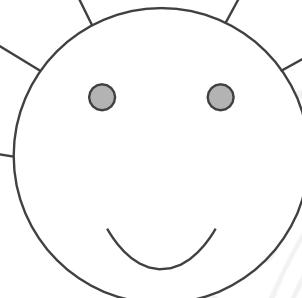
THE TEEN BRAIN - WHO WILL I BECOME?

Directions: Fill in your personal traits that describes you. Include 3 skills/strengths; 3 weaknesses; 3 beliefs/attitudes and 3 hobbies/activities.



ADULT HARDWIRED

(MY PREDICTION)





FITNESS SCORECARD

Directions: In your best handwriting, record your fitness scores honestly for comparison purposes. You are not graded on your fitness results. Body composition is optional.

TESTS	September	December	May	HFZ Standards	
Height				(ages 14-16)	
Weight				Female	Male
Body Fat %				16-29	12-25
LBM %				71-84	75-88
Sit & Reach				> 10	> 8
Mile Run				8:00-10:30	7:00-9:30
Push-Ups				> 7	> 16
Curl-Ups				> 18	> 24
Modified Pulls				> 3	> 6

NOTES:



SMART GOAL

Directions: As you learn the different parts to quality goal setting, create your own personal goal that you would like to achieve by filling out each category as you go.

S: Specific **M:** Measurable **A:** Achievable Actions **R:** Realistic **T:** Time

SPECIFIC: Good goal setting requires a specific and detailed goal that includes the desired outcome in the way it is identified. A specific goal solves the problem with a clear & specific outcome in mind. My specific goals is

MEASURABLE: The second criterion for quality goal setting is to make sure your goal is measurable with quantities, amounts or a means to make sure you are on track. A measurable goal has desired amounts, results or how you know you are on track or have achieved your goal. I know I have achieved my goal when _____ . My desired measurements includes

ACHIEVABLE ACTION PLAN: The third criterion stresses the most important part of goal setting – your action plan. Your plan must meet your needs and is within your capacity. The plan cannot be general and must be very detailed in order to stick to each plan. Achievable actions must be detailed and well thought out. My action plans include:

REALISTIC/REASONABLE: This part stresses the importance of developing a realistic goal and plan that is within your grasp. Goals often require supports to overcome roadblocks or barriers that might impede your progress. Identifying potential roadblocks will help you create realistic ways to overcome them. My roadblocks or barriers might be

My support system when I get discouraged will be

TIME ORIENTED: Establishing the boundaries of time frames will help you track your progress and achieve your goal. Target dates; progress checks and deadlines will give you a means for checking in regularly in order to stay focused. My start date is

;

First check in will be _____ ; My deadline will be _____ .



MOTIVATION (MATURATION) DEVELOPMENT

K - 8th (Elementary - Middle School)

EXTERNALLY MOTIVATED

Adults teach and model right & wrong
They instill behaviors that are needed
for success and you learn about re-
wards & consequences in these ways:

- Told what to do & monitored
- Harder tasks added for challenge
- Forced to accomplish tasks so that
you learn to believe in yourself
- You are forced to take responsibility
for your actions

HABITS FORMED IF YOU REMAIN EXTERNALLY MOTIVATED:

Gives up - Absent or late - Unorganized -
Self pity - Excuses - Lacks effort to succeed -
Quits - Frustration - Learned helplessness

WHAT YOU BECOME:

NEEDY IN SOCIETY: Untrustworthy -
Irresponsible - Consequences - Retakes -
Minimal recommendations - Detentions -
Failures - Fines - No scholarships

RESULTS:

Minimum wage jobs
Roadblocks to success
Fewer Opportunities

A HARDER LIFE

9th - 12th (High School)

INTERNALLY MOTIVATED

You understand right from wrong,
accepting responsibility for your
choices whether you want to or not.
How do you know?

- You do the right thing first
- You don't need to be told what to do
- Self-disciplined & belief in yourself
- You learn from your mistakes
- You go from being a talker to a do'er!

This transition is called 'MATURATION'.

HABITS FORMED IF YOU DO MATURE:

Takes charge - Good attendance - on time -
Organized - Driven to achieve - Good work
ethic - Reliable - Becomes a 'go to' person.

WHAT YOU BECOME:

CONTRIBUTOR TO SOCIETY: Trustworthy -
Responsible - Reliable - Independent -
Freedom - Recommendations - Awards -
Rewards - Promotions - Scholarships

RESULTS:

Success in College/Career
Achievement of your goals
More Opportunities

THE LIFE YOU WANT



UNDERSTANDING MOTIVATION

Directions: Using the Motivation Guide, answer the questions of understanding.

1. What is the difference between EXTERNAL & INTERNAL motivation?

2. When does the transition to internal motivation typically happen in life?

3. List the three ways you learn 'reward & consequences' within the external motivation phase.

4. List four habits that occur if you remain 'externally motivated' later in life.

5. How will society see you if you continue to be externally motivated in life?

6. What 'harder life' situations are likely if you remain externally motivated as an adult?

7. The transition from external to internal motivation is called _____
8. List four habits that demonstrate you have transitioned into internal motivation.

9. List three rewards you get as a contributing member of society.

10. Describe a situation in which you recently *received recognition or an opportunity* because of your accomplishments or reputation.

11. Describe a situation in which you recently received *a negative consequence* for something you did wrong or your reputation.

12. Did you learn or change because of that consequence? Yes No

13. If another person answered "No" to the above question, they would remain at what stage of motivational needs? (circle one) External or Internal
Explain why? _____

14. True or False --- INTERNAL motivation causes more doors to open. Why? _____
15. True or False --- In PE, beginner level is an example of EXTERNAL motivation since the person failed to do the right thing on their own.

16. Identify where you currently are: Internal or External How do you know?



MOTIVATION – COMPARING BEHAVIORS

EXTERNALLY MOTIVATED BEHAVIORS	INTERNAL MOTIVATED BEHAVIORS
<p><i>Alongside of making negative impressions, this type of person needs regular redirection from authority to overcome.</i></p> <ul style="list-style-type: none">• Frequent absenteeism & tardiness• Insubordination, defiant• Talking back, blurting out, rude• Absenteeism or quitting• Unprepared for class• Interrupts or blames others• Off task, disregards homework• Cheating or makes excuses• Helplessness & self-pity• Negative body language• Breaks rules or laws just because• Sees hard work as a burden• Out of their seat/wandering• Procrastinates until it's too late	<p><i>Alongside of making positive impressions, this type of person guides their own behaviors and is self-directed.</i></p> <ul style="list-style-type: none">• Good attendance, on time, on task• Prepared for class & tests• Listens when others speak• Answers with educated thought• Demonstrates etiquette regularly• Takes pride in coursework• Respectful towards others• 'Owns mistakes' w/o blaming or excuses• Makes eye contact when communicating• Sees hard work as a challenge to improve• S.L.A.N.T.'ing during presentations• Organized with coursework expectations• Demonstrates good boundaries• Follows the rules or laws

ASSESSMENT:

1. **Circle** the behaviors in EACH category that you need to work on.
2. **Underline** the behaviors in each category that you consistently demonstrate.
3. Which two behaviors are you MOST PROUD of? _____
4. Choose ONE behavior that you would like to improve on the most. Using the following **E + R = O** worksheet, make a realistic plan to overcoming this challenge.

CHALLENGING BEHAVIOR (Event)

ACTION PLAN (Response)

- A) _____
B) _____
C) _____

DESIRED RESULTS (Outcome) _____



CALCULATING HEART RATES

TAKING YOUR PULSE:

1. Place your two fingers (index & middle) on the side of your neck (**carotid artery**).
 2. Count the number of beats for one minute (or 6 seconds and multiply by 10 = 60 sec.)
 3. This will give you BPM (beats per minute)

RESTING HEART RATE (RHR):

This is your average regular BPM pumped by your heart while resting (no movement).

As your fitness level improves, your RHR will drop, making it so that your heart does not have to work as hard at rest. Calculate your RHR now. A healthy heart beats approximately 70 times a minute while resting.

MAXIMUM HEART RATE (MHR):

A person should try to exercise well below their maximum heart rate. To calculate your MHR, just subtract your age from 220. ($220 - \text{Age} = \text{MHR}$)

TARGET HEART RATE (THR):

This is a safe and desirable range for your BPM to fall between during exercise. This ranges is 65% and 85% of your maximum heart rate. Your goals should be to be able to exercise in your Target Heart Range regularly.

Moderate vs Vigorous Heart Rate:

Once you have calculated your target heart range, the moderate range is the lower half of that target heart range. The vigorous range is the higher half of your target heart range.

CALCULATE YOUR TARGET HEART RANGE:

STEP 1: $220 - \text{Age} = \text{MHR}$ (Maximum Heart Rate)

STEP 2: Multiply your Maximum Heart Rate (MHR) x .65 _____
*(*this will give you 65% of your range)*

STEP 3: Multiply your Maximum Heart Rate (MHR) x .85 _____
*(*this will give you 85% of your range)*

STEP 4: My Target Heart Range (THR) is (_____ to _____)
65% 85%

Can you determine the Moderate range? () Vigorous range? ()

"The average unconditioned heart has to pump up to 36,000 more times per day – which equals 13 million more times per year than a well-conditioned heart."



WELLNESS

PERSONAL FITNESS incorporates many aspects of life which together helps maintain a healthy lifestyle. The three primary parts are PHYSICAL, MENTAL and SOCIAL skills. If a person focuses on balancing these three areas in their day to day life, this is considered living a ‘Wellness Lifestyle.’

WELLNESS is a state of total health and well-being. Developing and maintaining good healthy habits in the areas of physical fitness, social stability and mental & emotional strength creates a well-balanced way of preventing illness.

- **PHYSICAL SKILLS:** Muscular strength & endurance, cardiorespiratory endurance, flexibility and body composition.
- **SOCIAL SKILLS:** Etiquette, empathy, communication, sportsmanship, respect, cooperation and relationships.
- **MENTAL SKILLS:** Problem solving, critical thinking, stress & anger management, resilience and conflict resolution.

Assessment:

1. Define Wellness: _____
2. List the three primary parts necessary for a well-balanced wellness lifestyle.

3. For each of the three parts; pick one of the skills that you need to work on.
 - a. _____
 - b. _____
 - c. _____
4. Critical Thinking: Where do you think people should learn most of these skills?

5. What do you think the opposite of WELLNESS is? _____
6. Describe how good PHYSICAL FITNESS positively impacts the other skills. Site examples:



FITNESS SMART GOAL – 1ST SEMESTER

Directions: Identify your fitness test weakness from your scorecard to set a SMART goal.

My **SPECIFIC** fitness goal is to ... _____

What **HEALTH RELATED FITNESS COMPONENT** does this test represent? (see pg. 22)

My starting **MEASUREMENT** (should be # and increment (i.e. 2 reps.) _____

My **ACHIEVABLE ACTION** plan to accomplish this goal is to ... (be very specific)

Exercise: _____

Nutrition: _____

Mental Strength: _____

My **REALISTIC** results will be: (should be a # and increment) _____

My goal **TIMELINE** is to end on: December Fitness Test

PASS / NO PASS

FITNESS SMART GOAL – 2ND SEMESTER

Directions: Identify your fitness test weakness from your scorecard to set a SMART goal.

My **SPECIFIC** fitness goal is to ... _____

What **HEALTH RELATED FITNESS COMPONENT** does this test represent? (see pg. 22)

My starting **MEASUREMENT** (should be # and increment (i.e. 2 reps.) _____

My **ACHIEVABLE ACTION** plan to accomplish this goal is to ... (be very specific)

Exercise: _____

Nutrition: _____

Mental Strength: _____

My **REALISTIC** results will be: (should be a # and increment) _____

My goal **TIMELINE** is to end on: December Fitness Test

PASS / NO PASS



COMPONENTS OF PHYSICAL FITNESS

Physical fitness is defined as the ability to carry out daily tasks easily and efficiently with energy left over for leisurely activities and unexpected emergencies. In the past, people were identified as physically fit if they had athletic skills and a thin physique. Today, this is simply not the case.

Many factors contribute to good physical fitness; heredity, nutrition, lifestyle and the environment surrounding them. However, it is regular physical activity that is extremely influential in the development and maintaining of good physical fitness. There are two component groups that characterize physical fitness. Health and Skill related fitness.

HEALTH RELATED FITNESS COMPONENTS (HRFC): These are the physical fitness qualities necessary to function with a healthy body.

- ❖ Cardio-respiratory Endurance: The ability of the heart to send blood & the lungs to send oxygen to the muscles during extended periods of regular movement.
- ❖ Flexibility: The ability of your body to move in a full range of motion easily.
- ❖ Muscular Strength: The ability to exert force against a resistance. Strong muscles provide better protection from injury and assist in efficient movement.
- ❖ Muscular Endurance: The ability of the muscle to work repeatedly over a long period of time without feeling tired, fatigued or irregularly strained.
- ❖ Body Composition: The percentage of fat, lean muscle, bones, tissue and water in the body. The term body fat percentage refers to the amount of fat in relation to the total weight of the body.

SKILL RELATED FITNESS COMPONENT (SRFC): These are the qualities necessary to move more efficiently and reduce the potential for injury. Though they are largely inherited traits, many should be learned at an early age and improved upon through movement as we grow.

- ❖ Balance: The ability to stabilize while moving or standing.
- ❖ Speed: The ability to perform a movement in the shortest amount of time.
- ❖ Coordination: The ability to perform simultaneous movements efficiently.
- ❖ Reaction Time: The ability to react quickly to what you see, feel or hear.
- ❖ Agility: The ability to change and control the direction of movements quickly.
- ❖ Power: The ability to generate maximum force at a fast rate.



FITNESS COMPONENTS WORKSHEET

1. Define Physical Fitness: _____
2. What factors contribute to good physical fitness? _____
3. List the five Health Related Fitness Components and in 5 words or less define each component.

HRF Component	Definition

4. Match the component with the fitness test we took to measure it.

5. Match the SKILL RELATED FITNESS COMPONENT to the definition:
(a) Agility (b) Balance (c) Coordination (r) Reaction time (s) Speed (p) Power

- _____ The ability to generate maximum force against a resistance
- _____ The ability to stabilize while moving or standing still
- _____ The ability to react quickly using your senses
- _____ The ability to change & control the direction of your movement
- _____ The ability to perform a movement in a short amount of time
- _____ The ability to perform simultaneous movements efficiently



HEART RATE LAB - MODERATE VS VIGOROUS

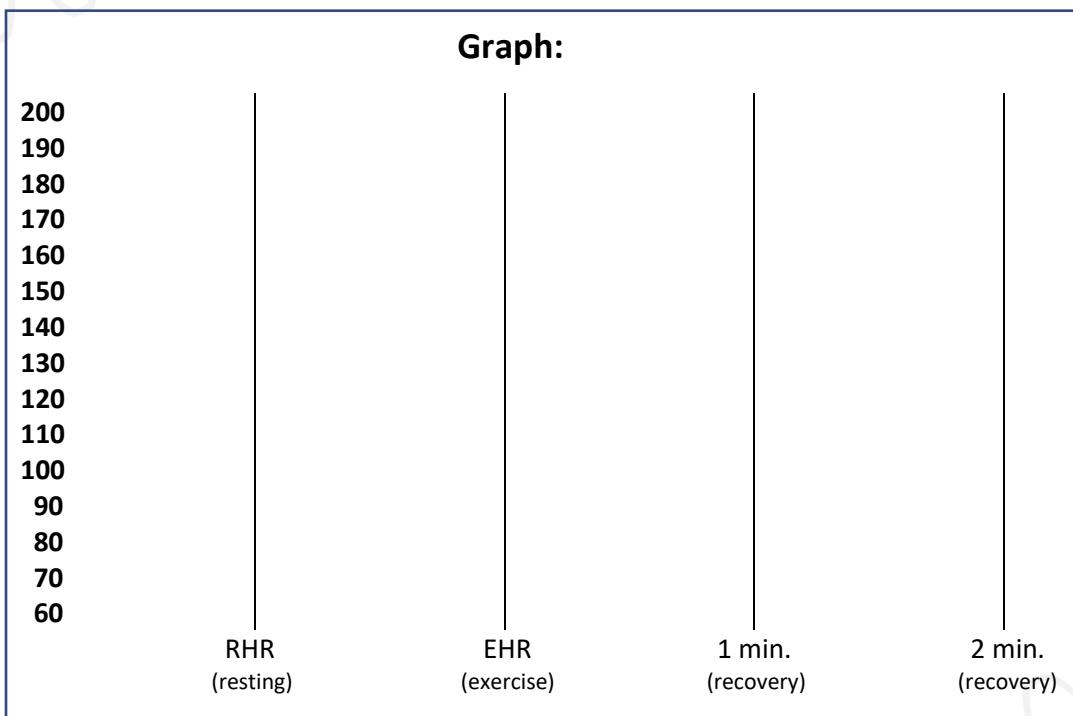
Calculate your TARGET HEART RANGE: (THR): (_____ to _____)

(220-age=MHR) (MHR x.65=65%) (MHR x.85=85%)

Take your RESTING HEART RATE (RHR): (RHR): _____ bpm

1. Plot your RHR using a ❤ symbol.

2) Determine your exercise heart rate (EHR) and your recovery heart rates then plot your score on the appropriate vertical axis of the graph. Connect the data for each individual exercise.



Assessment:

1. What is your moderate zone _____ vigorous zone _____?

Look at the EHR line:

1. Which exercise failed to fall within your target heart range? _____
2. Which exercises fell in your moderate heart rate zone? _____
3. Which exercises fell in your vigorous heart rate zone? _____
4. If your exercise heart rate was too high or too low, what is the remedy for this?

5. Summarize how quickly your heart recovered after exercise:



SNACK LAB – MODERATE VS VIGOROUS

The purpose of this lab is to calculate the amount of time and type of activity it takes to rid of the calories from a typical snack.

1. From the snack choices, pick a snack and enjoy it.
2. What is the name of the product you chose? _____
3. What is the size of your snack? _____
4. How many calories are in this snack? _____ calories
5. List the possible ingredients in your snack: _____
6. List anything that you think is healthy in your snack: _____

Moderate exercise is a medium intensity level that burns 7 calories per minute.

Vigorous exercise is a strenuous intensity level that burns 10 calories per minute.

7. Calculate how long it will take to burn the calories in your snack for each intensity

$$\begin{array}{l} \text{Moderate: Snack calories } \underline{\quad\quad\quad} \div 7 = \underline{\quad\quad\quad} \text{ minutes} \\ \text{Vigorous: Snack calories } \underline{\quad\quad\quad} \div 10 = \underline{\quad\quad\quad} \text{ minutes} \end{array}$$

8. Pick which intensity level of exercise that you feel up to today (circle)

Moderate

Vigorous

9. Choose one of the aerobic (cardio) options in that category. (circle)

Moderate:

- Jogging (65% intensity)
- Skipping (continuously)
- Speed walking w/ wts.

Vigorous:

- Running (85% intensity)
- Jump Rope (continuously)
- Stair bounds (up and down)

10. My aerobic (cardio) choice for today is _____ for ____ min.

11. Homework: Calculate the following times for moderate intensity:

- Small bag of chips: 475 calories = _____ minutes of exercise
- Regular size candy bar: 280 calories = _____ minutes of exercise
- 2 Franz Bakery donuts: 500 calories = _____ minutes of exercise
- ¼ lb. Cheeseburger: 400 calories = _____ minutes of exercise



BENEFITS OF EXERCISE

EMOTIONAL BENEFITS: Exercise contributes to your emotional wellbeing in the following ways:

- ✓ Enhances the sense of pride and accomplishment when you exercise
- ✓ Contributes to a positive self-esteem due to looking and feeling better
- ✓ It helps you cope with stress, anxiety, tension and depression
- ✓ It is a healthy outlet to tension, anger and frustration

SOCIAL BENEFITS: Exercise programs can benefit your overall social life. Through participation in organized activities, you have opportunities to meet, interact and develop lasting relationships with new people. Exercising with others makes it more enjoyable and motivational and a great social event for all ages.

MENTAL BENEFITS: *"Physically fit children perform better academically."*

Studies show that higher achievement academically is associated with and a result of higher levels of fitness. Physical activities stimulate and improve concentration and subsequently increases attention span. It is also linked to brain cell development.

PHYSICAL BENEFITS: The benefits of exercise on your well-being are obvious.

Maintaining efficient body systems and a healthy body composition to name a few.

- ✓ Increases muscular strength, endurance and muscle size
- ✓ Gives you energy & stamina
- ✓ Improves flexibility (range of motion)
- ✓ Reduces stress hormones
- ✓ Helps build and maintain strong bones, joints, tendons and ligaments
- ✓ Improves quality and duration of sleep
- ✓ Improves posture and enhances growth
- ✓ Strengthens the heart and improves stroke volume
- ✓ Increases lung capacity and VO₂ max
- ✓ Lowers resting heart rate
- ✓ Increases metabolic rate, burns more calories faster
- ✓ Increases lean muscle tissue
- ✓ Improves coordination and balance
- ✓ Decreases appetite
- ✓ Inhibits the aging process



TYPES OF EXERCISE

Exercise is generally described as two types: AEROBIC and ANAEROBIC. Aerobic exercise is *non-stop, activity that continuously uses oxygen* over a period of time. This type of exercise builds *muscular endurance* due to the extended length of time. Anaerobic exercise, however, is *short spurts of physical exercise done without the need for oxygen*. This type of exercise builds *muscular strength*.

Aerobic exercise such as brisk walking, jogging, dancing, cycling and other non-stop, exercises require greater demand for oxygen to provide sufficient energy to continue over a long period of time. While it can improve strength & flexibility, it primarily develops cardiorespiratory and muscular endurance. Aerobic activities increase the lungs capacity for holding air (VO₂ max) and the hearts ability to pump a larger volume of blood in a single heartbeat (known as stroke volume). With more efficient use of energy, the body will be able to last longer with less fatigue.

Examples of Aerobic Activities:

- Jogging & Running
- Distance swimming
- Cross country skiing
- Cycling
- Dancing

Sports:

- Soccer
- Basketball
- Cross country
- Lacrosse
- Wrestling



Anaerobic exercise such as sprinting, weight lifting, jumping and throwing are power activities. It builds the overall power of the muscle. The downfall of anaerobic exercises and their quick, explosive nature is the potential for injury. Proper warm up, technique and flexibility are necessary to avoid this problem.

Examples of Anaerobic Activities:

- Weight lifting
- High Jumping
- Sprinting
- Discus/Javelin throwing

Sports:

- Volleyball
- Football
- Baseball/Softball
- Tennis



For both types of exercise, in order for the muscle to improve performance it is necessary to gradually increase the frequency, intensity and time spent using the particular muscle group.



TYPES OF EXERCISE (WORKSHEET)

1. Define AEROBIC exercise: _____
2. Define ANAEROBIC exercise: _____
3. Briefly describe the basic difference between the two types of exercise.

4. Cardiorespiratory and muscular endurance are developed by what type of exercise?

5. Muscular strength is built by this type of exercise: _____
6. What factors contribute to the potential of injury from anaerobic exercise?

7. Name two examples of activities for each type of exercise:
Aerobic: _____ & _____
Anaerobic: _____ & _____
8. Give an example of a sport for each:
Aerobic: _____ Anaerobic: _____
9. What makes anaerobic exercise such a potential for injury? _____
10. List 3 ways to prevent injury from anaerobic exercise.

11. What is meant by VO₂ max? _____
12. What is stroke volume? _____
13. What type of exercise develops VO₂ max and stroke volume? _____

Critical Thinking:

What type of exercise does a soccer goalie perform? _____
What type of exercise does a football quarterback perform? _____



SYSTEMS – EXERCISE BENEFITS

SKELETAL SYSTEM:

The framework of the body consists of 206 bones that work together and with the muscular system to allow you to walk, run, jump, bend and perform bodily movements. Its purpose, however, reaches far beyond the basic structure. Exercise helps us to build strong bones for protection, stability, producing blood cells and storing minerals. It also improves muscle tone, assists in good posture and prevents bone and joint disorders.

MUSCULAR SYSTEM:

Exercise is the key to a healthy muscular system. Muscles are the most abundant tissue mass in the body and are necessary for us to move, breathe, pump blood and digest food. Regular vigorous exercise increases the number of capillaries, providing better circulation of blood distribution to the muscles which promotes muscular endurance and fat reduction.

RESPIRATORY SYSTEM:

With regular exercise your respiratory system begins to work more efficiently. Your lung capacity and the amount of air that you can take in with a single breath increases by expanding the lung tissue. As a result, your body uses oxygen and rids of carbon dioxide more efficiently, ultimately improving your endurance levels.

CIRCULATORY SYSTEM:

Again, regular exercise greatly helps the heart; a mere muscular pump. Like any muscle, the more it is used, the stronger it becomes. A strong heart can pump more blood by volume for each beat which makes it much more efficient with less energy used. In turn, this decreases your resting heart rate as well as total beats in a lifetime which increases longevity.

NERVOUS & ENDOCRINE SYSTEM:

The nervous system coordinates and regulates the functions of the body – sending electrical impulses (messages) throughout the body. The endocrine system serves as a messenger of hormonal changes. Regular exercise will maintain sharp reaction time and regulate these hormones more effectively (along with the production of other certain hormones for mental stability and alertness).

OTHER SYSTEMS (REPRODUCTIVE, DIGESTIVE, URINARY etc.):

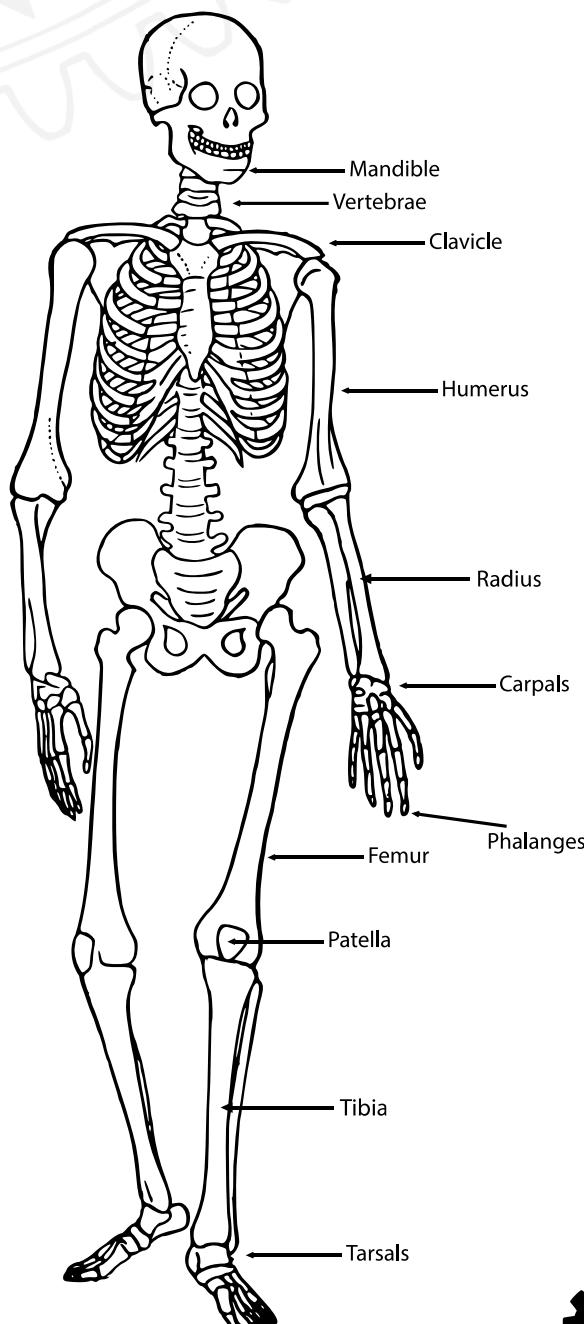
Because each of these systems require muscles to move in order to work properly, exercise greatly increases their abilities to function well. Moving food through the body, and expelling waste produced is an integral part of healthy living and efficient functionality.



SKELETAL SYSTEM

The purpose of the skeletal system made up of 206 bones is to protect vital organs; make blood cells; store minerals and provide structure for the body. Joints connect bone to bone held together by ligaments. Tendons are cords attaching the muscle to bone. Cartilage is a cushion between two bones.

Skeletal Diagram



Give the proper name for each bone:

Jawbone: _____

Ankle: _____

Collarbone: _____

Knee cap: _____

Backbone: _____

Upper Leg bone: _____

Fingertips: _____

Wrist: _____

Upper arm bone: _____

How many bones are in the human body?

Name the four functions/purpose of bones:

1. _____

2. _____

3. _____

4. _____



Gliding Joints



Pivot Joint



Ball & Socket



Hinge Joint

Match the type of joint located in these areas:

Neck: _____ Elbow: _____

Hip: _____ Knee: _____

Shoulder: _____



THE COST OF EDUCATION

DID YOU KNOW...The cost to EDUCATE YOU for just one year is over **\$11,000**. (The cost to educate you until you graduate will be over \$125,000)

Question: How much do you pay out of your pocket? *Answer: \$0 ... Nothing!*

Question: Who is paying for your education? *Answer: Taxpayers*

Question: What is the bare minimum that taxpayers expect in return?

Answer: Graduate and become a productive member of society.

Question: What is meant by a productive member in society?

Answer: Educated voter, worker, consumer & taxpayer.

Directions:

Write a letter (at least one paragraph) convincing taxpayers that they are not wasting their hard-earned money and how grateful you are for a FREE education.



A PARENT'S GUIDE TO NAVIGATING HIGH SCHOOL

FIT2LIVEANDLEARN (PE & HEALTH)

For most, this will be the first daily, structured, rigorous, hands on learning about their personal health & fitness at an adolescent age of continued brain development. Our motto is: "failure is not an option as long as you show up and try". The following situations are frequently misunderstood and/or perceived by students incorrectly. Please join us in guiding and assuring your child that the experiences they will have in this combined 2 credit course (graded separately) will guide them towards healthy living and academic success.

Beginner vs Advanced Levels of PE:

**This program has two levels of differentiated efforts to assist all types of students daily.*

Beginner Level: For those who need extra time and guidance in achieving the daily learning targets (Examples: not on time, unprepared with homework, uniform, workbook or not passing the weekly tests). Beginner level is not a punishment rather a level designed to get caught up. **Advanced Level:** For those who have passed the daily learning targets. This advanced incentive level is to reward students with options, student directed choices and challenges to enhance achievement.

What is BOOTCAMP?: This is a slang term that students like to call the beginner level because they did not earn choices for their activity and must follow the teacher directed structured warm up/workout of the day followed by finishing their incomplete learning target. It has been our experience that many teens perceive being held accountable by helping them achieve the learning target is a punishment. However, getting extra time & assistance at the beginner level is NOT A PUNISHMENT. They merely have not earned the advanced level yet. Please help us change their paradigm during this developmental age. Each day is a new day.

TA's/Mentors: Upperclassmen have taken the leadership course as an elective to MENTOR students in Fit2liveandlearn. These mentors redirect, assist, and guide the freshmen towards success. They DO NOT grade students. Mentors assist in identifying students who are exhibiting exemplary effort towards success as well as those students in situations that are unsafe, inappropriate, not following instructions after receiving a respectful redirect. Our teacher team meets at the end of each day to determine point totals, grade changes or conferences needed with the student.

Make Up Opportunities: Students who wish to make up assignments missed or enhance their point totals can do this during Tutorial/Flex periods weekly. It is also built into our course schedule (Fridays) during class time. Visit our PE website for more information.

Medical Modifications: Students who do not feel well or are injured are allowed to modify any activity they need in order to stay safe. We encourage them to listen to their bodies, so a parent note is not necessary. However, if it is a long-term injury or Physician request, we ask that the doctor fill out pg. 7 for safe modifications in order to remain in the class and not lose credit requiring make up work. Faxing the page to the school nurse or secretary is acceptable.

Parent Signature: _____



STRESS & ME

Directions: Everyone has stress because it is a natural occurrence in life. Think about your life right now and finish the following sentence with the most current situation that is causing you stress. It can be at home or school.

THE HARDEST PART OF BEING ME RIGHT NOW IS...

See your teacher ASAP: We can help you if you let us. WE do not judge. We are here for you!

Normal Teen Growth: Practice good relationships; develop good work habits; learning responsibility.

Time Management: Create a realistic schedule/plan/strategy; be disciplined to follow your own plan.

Mental Strength: Focus on what YOU can control; change your thinking; use class strategies discussed.

Organize to Prioritize: Use your planner for reminders; set realistic goals; get easy things done first.

Advocate for yourself: Ask for help; communicate your feelings and needs; share with a trusted adult.

Get Involved: Join a club, sport, or activity that you like; You will make instant friends who are like you.

Appreciate what you have: Be grateful for the little things in life: Remember how lucky you are. PMA.

Stress management: Use the strategies from class; breathe, exercise; mindfulness; talk to a specialist.



COMMUNITY ACTIVITY PROJECT

Each student is required to complete one of the following before the May deadline to successfully complete the course. The project can be completed at any time prior to the deadline. The top 3 options will require ‘proof of completion’ documentation located in your workbook. **Options:**

1. Participate in an organized sports team (club, school, parks & recreation)
2. Participate in an organized class taught by a professional (Yoga, Zumba, Kickboxing, Aerobics, etc.)
3. Participate in a community activity event (Fun Run; walk-a-thon, activity based fundraiser, etc.)
4. Write a research paper that demonstrates your understanding and ability to participate in a community activity. Must include:
 - a. 2 page minimum; typed
 - b. Mission statement or purpose of the event
 - c. How to access information; sign up and participate
 - d. Sponsor; organizer information; cost; benefits

Directions: Be sure to fit in the following typical teen demands of life for balance:

Weekday Time Management Schedule	
5-6:00 am	
6-7:00 am	
7-8:00 am	
8:00 – 3:00	WORK – SCHOOL
3 – 4:00 pm	
4 – 5:00 pm	
5 – 6:00 pm	
6 – 7:00 pm	
7 – 8:00 pm	
8 – 9:00 pm	
9 – 10:00 pm	
10 – 11:00 pm	
11:00pm–5:00am	SLEEP

- a.) 1 hr. study time & homework
b.) Chores at home
c.) Exercise/Hobbies
d.) Social Time
e.) Family Time
f.) Personal Time

Assessment:

What time of the day does your biggest stressor happen?

Are you getting 8 hrs. of sleep? _____

Do you study the same time each day? _____

Are there places that you can consolidate activities to free up time?



E + R = O | STRESS MANAGEMENT PLAN

Event: Stressor

Response: Plan

Outcome: Desired Result

Notes:



FLEXIBILITY

Flexibility is essentially the RANGE OF MOTION (ROM) one can perform during movement. Skin and connective tissues (such as tendons, ligaments and joints) can restrict normal flexibility if not stretched moderately on a regular basis. Improving and maintaining the ROM of your joints through exercise is the key to functional movement and preventative health.



Your muscular flexibility depends on several factors, such as genetics, gender, age, body temperature, body fat percentage and lifestyle activity levels. Some people tend to be more flexible than others such as females and young people. As a person ages, muscular elasticity decreases mostly due to sedentary living. Stretching on a regular basis is necessary to reduce the elasticity loss in muscles, tendons, and connective tissue.

Flexibility Problems:

Many aspects, such as injured joints, excessive body fat, the aging process and decreased activity levels can affect your flexibility. People with poor flexibility often suffer from such injuries as lower back pain, muscle strains, and joint pain.

Muscle imbalance can also affect ROM. This occurs when one muscle group is stronger than the opposing muscle group, (i.e. hamstrings and quadriceps). This can result in knee strains or permanent damage to the corresponding joint.

Lower back pain is a common and major health problem. A direct correlation exists between these back injuries and poor flexibility. It is estimated that 80% of all people will suffer from back pain in their lifetime. The leading cause of lower back injuries is lifting improperly. Twisting, bending, pushing and pulling while lifting or jerking movements can cause injury to the back muscle that is tight or weak. Poor core strength is also a contributing factor.



Injury Prevention:

Reducing the likelihood of lower back injuries requires a focus on strengthening the back and core muscles while continuously working on ROM as a preventative measure. When lifting, start slow, use the strong core and leg muscles to lift while keeping the weight balanced and close to the body.



F.I.T.T. FORMULA FOR TRAINING

The F.I.T.T. formula is a measuring tool to use for creating or maintaining a fitness training program for life. When determining the guidelines needed for optimal health or training, this formula will help guide the process. The categories to consider are frequency, intensity, time and type of training that will accomplish a fitness goal.

F: FREQUENCY	I: INTENSITY	T: TIME	T: TYPE
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RECOMMENDATIONS FOR LIFELONG FITNESS

There are recommendations for lifelong fitness that experts believe are necessary to maintain optimal health. The recommendations fall within the FITT principles. The recommendations include:

FREQUENCY: (*refers to how often*) - Exercise 6 days a week

INTENSITY: (*refers to how hard*) - Exercise within your Target Heart Range (2 days vig; 4 days mod.)

TIME: (*refers to how much time*) - Accumulate 60 minutes of movement each day

TYPE: (*refers to what kind*) - Moderate to vigorous physical activity

Worksheet:

1. What does *F.I.T.T.* stand for? _____
2. List the guidelines for the Recommendations for Lifelong Fitness:
3. Create a realistic calendar that meets a week worth of the guidelines: (be specific)

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



PRINCIPLES OF TRAINING

Learning new things is a process that is constantly happening. Skills as basic as learning to walk, to the more complicated skills of learning high levels of math, a skill must be acquired by incorporating three principles of training. Progression, Specificity and Overload are the essential elements of training necessary for developing or mastering a skill.

PROGRESSION refers to the **RATE of difficulty** at which you develop a skill. Breaking down a skill into smaller pieces, starting with the easiest first will help acquire a skill. The gradual process of change in difficulty helps build a foundation for the complete skill. *Example: Learning to walk is a necessity before acquiring the ability to run; or mastering mathematical skills of addition makes multiplication easier.*

SPECIFICITY refers to using the same or similar **TYPE of actions** to train the skill effectively. Developing a skill requires same or like activities to solidify the skill. *Example: A high jumper would benefit most by training with jumping types of activities that develops timing, explosive quickness and strength.*

OVERLOAD refers to the **AMOUNT of the load**. Once the basics of a skill is learned, the quantity must increase or decrease to develop mastery. Adding repetitions, length of time or resistance will increase the success in that skill. *Example: To lose weight or get stronger, a person must change the amounts that impact that skills such as frequency, intensity, time or type.*

Worksheet:

1. What three principle elements are needed to learn or improve any skill?

2. In four words or less; define each principle of training:

3. Give an example of breaking down a skill (Progression) into smaller parts:

4. What type of actions (Specificity) would you use to teach hitting a baseball?

5. Using the Principle of Overload, explain how you would improve your endurance for running long distance.



WHAT & HOW WE'VE LEARNED IT

Directions: For each topic, give a specific example of an activity that we have done in class to learn or develop each skill. Try not to use the same example more than twice. See example:

Integrity: We practice integrity by honestly counting our laps out loud during Show & Yell.

Strategy: _____

Responsibility: _____

Cooperation: _____

Teamwork: _____

Work Ethic: _____

Goal Setting: _____

Sportsmanship: _____

Organization: _____

Personal Hygiene: _____

Following Rules: _____

Reward/Consequence: _____

Motivation: _____

Character: _____

Etiquette: _____

Leadership: _____

Respect for Differences: _____

Communication Skills: _____

Growth/Development: _____

Decision Making: _____

Math Skills: _____

Mental Strength: _____

Accountability: _____



FITNESS UPDATE: MID-YEAR

The goal of this fitness update is to help you see if your fitness goals are on track in three months of being on a regular exercise program. This is confidential and not judged or graded. Maintaining a healthy body composition is recommended throughout life for a healthy balance and the prevention of chronic illnesses. Remember, body fat is necessary and important (in moderation). Extremes (too much or not enough) are dangerous to your overall health. Lean body mass (LBM) is more important to consider. A stronger 'engine' (muscles) makes you more efficient and safer. Losing or gaining weight is not our focus. In fact, muscle weighs more than fat, so focus on 'a balanced body composition' of your total weight. *Option:* LBM focus only

My weight in September was _____ lbs.

My weight in December is _____ lbs.

*RESULTS: I have (gained lost) _____ lbs.

My BF in September was _____ %

My BF in December is _____ %

*RESULTS: I have (gained lost) _____ %

My LBM is September was _____ %

My LBM in December is _____ %

***RESULTS: I have (gained lost) _____ % of LBM**

Directions: Check the following that best represents your results:

In three months of regular exercise, I have...

- gained body fat
 lost LBM

Note: If you are in the healthy fitness zone, Excellent! If not: Consider your dietary caloric intake for balance. (Your diet is a major factor)

- gained LBM. (*Congratulations!* – you are gaining muscle)
 lost weight and lost LBM. (*DANGER!* Stop dieting and/or do more resistance training)
 stayed the same for both but want to be in the healthy fitness zone.

Body Fat Guidelines for Teens:

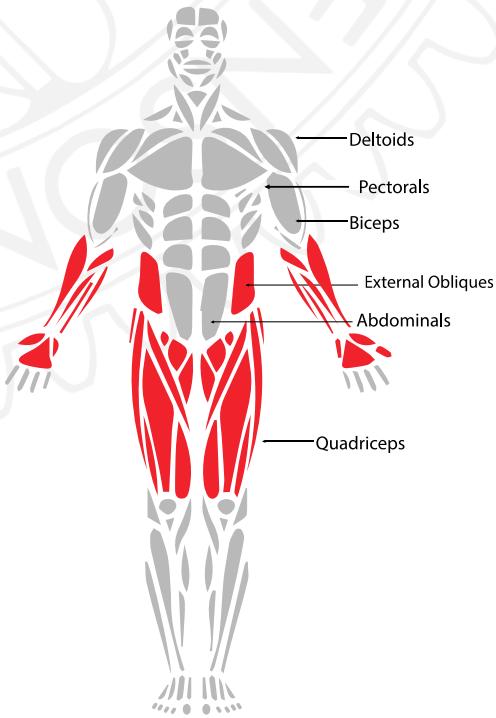
Females: 15 - 21% is EXCELLENT; 22 – 28% is GOOD

Males: 12 – 17% is EXCELLENT; 18 – 27% is GOOD

LBM: 75% or higher is OPTIMAL



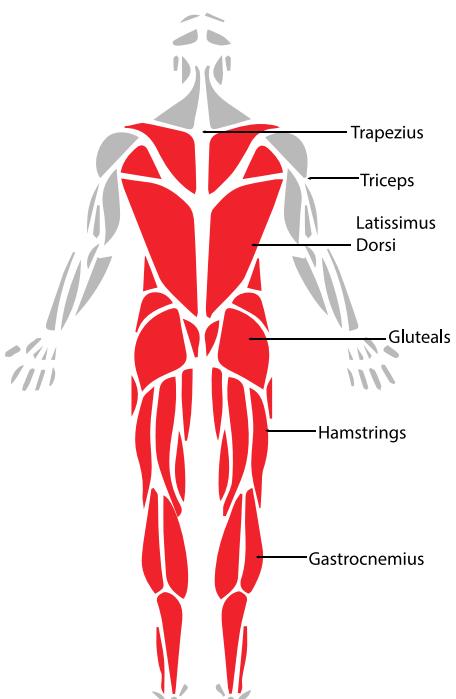
MUSCULAR SYSTEM



There are 656 muscles in the human body responsible for different movements of bones, cartilage and various organs. The function of muscles includes **pumping blood; to aid in digestion; for breathing; and for moving & stabilizing the skeleton.**

Some muscles work voluntarily such as the skeletal muscles located on these diagrams. Other muscles located internally work without having to think about it or involuntary, such as the heart to pump blood and diaphragm for breathing.

Regular exercise is essential for maintaining and strengthening all muscles for lifelong health. However, if you don't use it, you will lose it. Without regular use and exercise, the muscle will decrease in size and function which is called **ATROPHY** (muscle loss).



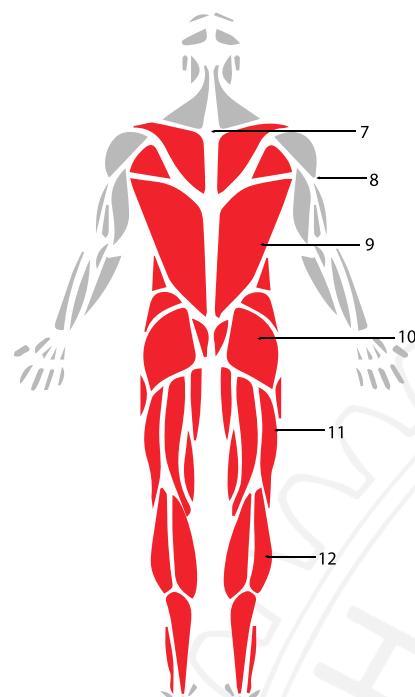
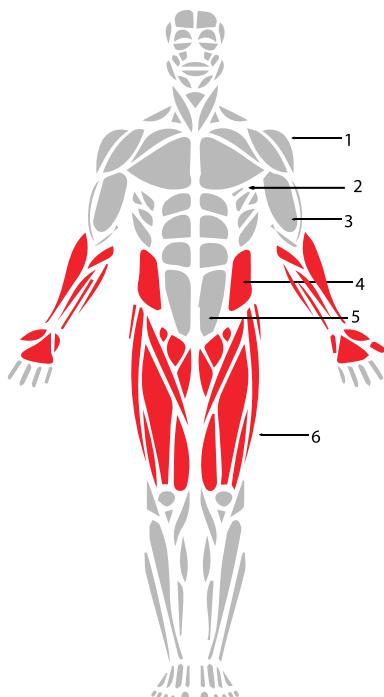
Intense muscle exercises can cause muscle soreness. Muscle soreness is primarily due to muscle use beyond its normal capacity or capability. This overuse causes a buildup of **LACTIC ACID** (waste product of muscle) and it results in muscle soreness. A trained muscle is less likely to get sore or fatigued. To rid the body of excessive lactic acid, it is important to promote circulation in the same region. This can be done with **STRETCHING, DRINKING PLENTY OF WATER, & EXERCISE THE MUSCLES** again with care. In time, the muscle will become stronger and larger which is called **HYPERTROPHY** (Muscle gain).



MUSCULAR SYSTEM WORKSHEET

1. How many muscles are in the human body? _____
1. Name the four functions of the muscles in the body? _____

2. What does ATROPHY mean? _____
3. What does HYPERTROPHY mean? _____
4. How do you prevent atrophy from occurring? _____
5. What is lactic acid? _____
6. List the three ways of promoting circulation to rid of lactic acid. _____



Label the Muscles:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



WEIGHT/RESISTANCE TRAINING

To increase a muscle's strength or endurance, you must first train to overload that particular muscle. The overload principle refers to putting a greater amount of stress (weight or resistance) on the muscle than it is accustomed to. Weight training sessions are a means to increase LBM and muscular capability.

BENEFITS OF RESISTANCE TRAINING:

- ❖ Increases muscular strength (power) and the size of the fibers
- ❖ Increases strength and density of bones, ligaments & tendons
- ❖ Increases endurance; or the capacity to work
- ❖ Slows the aging process and helps to prevent injuries



"MYTHS" ABOUT RESISTANCE TRAINING:

- Muscles will turn to fat if a person stops weightlifting.
 - *Truth: Muscle and fat are two different types of tissue. Atrophy will occur when a muscle is no longer used regularly.*
- Women will develop big and bulky muscles like Men.
 - *Truth: The quantity of the muscles are the same between Men & Women. Male hormones (testosterone) causes higher growth, strength and size.*
- Weightlifting reduces flexibility. *Truth: Proper lifting techniques can actually increase flexibility. This requires one to lift in a full ROM (Range of motion)*
 - lengthening & building the muscle simultaneously.
- Weight training is harmful to regular growth and development of adolescents.
 - *Truth: 'Safe' weight lifting programs can help young people to grow stronger ligaments, tendons, bones & muscles – especially during growth spurts.*

TYPES OF TRAINING STRATEGIES:

Safe weight training consists of efficient warm up, proper technique, full range of motion lifting and cooling down procedures which includes stretching. These three strategies can be used to meet individual goals. Sample strategies include:

Weight Management



Program: Low weight & high repetitions. 1 set of 15 reps. (65%) (minimal rest periods)

Toning & Maintaining



Program: Full body circuit; 2 sets of 12 repetitions (75%) include full body lifts

Strength Training



Program: Pyramid Lifting 8-6-4-6-8 (85%) Targeted areas



COPING SKILLS - WHO AM I?

Mark the statements on one side or the other that describes the true you:

- | | |
|--|--|
| <input type="checkbox"/> I realize that life is hard before it gets easy | <input type="checkbox"/> *I expect life to be easy all the time |
| <input type="checkbox"/> *I look for others to help me be successful | <input type="checkbox"/> I work hard to achieve my goals |
| <input type="checkbox"/> I accept reality (it is what it is) | <input type="checkbox"/> *I want things to be my way |
| <input type="checkbox"/> *I think about myself first | <input type="checkbox"/> I think about others before myself |
| <input type="checkbox"/> I understand that rules make life fair | <input type="checkbox"/> *I think rules don't always apply to me |
| <input type="checkbox"/> I push through physical and emotional pain | <input type="checkbox"/> *I usually quit when things get difficult |
| <input type="checkbox"/> *I often think of or look at the negative first | <input type="checkbox"/> I have an optimistic (positive) outlook |
| <input type="checkbox"/> *I feel picked on when I get in trouble | <input type="checkbox"/> I accept consequences for my choices |
| <input type="checkbox"/> I accept it when I'm wrong and try to fix it | <input type="checkbox"/> *I make excuses and blame others a lot |
| <input type="checkbox"/> I am a problem solver | <input type="checkbox"/> *I need others to fix my problems |
| <input type="checkbox"/> *I give up easily when things get difficult | <input type="checkbox"/> I stick with and conquer challenges |
| <input type="checkbox"/> I understand others point of view | <input type="checkbox"/> *I only see how things affect me |
| <input type="checkbox"/> I am confident about overcoming obstacles | <input type="checkbox"/> *I feel helpless when faced with barriers |
| <input type="checkbox"/> *I keep to myself and don't ask for help | <input type="checkbox"/> I can ask for help when I need it |
| <input type="checkbox"/> *I demand more attention than others | <input type="checkbox"/> I easily share attention time |
| <input type="checkbox"/> I can deal with not getting my way | <input type="checkbox"/> *I get frustrated and quit when told 'No' |
| <input type="checkbox"/> I am confident to go my own pace | <input type="checkbox"/> *I honestly cheat to keep up if I can |
| <input type="checkbox"/> *I react in ways without thinking | <input type="checkbox"/> I react in ways that achieves my goals |
| <input type="checkbox"/> I accept defeat as a way to improve | <input type="checkbox"/> *I look to blame others when I lose |

Total the number of starred items you have checked. _____ **TOTAL**

*Your mentality is learned and often modeled by others. Behaviors that lead to success requires personal strength and **resilience**. Those who choose the powerless mentality fall behind and makes life harder for themselves. Each starred item leads to a 'victim & powerless mentality'. Items not starred are examples of resilience and effective coping skills. Your final total are the things you might want to return to and make some changes for the better.



CAREER CHARACTERISTICS

Directions: Circle the correct response related to each characteristic 'in your opinion'.

- TRUSTWORTHY – Can they be trusted to keep a secret when it's important?

No Way Maybe Yes Definitely

- RELIABILITY – Can people count on them to be where you are supposed to be?

No Way Maybe Yes Definitely

- WORK ETHIC – Do they go the 'extra mile' to complete or accomplish a task?

No Way Maybe Yes Definitely

- INTEGRITY – Do they always do 'the right thing' ?

No Way Maybe Yes Definitely

- INITIATIVE – Do they take charge and begin tasks without being told?

No Way Maybe Yes Definitely

- RESOURCEFULNESS – Do they find the answer without always asking for help?

No Way Maybe Yes Definitely

If you oversaw hiring for a big company, are they a good candidate for the job? YES NO MAYBE
What should they really work on to be that person? _____

VIGOROUS PROJECT GUIDELINES

Groups of 5's from your TECH group will create, design and teach a 10-minute vigorous lesson to your own TECH group.

REQUIREMENTS:

- Safe, fun and organized activity done in the gymnasium
- Vigorous, continuous activity lasting 10 minutes
- The activity involves core, upper and lower body exercises
- Modifications must be available for students in need

Grading Rubrics: (4 – excellent, 3 – good, 2 – fair, 1 – poor, 0 – no evidence)

- Preparation, demonstration & inclusion of all (teaching & learning)
- Continuous, vigorous (zone) movement during the activity
- Includes core, upper & lower body exercises
- Modifications presented



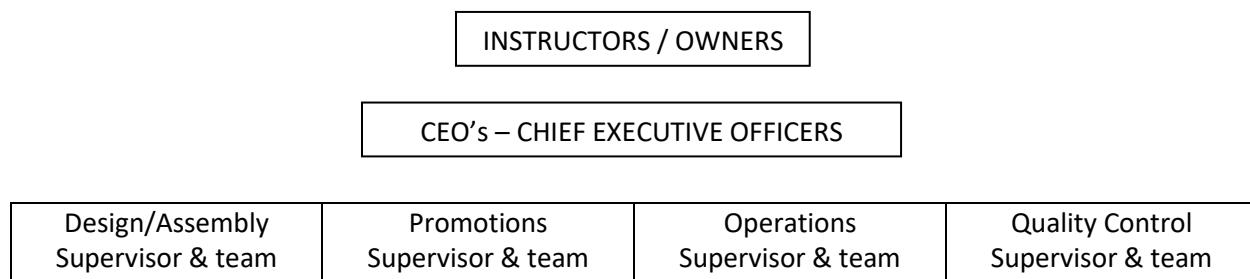
TECH SHOW – FUN FAIR

Benson High School presents its annual Tech Show which showcases student work to the public for two nights in April (6-9:00 pm). The Fit2liveandlearn PE classes present a major project known as the Fun Fair. Each class designs, promotes, and operates a safe activity booth at the Fun Fair during the Tech Show. The purpose is to experientially learn how the ‘world of work’ operates. The process includes selecting CEO’s, supervisors and teams to successfully complete this task. Students are evaluated by their classmates and graded by the teachers on characteristics such as teamwork, cooperation, communication skills, work ethic and responsibility.

OBJECTIVE:

- Incorporate career and business elements into the curriculum
- Develop team building and business management skills
- Display student work while promoting fun activities
- Explore and understand the world of work and chain of command in business
- Utilize personal skills and build characteristics important for career pathways

CHAIN OF COMMAND:



MY POSITION CHOICE: CEO _____ SUPERVISOR _____ WORKER _____

REQUIREMENTS:

- ✓ CEO’s and SUPERVISORS **MUST** attend both nights
- ✓ OPERATIONS & QUALITY CONTROL TEAMS **MUST** attend both nights
(Design/Assembly & Promotions are **not** required to attend the show)
- ✓ Athletes: Choose a team that does not conflict with game schedules

Dear Parents;

Your child has chosen the above position in this major class project. Please note the requirements and join your child in planning a head in order to earn the best possible grade. You are cordially invited to join at the free Tech Show to observe the amazing efforts and results in this learning experience. Thank you for your cooperation & support.

Sincerely, Fit2liveandlearn Staff



FACT OR FICTION

TRUE OR FALSE:

1. _____ Regular exercise increases a person's ability to breathe.
 2. _____ Warming up, stretching and cooling down is a good strategy to avoid injury.
 3. _____ Metabolism is the rate at which an individual burns energy or calories.
 4. _____ Excess or unused calories are stored as fat in the body.
 5. _____ A good way to lose weight is by sweating.
 6. _____ Exercise causes an immediate increase in appetite.
 7. _____ Women should not exercise during their menstrual cycle.
 8. _____ Exercise does not improve the body's ability to recuperate from illness.
 9. _____ When you are angry, stressed or frustrated, exercise is bad for you.
 10. _____ Exercise after a long day causes a person to become more fatigued (tired).
 11. _____ Eating a candy bar before competition will give you extra energy.
 12. _____ Exercising to the point of pain is the only way it will benefit you.
 13. _____ Eating excessive amounts of protein will improve your muscular strength.
 14. _____ Exercise does not give a person more energy.
 15. _____ Women who weight train regularly will develop bulky muscles like men.
 16. _____ A person can get rid of fat in certain areas if they train that area only.
 17. _____ The more muscle you have, the more calories you will burn.
 18. _____ Regular exercise improves your ability to breathe (VO₂ max.)
 19. _____ Exercise can function as an antidepressant and help with anxiety
 20. _____ Physically fit children perform better academically.
-

HOW MANY DID YOU GET WRONG? _____

(*F5-16)



EXERCISE RELATED INJURIES

MUSCULAR SYSTEM:

Atrophy:

The wasting away of muscular tissue due to a lack of use. Long periods of inactivity in a muscle group causes overall physical shrinkage and weakness.

Bruises:

Discoloration due to a blow to the skin or muscle – resulting in broken capillaries and bleeding beneath the skin. Also known as a contusion. **Apply cold packs to reduce the swelling and discoloration.*

Cramps:

Tight contraction of an unrelaxed muscle – attributed to a lack of salt, minerals or just general muscle fatigue. **Massage the area to relax the muscle.*

Strains/sprain:

Stretching or a tear in the muscle or tendon due to an abnormal or unexpected movement resulting in swelling and pain. **Rest, elevate and apply ice to reduce swelling. Medicate and reduce use until it heals.*

Tendonitis:

The tendon (connective tissue for muscles & bones) becomes stretching or torn repeatedly.

**Rest the area to reduce inflammation & treat with physical therapy.*

SKELETAL SYSTEM:

Bursitis:

Inflammation of the bursa (the protective layer between joints) due to excessive use or stress in a joint. **Rest the area to recover.*

Dislocation:

When the end of a bone is pushed out of the joint as a result of a fall or collision. **The bone must be returned to its normal position by a physician before proper healing can occur.*

Fracture:

A crack or a break in the bone. **Medical attention is necessary for proper healing.*

EXTRA INFORMATION:

Arthritis: Painful inflammation of the joint. *Reduce use to heal.

Fatigue: Feeling tired, exhausted or low energy.

Basic First Aid protocol = R.I.C.E.: Rest, Ice, Compress, Elevate

New Basic First Aid: M.O.V.E.: Movement; Options; Variation; Ease back

Medical Terminology: ‘cardi’ – heart; ‘osteo’ – bone; ‘arthr’- joint; ‘derm’-skin; ‘itis’ – swelling; ‘ology’ – study of; ‘osis’- condition of



SEDENTARY & CHRONIC DISORDERS

Directions: Read each paragraph, then underline the most important parts for study purposes. (4 words or less). Then test your knowledge on the worksheet to follow.

The more physically active you are at a younger age the better your chances are of remaining active throughout life. Children are normally movement oriented. As you grow older movement might become less a part of the daily routine causing potential problems and possible disorders associated with a **sedentary living** (Inactive lifestyle).

Sedentary living (also known as *hypokinetic*) causes a higher risk of developing chronic diseases. **Chronic** means persistent or constantly occurring. Although some diseases might be inherited, we must rely on modifying our lifestyles with regular exercise to ensure that we prevent the following disorders:

OBESITY: A person with above 30% body fat is considered **obese**. The human body has 30-40 million fat cells used to store energy. The body needs fat, however, an excess of stored fat especially around the abdomen is a signal of possible health problems to come. Carrying extra body weight is also a constant burden on your back, knees and joints. Obesity is also linked to diabetes, cancer and heart disease. Exercise and a proper diet help maintain a healthy body composition.

HYPERTENSION & STROKE: Blood moving through the arteries at a high pressure against the walls of the arteries eventually wear away portions of the lining, providing a place for plaque to build up. This weakening, thickening and tightening causes high blood pressure also known as **hypertension**. The best way to reduce the risk of high blood pressure is to limit alcohol, salt and negative stressors. A person with hypertension increases their risk of heart attack or **stroke** (blood clot in the brain from moving plaque). Regular exercise builds a strong heart and vessels.

OSTEOPOROSIS: A condition in which bones lose calcium and begin to deteriorate (go away), becoming porous (holes) and brittle is known as **osteoporosis** (brittle bone disease). Exercise is necessary for strong bone development throughout your entire life. Bone mass begins to decrease with age in your late 20's, so a proper diet rich in calcium and regular exercise is key.

ASTHMA: **Asthma** is a condition where the windpipe (trachea) becomes inflamed and obstructed making it difficult to breathe. Triggers to asthma can be pollen, heat and even exercise. A medically prescribed inhaler should be used to combat this difficulty as well as proper exercise habits to strengthen the respiratory system.

STRESS: Stress is a normal part of life, however, **distress** (negative stress) can be deadly especially if it is chronic. Stress causes an increase in blood pressure, hormone levels, anxiety, sleeplessness and depression. Learning proper coping method is essential for wellbeing. Coping methods such as breathing, meditation and exercise can ease the stress by practicing these healthy outlets.



CHRONIC DISORDERS WORKSHEET

Directions: Using your recall from the underlined note taking from the previous page, answer the questions, then go back and check your knowledge.

1. What is meant by hypokinetic? _____
2. Chronic means _____
3. 30% or more of body fat is the definition of _____
4. Carrying extra body weight is a burden on your _____
5. High blood pressure is called _____
6. What is a stroke? _____
7. Osteoporosis is called _____ disease.
8. A swollen windpipe making it hard to breathe is the definition of _____
9. Obesity is linked to what other three disorders? _____

10. List 5 problems linked to chronic stress.

EVENT: What is your biggest stressor right now?

RESPONSE: Plan to cope?

OUTCOME: Results?



METABOLISM

One out of every three Americans are said to be overweight. Sedentary living is as much to blame for this situation as overeating. Balancing your own caloric intake with the number of calories used each day as energy will help maintain a healthy body weight.

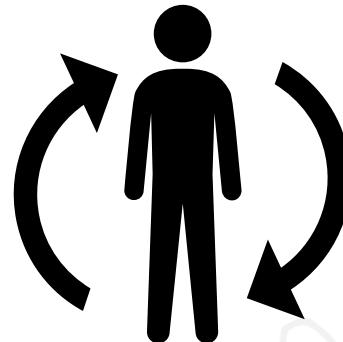
The human body gets all its energy from the food that we eat. The energy value present in our food is measured in calories (also known as units of heat). Your body requires this energy to sustain itself, but excess or unused calories will be stored as fat. Metabolism is the rate you burn energy - everyone is different. The number of calories you burn depends on the amount of muscle you have, your body weight and the intensity of activities you do. Slow moving activities like golfing and walking burn fewer calories than high intensity or strenuous activities like basketball or running. These varying intensities are known as moderate or vigorous. Moderate exercise burns 7 calories per minutes, while vigorous exercise burns 10 calories per minute.

Muscles are your engine. The larger the size of the engine (LBM, lean body mass) the more calories you burn at a faster rate. Fat is our stored energy. This type of caloric energy burns slow and steady. One pound of fat is equivalent to 3500 calories. To put that in perspective, a single hour of a continuous game of tennis only burns approximately 400 calories. Therefore exercise alone is not enough to maintain a healthy body weight.

Regular exercise and a balanced diet will help in the prevention of becoming overweight. A person is considered overweight if their body fat percentage is over 25%. Being overweight is linked to such disorder as type II diabetes; hypertension, heart disease and cancer.

Caloric intake is a measurement to consider however, types of foods containing those calories are also very important to balance. For example; a serving of green vegetables contains the same number of calories as a donut. One is much healthier than the other. Nutritious value and a variety of proper foods are key to a well-functioning body.

DIETING: Crash dieting or restricting calories needed to function is dangerous to your metabolism and to overall health. Again, balancing nutritious intake and regular movement is the healthiest way to maintain a good body composition.





METABOLISM WORKSHEET

1. How many calories would a person need to burn to rid of 1 lb. of fat? _____
2. What is the definition of metabolism? _____
3. How is energy measured in food (also known as units of heat)? _____
4. How many calories are burnt by each type of exercise?
Moderate _____ Vigorous _____
5. List four disorders linked to being overweight. _____

Critical Thinking:

6. The body is made of two parts – LBM (lean body mass) and Body Fat. If a person has 25% body fat, then what percentage is the lean body mass? _____ %
7. While having body fat is important, explain why it is better to have a bigger engine? _____

8. What is the best way to maintain a healthy body weight? _____

9. What are the two reasons everyone's metabolism different? _____

10. If it takes one hour of continuous basketball to burn 500 calories, how long would you have to play continuously to burn off one pound of fat? _____ hours.



TECH SHOW DEBRIEF

Directions: Now that you have gone through a simulation of the WORLD OF WORK, reflect on the experience by answering the following questions honestly. Be prepared to share out the answers to #5 - #6 with your team.

1. My BOOTH NAME was _____
2. My ROLE in this project was... (CEO SUPERVISOR WORKER)
3. Our booth grade was... _____. .
4. Give yourself an HONEST personal grade for your efforts in the success of your team (in your opinion). Grade _____.
5. What would you have done differently when selecting leaders for your group? (respectfully) _____

6. What positive advice or suggestions would you give your CEO's or Supervisor that might have made a difference in the success of your booth. _____

7. If you could do this project over again, what would YOU do differently that might have made a positive difference _____

8. How well did you choose the right team to fit your personality & strengths (circle)

Perfect Fit	Okay Fit	Not a Good Fit
-------------	----------	----------------
9. What suggestions would you give next years' freshmen concerning this project?

10. Summarize TWO specific things that you learned about the WORLD OF WORK through this experience? _____



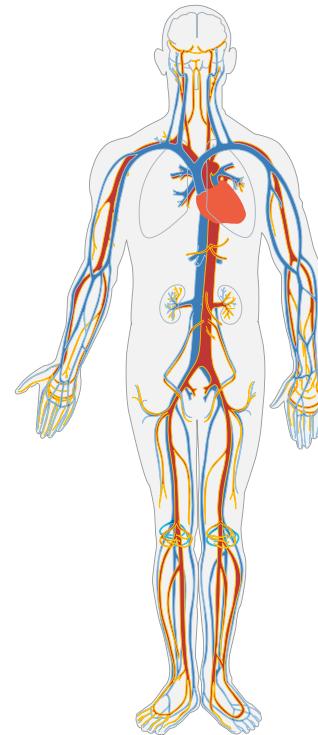
THE CIRCULATORY SYSTEM

The circulatory system is the transportation highway of the body, composed of miles of vessels carrying oxygen, nutrients, hormones, and blood cells. Its main task, much like many others is to keep us alive. There are three main types of vessels: *Veins*, *Arteries* and *Capillaries*. Capillaries are the smallest, some thinner than a single hair.

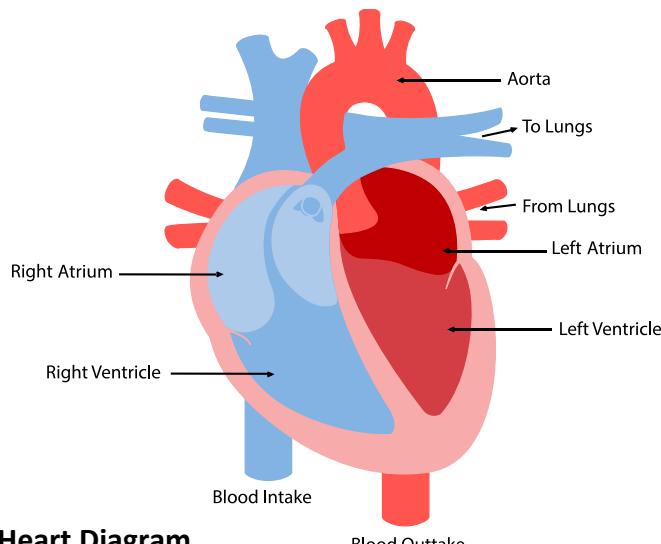
The heart is a muscular pump, the size of a fist. The heartbeat that you hear is the blood pressure through the vessels. There are four chambers of the heart, upper chambers called atrium; lower are called ventricles. Blood flows to the heart, then pumped to the lungs (to pick up oxygen or to the body to use the oxygen and take away the waste product, carbon dioxide).

A healthy heart is one that is trained through regular exercise and is the most important muscle of the body.

STROKE VOLUME: Stroke volume refers to the volume or amount of blood flowing out of the heart in one heartbeat or single stroke. The stronger the muscle, the larger the volume.



Circulatory System Diagram



Heart Diagram

Assessment:

1. The heart is a muscular _____

2. Blood carries these four things:

3. The upper chambers? _____

4. The lower chambers? _____

5. Name the three types of vessels:

6. What is meant by 'Stroke Volume'?

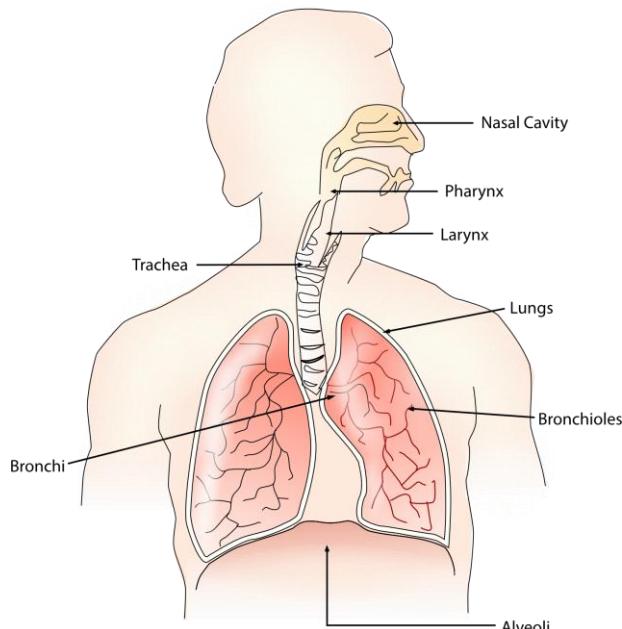


THE RESPIRATORY SYSTEM

The respiratory system brings oxygen into the body and removes carbon dioxide, gases and general pollutants partially through the nasal cavity (the filter). This system is composed of numerous networks of air sacs and vessels that exchange gases constantly.

Major components of the system include: The nasal cavity (nose); pharynx (throat); trachea (windpipe); bronchi (bronchial tubes); and alveoli (air sacs). This rhythmic and somewhat mechanical breathing process is called inhaling (breathing in) and exhaling (breathing out). It is controlled by the diaphragm located directly below the lungs. This muscle contraction process forces air in and out of the lungs – exchanging old for new.

Aerobic exercise workouts on a regular basis will improve this system's capacity to inhale and exhale a greater volume of oxygen - making it work more efficiently. The volume of oxygen you can take in and exhale in a single breath is referred to as **VO2 Max**. The higher it is, the better the capacity to do its job.



Assessment:

1. Give the proper name for the following: Windpipe _____
Throat _____; Air sacs _____
2. Name the two gases exchanged when breathing:
Inhale _____ Exhale _____
3. What is the best type of exercise to improve lung capacity? _____
4. What is meant by VO2 Max? _____
5. What part of the body is considered the breathing filter? _____



LIFE EXPECTANCY

There is no sure way of determining one's life expectancy, but calculations will allow you to take a critical look at a statistical number of years based on your answers to the following criteria. This brief inventory will help you see if your health habits and even inherited traits are increasing or decreasing your chances for a statistical long life.

Directions: Add or subtract the number associated with each statement that applies to you. This will calculate the estimated life expectancy. Begin with age 72.

- 72
1. I am female (+4); male (+3). _____
 2. I live in a town with fewer than 15,000 people. (+2) _____
 3. I live in a city with at least 1 million people. (-2) _____
 4. I have a grandparent who has lived to age 85. (+2) _____
 5. All my grandparents have lived to age 80. (+6) _____
 6. A parent of mine has had a stroke or heart attack. (-4) _____
 7. A parent, brother or sister has had diabetes since childhood. (-3) _____
 8. I have a paying job that takes over 20 hours a week. (-2) _____
 9. I sit at a desk for the majority of my day. (-2) _____
 10. I exercise vigorously for 20 minutes, 3 times a week. (+2) _____
 11. I exercise vigorously for 30 minutes, 5 times a week. (+4) _____
 12. I sleep for more than 10 hours every night. (-4) _____
 13. I tend to be intense, aggressive and fired up easily. (-3) _____
 14. I tend to be easy-going and relaxed. (+2) _____
 15. I am usually happy and content. (+1) _____
 16. I am usually unhappy. (-2) _____
 17. I eat at least 3 servings of green vegetables daily. (+2) _____
 18. I do not wear a safety belt in a car. (-1) _____
 19. I smoke cigarettes daily: $\frac{1}{2}$ - 1 pk. (-3); 1-2 pks. (-6); more (-8) _____
 20. I am overweight. BMI 25-29 (-2); 30-36 (-4); more (-8) _____
 21. I have a physical exam at least once every 2 years. (+2) _____
 22. I use substances recreationally (alcohol, etc.) 2x/wk (-2); 3-4x/wk (-4), more (-8) _____
 23. I eat fast food 3x/wk (-2); 4 - 5x/wk (-4); more (-8) _____

CALCULATE YOUR SCORE ... My statistical life expectancy age is ...

*Note: For people 11-19, the average score for men is 70, the average score for women is 78.



LETTER TEMPLATE

Directions: You are welcome to use this template for your letter. A **downloadable template** for Word is available on the Fit2LiveandLearn website under 'Student Resources'. Fill in the blanks with your information. Be mindful of spelling and punctuation. Your letter must be typed. Get started!

Requirements: 1) Computer underline your HRFC strength & HRFC weakness in paragraph 1.

2) **Bold** the recommendations for lifelong fitness in paragraph 2.

3) Type your name, class color, period and roll # on the top.

Dear _____,

I would like to share my fitness experience this year. As you can see from my attached graph, my fitness levels have improved. My biggest strength is the _____?_____ results. The health-related fitness component that matches this strength is _____?_____.

My weakness appears to be the _____?_____ results. The health-related fitness component that matches that test is _____?_____.

I am proud of all of the improvements in my fitness this year.

My summer plan to continue focusing on my health includes three SMART goals; exercise, nutrition and mental strength. My exercise plan is to _____?_____

_____. I learned that the frequency of this exercise plan should be 6 days a week of moderate to vigorous activity; the intensity level should be within my target heart range of ___?___. The time spent exercising should add up to 60 minutes a day. My nutrition plan is to

_____?_____

and my mental strength plan is to _____?_____.

Staying focused on these three goals will help me maintain a balanced, healthy lifestyle.

What I need from you to achieve this healthy plan is _____?_____
_____. I could also benefit from _____?_____

_____. I would appreciate it if you _____?_____.

Finally, thank you for _____?_____.

Your support continues to help me grow and be the best I can be.

In conclusion, this freshmen year has been a life changing experience. I have worked hard on my personal fitness and maintaining a positive mental attitude. Here are some of the positive aspects that I experienced. The achievements I am most proud of includes _____

_____.

My favorite activities in this Fit2LiveandLearn class were _____?_____

_____. I am grateful for _____

_____. It has been a full and eventful freshmen year of physical, mental and social growth here at Benson High School.

Sincerely, _____



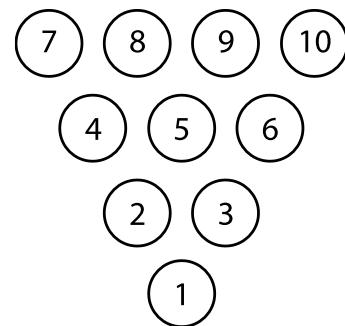
BOWLING – KEEPING SCORE

HISTORY: This game has evolved over the centuries and to this day is played differently depending on the country. In England, it is called ‘Bowles’; ‘Nine Pin’ in Holland; ‘Carreaw’ in France and ‘Curling’ in Scotland. In Medieval times, games similar to bowling were used to settle disputes, solve problems, determine faith and establish social ranking. Today, this simple but technical game is played recreationally, competitively and is fun for all ages.

OBJECTIVE: In its simplest form, bowling is played by rolling a ball down a level, polished wooden alley known as a lane. The player attempts to knock down as many pins as possible in the fewest number of rolls within the 10 frames of play.

TERMINOLOGY:

Foul:	When a player steps on or over the foul line on the lane.
Approach:	Footwork prior to delivery.
Frame:	Boxes on the scoresheet. 1 game = 10 frames
Headpin:	The pin placed at the very front of the triangle. #1
Kingpin:	The pin centered in the middle of the triangle. #5
Strike:	Knocking down all 10 pins in the first roll.
Spare:	Knocking down all 10 in two rolls.
Split:	When the 7 – 10 pins are the only ones standing.
Spot bowling:	Aiming at the spots on the middle of the lane.
Pin bowling:	Aiming at the pins at the end of the lane.
Turkey:	Bowling three strikes in a row.



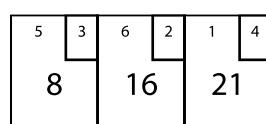
SCORING: Knowing the rules of any game is important for strategy and fairness. While most bowling alleys have a computer system that does the scoring for you, it is important to know how you acquired the score and bonus points to maintain that competitive fun. A perfect game scores 300 points. That means the player rolled all strikes for all 10 frames. (*Note: In the final frame, a strike or a spare earns the bonus rolls). There are three types of frames scored; open, spare and strike. Spare and strike frames earn bonus points.

Open frame = no spare or strike; add the two numbers together for the frame total.

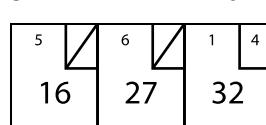
Spare frame = add the two rolls which equals 10 but add the next roll as a bonus.

Strike frame = scores 10 pins and the next two rolls as bonus points.

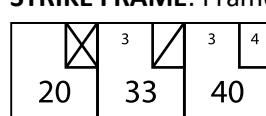
OPEN FRAME: Frame 1 adds the $5+3=8$; second frame adds the $6+2=8 + 8$ from frame 1 for a total of 16;

 third frame adds the $1+4=5 + 16$ from the previous frame to get **21**. The score continues to increase.

SPARE FRAME: Frame 1 adds the $5+5$ for the spare (10) but then add the next roll as a bonus

 which is 6. $10+6=16$ for frame 1; in frame 2 you do the same. $6+4=10$ plus the next roll which was 1. $10+1=11$ added to the previous frame of $16=27$. Frame 3 is an open frame $1+4=5+27=32$

STRIKE FRAME: Frame 1 adds the 10 for the strike but adds the next two rolls ($3+7$) as a bonus

 from the next frame. $10+10=20$. Frame 2 is scored like the spare above. The spare ($3+7=10$) plus the next bonus roll (3) = $13+20=33$. Frame 3 is an open frame. $3+4=7 + 33 = 40$.



SCORE-KEEPING PRACTICE

4	2	6	1	5	3	7	0
---	---	---	---	---	---	---	---

Directions: Score each line of bowling separately.

9	/	8	1	3	/	9	0
---	---	---	---	---	---	---	---

First line consists of all open frames.
(add each)

X	9	0	X	5	1
---	---	---	---	---	---

Second line consists of spare and open frames. (Rule: 10 + next roll)

2	/	X	X	1	7
---	---	---	---	---	---

Third line consists of strike and open frames. (Rule: 10 + next two rolls)

5	/	X	3	/	6	2
---	---	---	---	---	---	---

Line four & five consists of challenging mixed frames.



FITNESS COMPARISON RESULTS

September	May	Results
<p>LBM %</p> <p>1. Weight _____ lbs. 2. LBM % _____ 3. Move the decimal left 2 places (i.e. 19.4 to .194) _____ 4. _____ x _____ = _____ Wt. #3 lbs. of LBM</p>	<p>LBM %</p> <p>1. Weight _____ lbs. 2. LBM % _____ 3. Move the decimal left 2 places (i.e. 19.4 to .194) _____ 4. _____ x _____ = _____ Wt. #3 lbs. of LBM</p>	<p>LBM % My LBM went (up down) I have (gained or lost) ____ lbs. LBM</p>
<u>Show your Work:</u>	<u>Show your Work:</u>	<u>Extra:</u>

Congratulations! You have persevered through a full year of regular exercise.

1. Summarize your body compositions results. _____

2. Are you satisfied with your results? ____ If no, what realistic things would you consider changing that might make a difference? _____
3. At the beginning of the year, did you think your fitness level would change this much?
Yes No Why or why not? _____
4. Check the following that best describes your future health pursuits now that you are on your own plan.

- I will continue to follow my own exercise regimen that keeps me in shape.
 I will probably not exercise any longer and gain the average 14 pounds next year.
 I will continue to be careful with my dietary intake and plan to exercise regularly.
 I don't believe I need to exercise to stay healthy.
 I will need to find a person to help me stay on track and workout regularly.
 I plan on letting life happen to me and we will see what happens.
 I am going to join a health club to stay in shape.



THE GAME OF GOLF

Golf is one of the oldest and most respected games. There is no such thing as a perfect game in golf. Admired around the world, golf is a lifetime sport played recreationally and competitively.

OBJECTIVE: The object of golf is to complete the course in the fewest number of strokes as possible. Low score wins. Each swing of the club is considered a stroke, whether you hit it or not.



ETIQUETTE: This game has always been considered a 'gentlemen's game' because of its high standards and expectations for character, etiquette and following the rules.

- Honesty scorekeeping; and Integrity for following the rules
- Replacing any divot; calling 'Fore' for arrant hits; and quiet during play
- Allowing the player farthest from the hole to play first

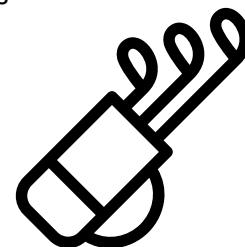
CLUBS: There are four basic types of clubs used for different situations of play. Each club has a separate purpose dependent on the location and distance on the course.

Drivers: Used to hit for distance; mostly for the tee off

Irons: Used on the fairway for control

Wedges: Used for getting out of hazards such as sand

Putter: Used for putting on the green

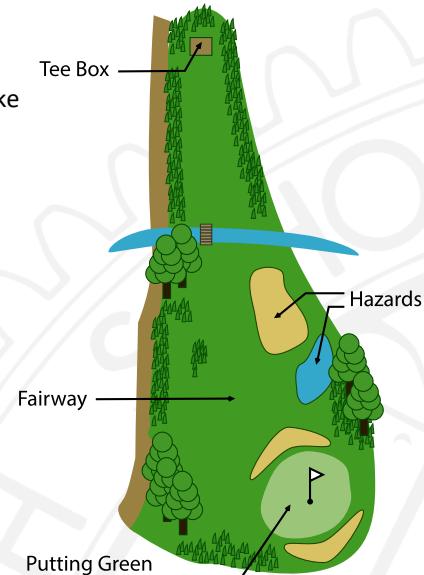


*The number on the club refers to the angle & distance the ball will fly. The higher the number the higher the loft on the ball upon contact. For example; a 9 iron or wedge will have a higher loft or trajectory for shorter shots.

TERMINOLOGY:

- Divot: A gouge or clump of turf dislodged from the ground on a stroke
- Birdie: One stroke under par
- Bogey: One stroke over par
- Tee: The small extension used only on the tee off
- Trajectory: The angle of the ball flight

COURSE: Each course is different. Most consist of 18 fairways & holes of varying configurations, distances, and hazards of play. Each hole has its own designated expectation for the number of strokes it should take. This is known as 'par'- (hence the saying, 'par for the course'). Parts of the course includes: The fairway; the tee box; hazards such as sand traps (bunkers), trees, & water; and the putting green.





COMMUNITY ACTIVITY

Participate in an organized community activity or event outside of the PE class. (Examples include: Fun Run; a sport; fitness club or class; walkathon, etc.). Acquire proof by getting a signature from the organizer or take a photo of yourself participating in the activity. The due date is in May. *Note: A parent signature is not acceptable proof.

Name of the event: _____

Date(s) you participated in the event: _____ Cost? _____

Location of the event: _____

Who sponsored this event? _____

Approximately how many people participated in this event? _____

Briefly summarize this experience from start to finish:

Would you participate in this event again? _____

What would you do differently, if anything? _____

Would you say this event was aerobic or anaerobic? _____

How many minutes of activity did you get each time you participated? _____ min.

How many calories did you burn in the course of this event? _____ calories.

**Remember: Vigorous burns 10 cal./min, Moderate burns 7 cal./min*

Signature of the coordinator, coach or A.D: _____

Phone number: _____

Stamp of Completion:

The proof I submitted was:

- Signature & phone #
- A photo or video



EXTRA CREDIT | SPORTS

Extra credit will be earned for any student who participates on an organized sports team for the season. In school sports earns 50 pts; outside of school sports teams earns 25 pts. One option per semester.

Sport/Activity: _____ Coach: _____

School/organization: _____ Start Date: _____

What did you learn about the following:

Self Discipline/Commitment: _____

Sportsmanship: _____

Teamwork/Cooperation: _____

List the physical skills you developed from being on this team: _____

Coach Signature: _____ Phone: _____

Sport/Activity: _____ Coach: _____

School/organization: _____ Start Date: _____

What did you learn about the following:

Self Discipline/Commitment: _____

Sportsmanship: _____

Teamwork/Cooperation: _____

List the physical skills you developed from being on this team: _____

Coach Signature: _____ Phone: _____



PARTNER FITNESS

Directions: With your partner, complete the exercise together then initial the partner column before moving on (not a check mark).

<u>Exercises</u>	<u>Partner Initials</u>
15 Crunches	_____
Jog 3 laps around the court	_____
60 seconds of wall sits	_____
20 Star jumps	_____
15 perfect push ups	_____
Sprint 4 lengths of the gym	_____
15 Modified push ups	_____
15 V ups	_____
35 Jumping jacks	_____
10 Plank ups	_____
12 Burpees	_____
40 Mtn. Climbers	_____
Jog 5 laps around the court	_____
10 Knee ups	_____
Hold sit & reach position for 30 sec.	_____
1 lap SPEED walk around the gym	_____
Stretch with your partner	_____

WORDS TO LIVE BY:

Live beneath your means; Return everything you borrow; Stop blaming others;
Admit it when you make a mistake; Give clothes not worn to charity; Don't argue;
Do something nice without getting caught; Listen more-talk less; Everyday take a
30 minute walk; Strive for excellence, not perfection; Be on time; Get organized;
Be kind to animals, strangers and unkind people; Take time alone; Cultivate good
manners; Be humble; Realize & accept that life isn't always fair; Don't make
excuses; Know when to keep your mouth shut; Go an entire day without
criticizing or judging others; Learn from your past, plan for your future and live in
the present; Don't sweat the small stuff, it is only stuff!



SMALL STEPS - MOVE TOWARDS YOUR RESOLUTION

Did you want to ring in the new year with resolutions for a healthier you? Bravo! An impressive 60% of resolutions makers might hit their goal within months. Of course, what is on your list counts. We want to change what we bet is in the #1 spot... ‘lose weight’. Instead make it ‘move more’, as in ... get moving. If you need to lose just 10 or 20 pounds, bump everything including ‘lose weight’ down a notch. Moving is the answer.

#1: Underline the evidence that proves... ‘Fitness edged out the scale’

Fitness edged out the scale. The fit/fat debate raged for years, until new data hit the news in 2011. Men who get active are almost 40 percent less likely to die gaining 11 years longer even if they gained weight. Every increase in fitness level lowers the risk of fatal heart attacks and strokes by 10 percent. Cutting back on exercise boosts your risk four times more than gaining a few pounds does.

#1: Circle six benefits of moving every day.

The take home lesson: worry less about weight (unless you are obese) and focus more on getting and staying active. It's not that we don't think excess weight, especially belly fat, isn't important. But doing something active every day discourages a buildup of that health threatening belly fat, reduces stress, improves sleep, sharpens your memory, makes you happier, keeps your body systems humming and makes you more likely to do other healthy things - like losing weight.

#3: Put [brackets] around the advice for avoiding the lethal effects of sitting.

Sitting around proves lethal: Strong evidence in 2011 showed that sitting around messes up your blood sugar, blood pressure and cholesterol, and yes - causes cancer. Scientist linked more than 90,000 cases of breast and colon cancer every year to prolonged sitting. Breaking up the endless time on your tush, even for a few minutes, breaks up the bad body effects.

Can't always find time? Do mini workouts. Often the toughest thing about exercise isn't doing it, it's fitting it in. If you can't swing a 30 minute walk every day, plus 30 minutes a week of strength training (our easiest prescription for fitness), don't worry about it? Slicing and dicing your activity into 10-minute chunks spread throughout the day works just as well for your weight, waist size management and health. Just be sure to do it!

Use the buddy system: Why do it alone when being in cahoots with a health change partner doubles your odds for success! You keep each other honest and cheer each other on. Plus, walking and talking naturally blows off stress – another health booster.

#4: Explain in your own words ... why using the buddy system works.



COMPLAINING REWIRES THE BRAIN BY TRAVIS BRADBERRY

1. Research shows that most people complain once a minute during a typical conversation. Complaining is tempting because it feels good but like many habits, complaining is not good for you.
2. Your brain loves efficiency and doesn't like to work any harder than it must. When you repeat a behavior, such as complaining, your neurons branch out to ease the flow of information. This makes it easier to repeat that behavior. So easy, you might not realize you are even doing it.
3. You can't blame your brain. Who'd want to build a temporary bridge every time you need to cross a river? A permanent bridge makes more sense. So, your neurons grow closer together and the connections become more permanent, (aka *hardwired*). Scientist like to describe this process as "Neurons that fire together, wire together".
4. Repeated complaining rewrites your brain to make future complaining more likely. Overtime, you find it's easier to be negative than positive. Complaining becomes your *default behavior*, which changes how people perceive you.
5. Here is the kicker: complaining damages other areas of your brain as well. Research from Stanford University has shown that complaining shrinks the hippocampus – the area of the brain that's critical to problem solving and intelligent thought. Damage to the hippocampus is scary, especially when it's one of the primary areas of the brain destroyed by Alzheimer's.
6. Complaining is also bad for your health: While it's not an exaggeration to say that complaining leads to brain damage, it doesn't stop there. Complaining releases the stress hormone - cortisol. Cortisol shifts you into flight or fight mode, directing oxygen, blood and energy away from everything but the systems that are essential to immediate survival. One effect of cortisol is to raise your blood pressure and blood sugar so that you'll be prepared to escape or defend yourself.
7. All the extra cortisol released by frequent complaining also impairs your immune system and makes you more susceptible to high cholesterol, diabetes, heart disease and obesity. It even makes the brain more vulnerable to strokes.
8. Here is one thing you can do when you feel the need to complain. It is to cultivate an *attitude of gratitude*. That is, when you feel like complaining, shift your attention to something that you're grateful for. By taking time to contemplate what you're grateful for, it reduces the stress hormone cortisol by 23%. This in turn improves mood, energy and substantially less anxiety. In time, a positive attitude will become a way of life.



POWER OF WORDS - WORDS CAN CHANGE YOUR BRAIN!

1. An MRI scanner can show neural changes in the brain. Flashing a card that says 'NO' for less than a second causes a sudden release of *stress producing hormones* and neurotransmitters. These chemicals immediately interrupt the normal brain function, impairing logic, reasoning, language processing and communication.
2. In fact, seeing or hearing a list of negative words for a few seconds will make a highly anxious or depressed person feel worse. The more you focus on these words, the more you can damage key structures that regulate your *memory, feelings and emotions*. It disrupts sleep, appetite and the ability to experience long term happiness.
3. If you even slightly frown when saying 'no', more stress chemicals are released in the brain. The listener experiences increased anxiety thus undermining *cooperation and trust*. Being around negative people will make you more prejudiced towards others.
4. Any form of negative thinking will stimulate a release of destructive *neurochemicals*. Especially in children, the more negative thoughts they have - the more likely they are to experience emotional turmoil.
5. Negative thinking can become a habit of the mind. This means the more you engage in negative dialogue the more difficult it is to stop. Negative words spoken in anger do even more damage. They send alarm messages through the brain, interfering with the decision making centers in the frontal lobe and increasing irrational actions.
6. Our brains seem to be hardwired to worry – perhaps carried over from ancestral times of countless threats to survival. Fear provoking words – like *death and illness* also stimulate the brain in negative ways. Fearful words stimulate parts of the amygdala, to react even if the threat is not real.
7. The power of positive - like the word 'yes', teaches the brain to focus on the positive. Positive affirmations are key communication improvements that helps gain control and confidence. However, the brain responds much slower to our positive words and thoughts since they are not a threat to survival. To overcome this bias, we must consciously generate and repeat as many positive thoughts as we can. *It takes at least five positives to override one negative*. It doesn't even matter if the positive talk is not real – it will still improve wellbeing, optimism and attitude about life.
8. Positive words and thoughts propel the 'motivational centers' of the brain into action and helps build resilience when faced with life's problems. Share your positive words and thoughts often. This will allow you to interrupt the brains habit for being negative. You will feel better, live longer and build deeper and more trusting relationships with others.



NEGATIVE STRESS & THE BRAIN – BREATHE

1. Being stressed or feeling overwhelmed is a way of life for many these days. Unfortunately, it's also a way of shortening life. Too often, the power and effects of stress are underestimated. Likewise, the power and effects of being around negative people are also underestimated.
2. We all know people who are so negative we can't wait to get away from them. Science is now revealing - that is what you should do. Get away and stay away! It's actually harmful to your health. Although everyone has bad days, some people have bad days and drama on such a regular basis that it consumes them and any one close to them.
3. In addition to negative people bringing you down or affecting your mood, neuroscience has discovered that they can actually have an effect on the physical structure of your brain! The words someone else speaks or the actions they take in your presence can change your brain. How you choose to spend your time and with who, matters greatly.
4. The best approach for effectively dealing with negative input and managing stress is to be proactive. Like all problems, prevention is the key. It is essential to become aware of what is going on around you and within your body and mind so that you can avoid it.
5. One of the best things you can do in a stressful situation is to simply **breathe**. Remind yourself that controlled breathing will diminish anxiety. Redirecting your focus and breathing influences the *sympathetic nervous system* that regulates blood pressure, heart rate, circulation, digestion and so on.
6. Breathing also provides oxygen to the circulatory and respiratory system to purify our blood by removing poisonous waste products running throughout our blood systems. Irregular breathing will hamper the purification process and cause waste products to remain in circulation. The lack of oxygen leads to the build-up of the waste product which causes fatigue and anxiety.
7. In just a few minutes you can control your breathing and redirect your thoughts. With practice, simply saying the word '**relax**' (or any other positive word that represents calmness) while you are breathing, your brain and body will react accordingly. Notice which areas of your body are tense and what symptoms you are experiencing while going through the breathing process.
8. Practice the technique on a consistent basis until it becomes a habit. It typically takes 30 – 45 days for new neural pathways to form within the brain. New neurons and neural pathways mean new information is being encoded in those cells of the brain. When the new information overrides the old, the brain has a new reference point and a new habit is created. When it becomes a habit, stress management will be on autopilot within your subconscious. So, in conclusion... **Again, prevention is the key**. Reduce or eliminate the time spent with negative people. When stressed, simply breathe.



TOXIC BEHAVIORS THAT RUIN RELATIONSHIPS

1. **Being envious of everyone else.** – Don't let envy (or jealousy) get the best of you. There is nothing attractive or admirable about this behavior. Your journey is YOUR journey, NOT a competition. You are in competition with only yourself. You are competing to be the best you can be.
2. **Taking everything too personally.** – People are toxic to be around when they believe that everything is a direct assault on them. The truth is that what people say and do to you is much more about them, than you. Whether people think you're amazing, or believe you're the worst, again, is more about them. I'm not suggesting we should be narcissists and ignore all feedback. I am saying that so much hurt, and sadness in our lives comes from our taking things personally.
3. **Acting like you're always a victim.** – Another toxic behavior is persistent complaining that fuels your sense of victimization. Believing you're a victim, that you have no power to exert and no power over the direction of your life, is a toxic stance that keeps you stuck. We all have access to far more power, authority, and influence over our lives than we think. When you stop complaining, and refuse to see yourself as a helpless victim, you'll find that you are more powerful than you realized. It is a choice.
4. **Hoarding pain and loss.** – One of the hardest lessons in life is letting go – whether it's guilt, anger, love or loss. Change is never easy – but oftentimes letting go is the healthiest path forward. It clears out toxic thoughts from the past. You've got to emotionally free yourself from the things that once meant a lot to you, so you can move beyond the past and the pain it brings you.
5. **Obsessive negative thinking.** – It's very hard to be around people who refuse to let go of negativity – this is when you speak negatively about the things that could happen, how you have suffered, and the unfairness of life. These people stubbornly refuse to see the positive side and lessons of life. Pessimism is one thing – but remaining locked in a negative mindset is another. Only seeing the negative, is a twisted way of thinking and living, and you can change that.
6. **Lack of emotional self-control.** – An inability to manage your emotions is toxic to everyone around you. These are people –who explode in anger and tears over the smallest problem. Outbursts of emotions suggests something more serious within. If you find that you're overly emotional, losing your cool, you may need some outside assistance to help you gain control over your emotions.

(cont. on next page)



TOXIC BEHAVIORS THAT RUIN RELATIONSHIPS (CONT.)

7. **Making superficial judgments about others.** – Don't always judge a person by what they show you. Remember, what you see is oftentimes only what that person has chosen to show you, often based on their inner stress and pain. Alas, when another person tries to make you suffer, it is usually because they suffer deep within themselves. Their suffering is simply spilling over. They do not need punishment or ridicule, they need help. If you can't help them, let them be.
8. **Cruelty (or lacking empathy and compassion).** – One of the most toxic behaviors – cruelty comes from a total lack of empathy, concern or compassion for others. We see it every day online and in the media – people being devastatingly unkind and hurtful to others just because they can. They tear people down online in a cowardly way, using their anonymity as a shield. If you find yourself being cruel, stop in your tracks and find compassion within your heart.
9. **Cheating and cutting moral corners simply because you can.** – Cheating is a choice, not a mistake, and not an excuse! If you decide to cheat, and you succeed in cheating it only reinforces this despicable habit. Be bigger than that. Don't do immoral things simply because you can. Don't cheat. Do the right thing. Integrity is a choice & the essence of everything successful.
10. **Hiding your truth.** – People cannot connect with you if you're constantly trying to hide from yourself. And this becomes a truly toxic situation the minute they become attached to your false persona. So remember, no matter what age, race, sex, or sexuality you are, underneath it all, you are a pure, beautiful being. Celebrate being different, off the beaten path, or your own special creation. If you find yourself feeling like a fish out of water, by all means find a new river to swim in. Do not change who you are; be yourself.
11. **Needing constant validation.** – People who constantly strive for validation by others are exhausting to be around. Those people who get caught up in the need to prove their worth over and over are unintentionally toxic and draining. Over-attaching to how things have to look to others can wear you out and bring everyone else around you down. The bigger picture is about the journey, the process, the path – what you're learning, and how you're helping others.
12. **Being a stubborn perfectionist.** – As human beings, we often chase static states of perfection. We do so when we are searching for the perfect house, job, or friend. Because life is a continual journey, constantly evolving and changing, perfection doesn't exist. What is here today is not exactly the same tomorrow – that perfect house, job, or friend will eventually fade to a state of imperfection. But with a little patience and an open mind, over time, that imperfect house evolves into a comfortable home. That imperfect job evolves into a rewarding career. That imperfect friend evolves into a steady shoulder to lean on.



ZAPPING YOUR MENTAL STRENGTH

Directions: Read each behavior and its explanation. Each gives the best suggestion for how to overcome the problem (*Get Happy Now*). Circle those which you could work on for better happiness.

You slouch when you walk: How we feel can affect the way we walk. Researchers found that people who walk with shoulders slouched, hunched over, and with minimum arm movements, experience worse moods than those who have more pep in their step. *Get happy now: Lift your chin up, roll your shoulders back to keep your outlook positive.*

You're letting a bully get the best of you: Bullying doesn't end when you leave school. Being attacked maliciously in person; at work or on the internet destroys self-esteem, it can be devastating. It makes you emotional volatile and difficult to get through the day. *Get happy now: Stop the bully now! Report all incidents of harassment or bullying.*

You don't exercise: Consider this: If you become more active three times a week, your risk of being depressed decreases 19%, according to a new study in *JAMA Psychiatry*. People who were depressed were less likely to be active, while those who were active were less likely to be depressed. In fact, for every time they were active, depression risk decreased 6%. *Get happy now: Just get out and move. It doesn't need to be for long—walking, taking the stairs, even standing—any activity will help keep your mind moving.*

You procrastinate: Think about a task you've been putting off. If you are avoiding the task because it makes you anxious or because you're afraid of failing, then procrastinating just makes completing it more nerve-wracking. *Get happy now: Before you tackle your problem head-on, do something that helps you ease stress: listen to music, go for a run, Leonard suggests engaging in an activity that helps disintegrate the anxiety.*

You are in a toxic relationship: Many people suffering from anxiety and depression don't realize it's because of a toxic relationship. It eats away their self-esteem. Their partners or friends have them believing that they are incompetent, or selfish. *Get happy now: You may need some help with this one. First, learn the signs of abuse. Then, consult a professional, family or a close friend to help you recognize the signs.*

You take life too seriously: You trip on a crack in the sidewalk, and instead of shrugging it off, you cower with embarrassment. If that sounds like you, it's time to find some ways to laugh more. Laughter is the fast medicine for anxiety and depression. *Get happy now: Seek out humor every day. Spend time with friends who make you smile.*

(cont. on next page)



ZAPPING YOUR MENTAL STRENGTH (CONT.)

You don't sleep: "Sleep affects everything, "emotional and mental capabilities, as well as our bodies' functioning. Sleep is our body's way of regenerating and without it the system malfunctions. *Get happy now: Take steps to create a restful environment. Quiet, warm & dark.*

You are never alone: Between school, homework, chores, and other activities, you can't find a moment to be alone (and locking yourself in the bathroom doesn't count). Leonard stresses the importance of finding time for yourself, whether it is 10 minutes, or an hour. Without taking the time to do things for yourself, depression and anxiety creep in. *Get happy now: Schedule an appointment for 'you time'. More importantly, keep it.*

You don't actually talk to anyone: If you primarily use texting, Facebook, and other social media to stay in touch with friends, you're not having meaningful human contact. These are not true conversations that allow us to understand people or feelings. Personal electronics (like smartphones) have also impacted attention, demands for immediate gratification, and expectations that the press of a button can lead to instantaneous connection. We have also learned to not have face-to-face connections. This impacts our ability and interest in sitting in the same room with someone and actually talk with people in person. *Get happy now: Remember: "At the end of our lives, our friends and family are the only things that matter".*

You can't live without your cell phone: When was the last time that you were completely electronic-device free? With all the devices we have, it tends to overstimulate us, then we never truly rest and regenerate our bodies and our minds. Eventually, this can manifest itself as depression or anxiety. *Get happy now: Create an electronic time out, where you abstain from all devices once a week, even if just for half a day.*

You try to multitask: We're all guilty of multi-tasking: We scroll through Facebook while watching TV, and text sometimes simultaneously. Research shows multitasking is not productive - it just leaves us stressed out, oblivious to our surroundings, and unable to communicate effectively. *Get happy now: It's simple, really: put down the phone, turn off the television, and pay attention to what is going on around you. Allowing your brain to process everything that is happening to you in real time.*

Food for Thought...

ANYTHING that causes you FEAR, teaches you COURAGE.
ANYTHING that ANNOYS you, teaches PATIENCE & COMPASSION.
ANYTHING that makes you ANGRY, teaches you FORGIVENESS.
ANYTHING that LEAVES YOU, teaches you to stand on your OWN TWO FEET.

ANYTHING that challenges your POWER, teaches you how to TAKE IT BACK.
ANYTHING that causes HATE, teaches you UNCONDITIONAL LOVE.
ANYTHING that you can't CONTROL, teaches you how to LET GO.
EXPERIENCE is the best teacher... Keep learning!



OBESITY GETS A HEADSTART IN THE WOMB

Roughly 20 percent of grade school kids in the U.S. are obese – triple the rate in 1980. The cause of this epidemic may seem obvious. Children are eating too much high calorie junk food, exercising too little and putting on excess pounds.

But the problem is more complicated than that. Many powerful environmental factors play a role, some acting even before birth. An expectant mother's eating habits – too much high fat food, for instance – can alter her unborn child's metabolism and brain development making the child more prone to gain weight even as an adult, a growing body of research suggests.

"I don't think most people realize that appetite is wired early in life", says Kent Thornburg, a professor of cardiovascular medicine at Oregon Health & Science University. "Most people don't think of their environment as a part of the difficulty. It's time that we recognize that it is".

In the span of a generation or two, we have embraced social changes and remade living conditions in ways that make it difficult to avoid unhealthy weight gain. During the crucial years of infant development, bottle feeding rather than breastfeeding has been linked to weight gain. Lack of sleep, a trend affecting even preschoolers, appears to promote obesity by disturbing the regulation of the hormones that drive appetite and the body's rate of energy use.

Our infatuation with technology encourages children to spend increasing amounts of time motionless in front of video screens. City and suburban street plans make car transport more practical than letting children walk or bicycle. Food companies spend hundreds of millions marketing nutrient poor calorie dense 'convenience' meals and snacks to children producing measurable and lasting changes in food preferences and eating habits.

Reversing the multitude of 'obesogenic' influences now built into our way of life won't be easy. "We're not going to change this in one generation," says Deborah John, an assistant professor at Oregon State University who studies obesity related health behavior and health promotion.

The good news: Some environmental factors are within the power of individuals to change. With support pregnant women can adopt healthier diets. Parents can focus on making sure infants and children get enough sleep, families can limit screen time and commit to exercising more. "People need to advocate for making those changes at every level – home, school, worksites, in the community, within government to make it easy for children and families to eat healthy and be physically active every day" John says.

UNDERSTANDING: Underline all the factors that have created an environment that causes obesity.

INFERENCES: Why did these changes in our environment happen?

ANALYSIS: What do we need to do to protect ourselves and our future children?





THE POWER OF SLEEP

New research shows a good night's rest is luxury – it is critical for your brain and health.

When our heads hit the pillow every night, we tend to think we're surrendering from being tired. However, we are also surrendering our mind, resting from being focused on sensory cues, like noise, smell and blinking lights. It's as if we are powering ourselves down like we do the electronics at our bedside – going idle until it springs back into action with the alarm in the morning.

That's what we think is happening, but as scientists are now revealing, that couldn't be further from the truth. In fact, when the lights go out, our brains start working differently than when we are awake. At night, a legion of neurons springs into action and like a well-trained platoon, the cells work in perfect synchrony, pulsing with electrical signals that wash over the brain. Meanwhile, data processors sort through the reams of information that flooded the brain all day at an overwhelming speed. The brain also runs checks on itself to ensure that the exquisite balance of hormones, enzymes and proteins aren't too far off-kilter. And all the while, cleaners follow in close pursuit to sweep out the toxic debris that the brain doesn't need or which cause all kinds of problems if it builds up.

This is your brain on sleep. Its nature's work, more powerful than any drug in its ability to restore and rejuvenate the human brain and body. Getting the recommended seven to eight hours each night can improve concentration, sharpen planning and memory skills and maintain the fat burning systems that regulate our weight. If we slept as much as we're supposed to, we'd all be lighter, less prone to developing Type 2 diabetes and better equipped to battle depression and anxiety while lowering our risk for Alzheimer's, Osteoporosis and Cancer.

Health experts have been concerned about our sleep deprived ways for some time, but the new insights about the role sleep plays in our overall health have brought an urgency to the message. Sleep is the only time the brain has to catch its breath. If it doesn't, it may drown in its own biological debris – everything from toxic free radicals produced by hard working fuel cells - to spent molecules that have outlived their usefulness.

We have learned that brain cells that don't get their needed break every night are just like overworked employees on consecutive double shifts – eventually, they collapse. Research shows that neurons that fire constantly to keep the brain alert spew out toxic free radicals. During sleep these neurons produce antioxidants that mop up those poisons. If overloaded with a build-up that hasn't been cleared, the neurons die off. Once those brain cells are gone, they are gone for good.

It's the same thing that happens in aging brains when nerve cells get less efficient at cleaning away their garbage. Essentially, what is happening when we are chronically sleep deprived, we are really aging our brains. It is possible that a brain belonging to a teen will start to look like an older person. Also, the potential increase for disorders typically found in older people.

(cont. on next page)



THE POWER OF SLEEP (CONT.)

Chronic sleep restriction is a stress on the body and it doesn't have to come from daily problems. The way we live now – checking our phones every minute, hyper-scheduling our days, not taking time to relax without a screen in front of our faces. All of that artificial light and screen time is disrupting our internal clocks that allows us to sleep naturally. These things contribute to a regular flow of the stress hormone, Cortisol which is also linked to the development of belly fat and weight gain.

There is also an army of previously ignored cells in the brain called *glial cells* which turn into a massive pump when the body sleeps to help drain out the garbage. The difference between a waking and sleeping brain is dramatic. When the brain is awake, it resembles a busy airport, swelling with activity of individual messages traveling from one neuron to another. The activity inflates the size of the brain cells until they take up about 86% of the brain's volume.

When daylight wanes, we eventually fall asleep. This is when the *glial cells* kick into action, slowing the brain's electrical activity to about a third. The sleeping brain cells shrink, making room for the brain and spinal cords fluids to slosh back and forth like a dishwasher flushing through to wash the debris away. This means that when we don't get enough sleep, the *glial cells* aren't efficiently clearing the brains garbage which makes us more prone to developing disorders typical of older brains such as Alzheimer's disease.

We are now aware that sleep deprivation takes a toll on our health in many ways. Along with all of this brain research, studies consistently have shown that people who sleep less than eight hours a night don't perform well on concentration and memory tests and are prone to weight gain.

Resetting our sleep clock is a matter of retraining our bodies with a regimen of same bed and wake times and reducing the exposure to light at night from sources like electronics. Behaviors we can control such as cutting out naps; reduced caloric intake near bedtime and exercising during the day to be sure we feel tired at night are also advised. If we need help dozing off, gentle exercises or yoga type stretching can also help. In conclusion, sleep is no longer something we can look at as a luxury. It must be looked at as a necessity for optimal health most importantly for our brain, the control center that determines what everything else does in our body.

Discussion Points:

1. Share how much sleep you get each night on average? _____ hrs.
2. Place brackets [] around the problems or disorders that you might be creating in the long run.
3. Underline all of the benefits of this phrase, "This is your brain on sleep"...
4. Circle the main functions of glial cells
5. Star 3 things we can do to reset our sleep clock.





THE ABC'S OF GETTING YOUR Z'S

One glance at the U.S. coffee sales will give you a sense of our American sleep habits. American's more than ever before are sleep deprived masses muddling through the day in a zombie-like state. Studies have linked lack of sleep issues ranging from judgment lapses and poor academic performance to obesity and stroke.

Getting five hours per night during the week then compensating with an 11-hour weekend sleep marathon doesn't cut it. "Catching up is fundamentally impossible," says Dr. Dan Root of Oregon Sleep Associates. "When you get a good night's sleep, you'll feel better but whatever that short sleep has done to you, it's done. Worse yet, we're doing it to ourselves." Root says, people who get less than the recommended eight hours are at higher risk of stroke, heart disease, diabetes, depression, high blood pressure, among others.

List all the problems linked to lack of sleep:

Why is it impossible to catch up on sleep?

On the flip side, reaching your sleep requirements is invaluable to the body. It helps the brain sort out problems which makes you more productive and better able to heal and fight off infections. It is key to our physical and mental health.

So how little is too little? In a 2008 study by the University of Pennsylvania, patients who slept seven hours per night for two weeks straight showed consistently lower performance on tests of their alertness than those who got eight hours. Even worse, patients who slept six hours slowed a steady decline in performance consistent with drunken people. *The average American sleeps 6.9 hours per night during the work week. Research suggests that if you deprive yourself of sleep to fit in the extra hour on the job, the quality of work drops off.

What happens when you get too little sleep? _____

How can we get more and better sleep? No electronics in bed. Keep the TV, laptop and cell phones out of the bedroom. Blue light into the user's eye, signals the brain to inhibit productions of melatonin, the hormone responsible for the sleep-wake cycle. When the melatonin levels are low, we're more alert.

What happens when you use electronics at night? _____

Set aside the wind-down time. Reading, listening to music or a warm bath are good pre-bedtime activities. Drinking chamomile tea or warm milk (which contains the sleep-inducing *tryptophan*) will also calm you before bed.



PRELIMINARY FITNESSGRAM RESULTS - GRAPH

(*Confidential Results)

Results:

Sept. Height ____ Sept. Weight ____ Sept. BF% ____ Sept. LBM ____ Sept. Mile ____
Sept. Push Up ____ Sept. Curl Ups ____ Sept. Mod Pulls ____ Sept. S/R ____

Directions: Neatly shade in your results from left to right. Example: LBM results 75%														
LBM	55	60	65	70	75	80	etc.							
%														
Mile - Cardio-respiratory Endurance (Aerobic Capacity)														
Tests	5:30	6:00	6:30	7:00	7:30	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00
Sept.														
Push Ups (Muscular Strength) - Upper body														
Sept.	0	1	2	3	4	5	6	7	8	9	10	12	14	16
Curl Ups (Muscular Strength & Endurance) - Core														
Sept.	0	5	10	15	20	25	30	35	40	45	50	55	60	65
Modified Pull Ups (Muscular Endurance) - Upper body														
Sept.	0	1	2	3	4	5	6	7	8	9	10	11	12	13
Sit and Reach (Flexibility) - Back														
Sept.	0	1	2	3	4	5	6	7	8	9	10	11	12	13

Healthy Fitness Zone (HFZ) For Your Age Group:

Your Aerobic Capacity (Mile) Results: **(HFZ - Male: 6:00-9:30; Female: 7:00-10:30)**. To maintain or improve your fitness, you should ... *be active every day. Try to do vigorous activities or sports that you enjoy for a total of 60 minutes each day.*

Your Abdominal Strength & Endurance (Curl Up) Results: **(HFZ - Male: 24 repetitions; Female: 18 repetitions)**. To maintain or improve your abdominal fitness you should ... *do core exercises 3 to 4 days each week adding resistance as you improve.*

Your Upper Body Strength (Push Up) Results: **(HFZ – Male: 16 repetitions; Female: 7 repetitions)**. To maintain or improve your upper body strength, you should ... *do strength building and resistance training 3 days a week, gradually increasing resistance.*

Your Upper Body Endurance (Modified Pull Up) Results: **(HFZ – Male: 12 repetitions; Females 5 repetitions)**. To maintain or improve your upper body endurance, you should ... *do resistance training with low weight but high repetitions 3 days a week.*

Your Flexibility (Sit & Reach) Results: **(HFZ – Male: 8 inches; Female: 12 inches)**. To maintain or improve your flexibility, you should ... *stretch slowly 3 or 4 days each week, holding the stretch for 20 to 30 seconds each.*

Your Body Composition (Body Fat %) Results: **(HFZ – Male: 7.6% - 20.1%; Female: 17.6% - 29.1%)**. To maintain or improve a healthy level of body composition which includes LBM (lean body mass), do the following: *Get at least 60 minutes of moderate to vigorous activity each day. *Limit foods with solids fats and added sugars. * Eat a healthy diet including fresh fruits and vegetables. * Limit time spent watching TV, video games or electronic devices.

To be healthy and fit it is important to do some physical activity every day. Aerobic exercise is good for your *heart and body composition*. Strength and flexibility exercises are good for your *muscles and joints*.



FITNESSGRAM ANALYSIS

Directions: Read the information on the back of this sheet. Complete the following questions and statements completely, ‘word for word’ to assist with goal setting.

What does HFZ stands for? _____

Healthy Fitness Zone for 14 or 15 year old (circle: Male or Female) is: (*Spelling matters)

Aerobic Capacity: _____

Curl Ups: At least _____

Push Ups: At least _____

Sit and Reach: At least _____

Percentage of Body Fat: _____ % to _____ %

My current **aerobic capacity** (Mile): (circle: Needs improvement or in the Healthy Fitness Zone)

To improve or maintain my aerobic capacity, I should _____

My current **abdominal strength/endurance** (curl ups): (circle: Needs improvement or H.F. Zone)

To improve or maintain my abdominal strength & endurance, I should _____

My current **upper body strength** (pushups): (circle: Needs improvement or Healthy Fitness Zone)

To improve or maintain my upper body strength, I should _____

My current **upper body endurance** (Mod. Pulls): (circle: Needs improvement / Healthy Fitness zone)

To improve or maintain my upper body endurance, I should _____

My current **flexibility** (Sit & Reach): (circle: Needs improvement zone or Healthy Fitness Zone).

To improve or maintain my flexibility, I should _____

My current **body composition** (BF%/LBM): (circle: Needs improvement or Healthy Fitness Zone)

To improve or maintain my body composition, things I should do includes:

Aerobic exercise is good for _____.

Strength & flexibility exercises are good for _____.



PINC - PARTICIPATION INCOMPLETE (NO CREDIT)

Directions: Your participation today will include following the class and completing this form during the lesson. You must take it home, get it signed and return it on the next day of class.

- The reason I did not get to participate in the activity today is ... _____

- Who is responsible for this participation problem today? _____
Reason: _____

- How many chances have you had before earning this PINC today? _____

- How many other students had this same challenge today? _____

- What participation level (see grading policy) does this PINC situation fall under?
Level _____ Total loss of points today _____

- What is your new strategy to avoid a repeat of this problem? _____

- Explain your plan to recover the points lost today? (be specific) _____

- How many challenges will you need to complete to earn back the points lost today?
(hint: every extra credit challenge is worth 3 pts.) _____ Challenges

ACTIVITY/ LESSON TODAY:

Today was a (*circle one*) (Moderate / Vigorous) day.

The topic/unit/fitness activity today was _____.

Describe the ADVANCED level warm up routine assigned for today's lesson: _____

Describe the BEGINNER level warm up routine assigned for today's lesson: _____

Describe the complete lesson done today following the warmup from start to finish:

The homework assigned for today is _____.

(cont. on next page)

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PINC - PARTICIPATION INCOMPLETE (NO CREDIT) (CONT.)

Circle the fitness benefits gained in today's lesson:

Cardiorespiratory endurance	Muscular strength	Flexibility
Body composition maintenance	Muscular endurance	Reaction time
Coordination (hand/eye or foot/eye)	Balance	Speed/agility

Circle the following characteristics practiced in today's lesson:

Communication	Teamwork	Skill Development	Strategy	Etiquette
Sportsmanship	Work ethic	Mental Strength	Cooperation	Rules/safety

Rewrite the notes written on the wall whiteboard today:

What homework is due tomorrow? (see planner) _____

How many students do you think earned extra credit today? _____. Give examples of the behavior(s) you observed that earned them extra credit. _____

How many students do you think lost points today for being below a level 3? ____

I, _____ understand that failure to return this sheet signed next class will result in a referral and a second PINC which will negatively impact my final grade in this participation class.

Student Signature _____ Date _____

Dear Parent/Guardian;

Please join us in this intervention for improvement. This PINC form is a warning sign that your child must change in order to avoid negative results to their participation grade and possible failure of this course. Thank you so much for your support.

PARENT SIGNATURE _____ Date _____

(Teacher email addresses: ballmer@pps.net; mcvitanich@pps.net; mcatabay@pps.net)



THINK

CLASS: PHYSICAL EDUCATION/HEALTH

Directions: Complete this form to help you understand the problem and to make the necessary changes to avoid further disciplinary action. Fill out each statement with thought and honesty.

The truthful reason I might earn a referral today is because I ...

The impact that my behavior had on other students and staff includes ...

The skills that I would have needed to avoid this situation includes (circle all that apply):

Stress and anger management; time management; patience; listening skills; resilience; organizational skills; respect for others; respectful communication skills; mental strength; coping skills; understanding the rights of others; empathy; or respect for rules.

The top three skills that I NEED to prioritize from this list in order are:

- #1. I need to work on _____
- #2. I need to work on _____
- #3. I need to work on _____

My action plan to work on #1 is to ...

My action plan to work on #2 is to ...

My action plan to work on #3 is to ...

The barriers or roadblocks that might get in the way of these plans includes:

My support system or people I can go to for help are ...

I, _____ understand that if the results of this form are acceptable, I will immediately be expected to follow this plan to avoid further disciplinary action and parental involvement.

Student Signature: _____ Date _____
Parent Signature: _____ Date _____
VP/Dean Signature: _____ Date _____



TYPICAL PE CONCERNs

- **PERSONAL SAFETY:** Physical and emotional safety is a priority. Bullying will not be tolerated under any circumstances. The PE SAFETY FORM is an option for confidential reporting located in this workbook.

Initial _____

- **THEFT:** DO NOT leave valuables in the locker room for safe keeping. Lock up all belongings and double check the lock as a prevention technique. Store all valuable in the teacher's office (i.e. wallets, \$, phones, etc.). All students must use school issued locks in the locker room. *NOTE: Benson High School is not responsible for lost or stolen property.

Initial _____

- **PE GRADES:** The PE grade is based on a point system consisting of projects, exams, and effort towards completing the daily learning participation targets. Tutorial periods are available for make-up work.

Initial _____

- **PERSONAL HYGIENE:** Students are expected to launder their own PE uniform on a regular basis. Excessive odor, perfumes or colognes are offensive to others and should be avoided.

Initial _____

- **PE UNIFORMS:** All students are expected to wear their own PE uniform in class. Loaner uniforms are required when not prepared (limit of 2x/quarter). The PINC form is the required intervention for surpassing that limit, requiring parental involvement.

Initial _____

- **SPECIAL PROGRAM:** Students with special programs, schedules, or varying modification requirements are expected to advocate for themselves whenever necessary. All assignments are given extra time 'built-in' to accommodate the varying needs.

Initial _____

- **BE RESPONSIBLE:** Know your limitations, ask for help and report all situations that are unsafe or need attention. Be prepared for all medical needs in advance (i.e. inhalers, EPI pens, medications, etc.) and communicate the necessary information with the instructor immediately.

Initial _____

- **PARENT NOTES:** Students are allowed to personally modify due to injury or illness without a note from an adult. Modifications are the responsibility of the student and based on an honor system. Sitting out is not permitted.

Initial _____

- **IMPORTANT REMINDERS:** Never share lockers, clothes or combinations with other students. Do not store valuables in the locker room at any time.

Initial _____

***NOTE:** Taking photos/video in the locker room is strictly prohibited. If you need to use your cell phone, step outside.



G-WING MAP

(BENSON HIGH SCHOOL)



UPPER LEVEL



MAIN LEVEL



BASEMENT LEVEL

KEY:

Main Gym – Benson's primary gymnasium

Aux Gym – Primary location of Fit2Live&Learn



– Stairs



– Elevator



– Classroom



– Restroom



– Circuit Room



– Cardio Room



– Locker Room

Note:

- Drinking fountains are located in both gyms
- Restrooms are located in locker rooms
- ❖ BONUS: Go to the Facilities page on the F2LL website for an interactive map & historical timeline.

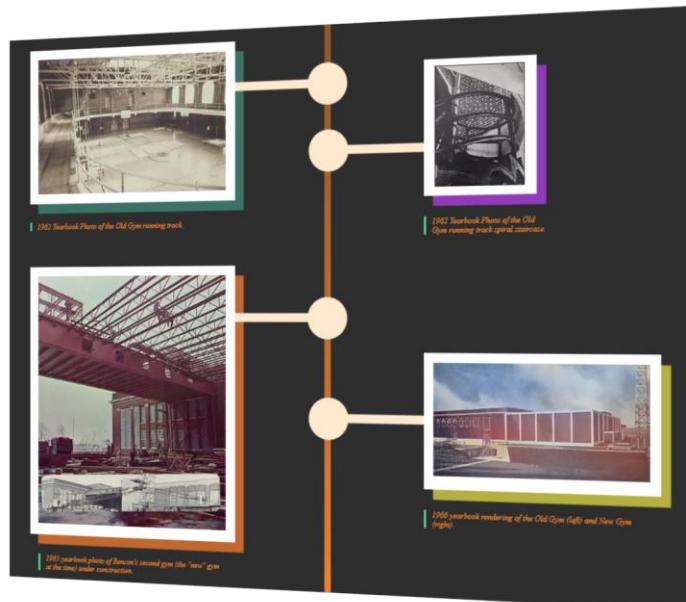


Fit2Live+Learn
exercise | nutrition | mental strength

OUR WEBSITE



Visit us online at Fit2LiveandLearn.com for program info, calendar, forms, contact info and much more.



Home	About	Calendar	Parent Info	Student Info	Gallery	Videos	Contact
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