Physical Education
10-12

Lab Manual

Student's Name_____
Teacher_____ Period_____

Written for Use At
Sheldon High School
Elk Grove Unified School District

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ESTABLISHING THE LEARNING ENVIRONMENT

Establishing the Learning Environment Journals

1. Why is "Establishing The Learning Environment" critical in creating a positive learning atmosphere?
2. Explain three methods of assessment implemented in physical education.
3. Explain the use of a "medical" to excuse participation in physical education. Include the number of points that are earned with a medical and how one would go about earning back the remainder of the points.
4. Describe an incident in which you observed disrespectful behavior in the classroom and how the incident affected the learning environment.
5. Explain how you are evaluated daily on the warm-up and the run.
6. Make a list of at least five rules you think would be needed to create a safe locker room environment.
7. Why is being late a distraction to the teacher and other students?
8. Describe what you can do to contribute to a clean locker room and school.
9. How many points do you receive when you have an excused absence, and how do you earn the points back?
10. What are the expectations of a student when entering the gym for class?
11. Describe "good listening." Please be specific.
12. What should be brought to class with you everyday?
    If those materials are lost, stolen, forgotten, or eaten by your dog what can you do to be prepared for class?
13. How many points do you earn when you are sent to O.C.S.? How can you receive credit for those points?
14. Describe the appropriate P.E. uniform. Please include type of shoes, shorts, shirt and sweats. Also include examples of inappropriate substitutes.
15. Describe the loaner policy including the procedures and consequences.
16. Describe the rule regarding food and drinks in ***ALL*** physical education facilities.
17. Describe the use of equipment in physical education.
18. Explain the three objectives during units of instruction: cognitive, affective, psychomotor.
19. Why is there a physical education lab manual?
20. What four items must be at the top right corner of each paper you turn in?
21. Explain the "neatness" level for written assignments.
22. Discuss the policy regarding late work.
23. Why would a physical education instructor correct your punctuation and spelling?
24. Describe two reasons an instructor may correct your form during exercises.
25. How can an instructor motivate you to do your best during warm-ups, runs, and activities?

Physical Education Department
Standards and ESLR's

The Sheldon High School Physical Education Department is committed to offering a program which addresses both the state Physical Education Standards as developed by the California Department of Education and the Expected School Wide Learning Results as developed by the staff of Sheldon High School.

California Teaching Standards for Physical Education to be addressed will include:

1. The student will be competent in many movement activities and will excel in a few movement activities
2. The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her own skills.
3. The student will achieve and maintain a health-enhancing level of physical fitness.
4. The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge and self-expression.
5. The student will demonstrate responsible personal behavior while participating in movement activities.
6. The student will demonstrate responsible social behavior while participating in movement activities and understand the importance of respect.
7. The student will understand the relationship between history and culture and games, sports, play and dance.
8. The student will understand basic strategies of games and sports.

The Physical Education Program will encourage students to develop personal qualities which will enable them to become:

1. effective communicators.
2. critical thinkers.
3. responsible citizens.
4. self-directed, life-long learners.
5. productive workers.
6. diversity advocates.

OBJECTIVES

Through participation in the Establishing the Learning Environment unit, students will be given the opportunity to develop an understanding of the following:

1. Daily procedures for effective participation in Sheldon High School Physical Education classes.

2. Rubric-based assessments for the daily expectations, warm-up, and cardiovascular portions of their grades.

3. Teamwork and cooperation as an integral part of the social development of students in the class.

4. Procedures for making up points when excused for an absence, field trip, school athletic event during class time, or on a medical excuse with a note from a parent or doctor.

5. The composition of a student's overall grade based on weighted percentages in daily expectations, participation, warm ups, cardiovascular conditioning, knowledge assessments, skill evaluations, written assignments and fitness testing.

Name: _____

Date: _____Per. ____ Teacher: _____

VOCABULARY

1. Assessment-

2. Cooperative Activity-

3. Expectations-

4. Make-up-

5. Medical Excuse-

6. Respectful Behavior-

7. Responsibility-

8. Roll Call-

9. Rubric-

10. Uniform-

Physical Education
Generalized Rubric for Student Assessment

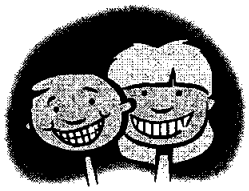
SKILL

1- Shows minimum competency, rarely demonstrates skill
2- Shows moderate competency, occasionally demonstrates skill
3- Shows average competency, often demonstrates skill
4 - Shows above average competency, always demonstrates skill
5- Shows mastery of skill and incorporates multiple strategies to augment the skill

BEHAVIOR

Includes skills such as good listening, following directions, peer teaching, demonstration of respect for fellow students, teachers, facilities and equipment.

1- Rarely demonstrates desired/expected behavior
2- Occasionally demonstrates desired/expected behavior
3- Most often demonstrates desired/ expected behavior
4- Always demonstrates desired/expected behavior
5- Exhibits mastery of all desired behaviors and moves beyond expectations



EFFORT

1- Never attempts to achieve personal best performance
2- Rarely attempts to achieve personal best performance
3- Occasionally attempts to achieve personal best performance
4- Most often attempts to achieve personal best performance
5- Always attempts to achieve personal best performance

Name: _____

Date: _____Per. ___ Teacher: _____

Physical Education Self Assessment

1. In the past, what has it been that you have liked best about physical education? Why?

2. In the past, what has it been that you have liked least about physical education? Why?

3. On a scale of 1 - 10, how active is your lifestyle? Please explain.

4. What, if any, sports do you like to watch or follow? Why?

5. What, if any sports do you like to participate in? Why?

Name: _____

Date: _____Per.: ____ Teacher: _____

6. On a scale of 1 - 10, rate your current level of physical fitness:

   a. abdominal strength (curl-ups): _____

   b. upper body strength (pull ups/push-ups):_____

   c. cardiovascular endurance (mile run): _____

   d. flexibility (sit and reach): _____

   e. speed, quickness, agility (shuttle run): _____

   f. over all physical fitness rating: _____

7. Set goals for yourself. Think of your current level of fitness and set realistic goals on what you want to achieve:

   a. curl-ups in one minute: _____

   b. pull-ups: _____

   c. mile run(time):_____

   d. push-ups: _____

   e. shuttle run (time): _____

   f. sit and reach: _____

8. Considering all the information we have given to you about our grading policy, what grade do you think you will earn in Physical Education? ***PLEASE EXPLAIN WHAT YOU WILL DO TO EARN THIS GRADE. (Use the back of this page if necessary.)***

Name: _____

Date: _____ Per.: ____ Teacher: _____

EXPECTATIONS

DAILY:

1.

2.

3.

4

5.

MAKE-UP WORK

Written Work:

PORTFOLIOS/LAB MANUALS

1.

2.

3.

4.

EQUIPMENT

1.

2.

3.

Name: _____

Date: _____Per. ____ Teacher: _____

LOCKERROOM

1.

2.

3.

4.

UNIFORMS

1.

2.

3.

4.

WORKING WITH OTHERS

1.

2.

Name: _____

Date: _____Per. ____ Teacher: _____

STUDENT EVALUATIONS

GRADING

1. Participation/Expectations (20%):
2. Warm-up (20%):
3. Cardiovascular (20%):
4. Knowledge Assessment (10%):
5. Written Assignments (10%):
6. Skill Testing (10%):
7. Fitness Testing (10%):

UNITS OF INSTRUCTION

1. Objectives:

a. Cognitive:

b. Affective:

c. Psychomotor:

Name: _____

Date: _____Per. ____ Teacher: _____

2. Study Sheets:

a. Vocabulary:

b. Rules:

c. History:

d. Diagrams:

3. Skills:

a. Rubrics:

b. Peer Evaluations:

c. Teacher Evaluations:

4. Writing Assignments:

Physical Education
Writing Assignment Format

Heading: Top right corner of your paper

First Name / Last Name	Joey Carmichael
Date	2-4-99
Period	Period 1
Teacher	Ms. Jones

Neat:

Use a full sheet of paper. Torn sheets are not accepted.
Use legible handwriting.
No scribbles, food marks, stray marks, pictures etc.
Use pencil or pen (blue or black ink only).
Do not fold paper, keep in binder when returned

Turned in on Time and Completed:

Due the day requested.
If absent, it is your responsibility to make-up work, and request work from the teacher or a peer. You have the same number of days as absence to turn in the make-up work.

Complete Sentences: All questions or statements need to be fully completed. Examples:
Question: What is the minimum duration for exercise necessary for good health?
Correct Answer: Twenty to thirty minutes is the minimum duration for exercise necessary for good health.
Incorrect Answer: 20-30 minutes

Correct Grammar, Punctuation and Spelling:

Always use correct grammar, punctuation and spelling.

Use periods, commas and capital letters when needed.

Use a dictionary if necessary.

Incorporate key words or phrases from questions

Key words from the question must be incorporated in your answer. If you do not have a lab manual you must write out all questions and/or statements.

MAKE-UP WORK ASSIGNMENT

Students who miss class due to an absence or miss class participation due to a medical excuse, may earn back ten points for each excuse by completing one of the following assignments. Each assignment must be done neatly, following the proper mechanics of writing, and turned in on time.
It is the student's responsibility to complete the assignment on his / her own without being reminded by the instructor. Students have the same number of days as the absence to complete and turn in make-up work.

1. **Sports Collage**: Find a minimum of 8 pictures from newspapers, magazines or your own personal pictures, cut them out and attach them to another sheet of paper. The pictures must directly relate to the current unit of study or must be approved by the teacher. Cover the entire sheet and be creative. Write a summary of your collage. The summary must be at least **250** words in length.

2. **Attend a live sporting event and write about it**: There are many local sporting events in our area (little league, recreational events, Sheldon / Smedberg events). Attend an event corresponding with your current unit of study, or one approved by your teacher, and write about it as if you were a sports writer. Who, what, when, where and how it went are all questions to answer. The assignment must be at least **250** words in length.

3. **Invent an imaginary game that imaginary people would play on an imaginary planet:** You are on your own to create a game with your imagination. You must include rules, and what type of playing surface or area would be required. The equipment you choose must correspond with the equipment used in the current unit of study or be approved by your teacher. The assignment must be at least **250** words in length.

4. **Read a biography on a sports figure and complete a report**: The librarians can help you choose from many different titles in our library. Write about a sports figure that has excelled in the current unit of study, or one approved by your teacher. Discuss what you learned from the reading, like a short book report. The assignment should be at least **250** words in length.

5. **Read an article about the current unit of study**: Use an outside source, such as the internet, or newspaper to find an article specifically related to the current unit of study or a topic approved by the teacher. The article should be 1-2 pages in length. Read the article and highlight the key points. Write a summary of the article. The assignment **must be** at least **250** words in length. Attach the article, or a copy, to the summary.

FITNESS

FITNESS Journals

1. Why is it important to keep records of your fitness scores?
2. What does a person's resting heart rate indicate in relation to overall fitness?
3. Which fitness component does the shuttle run test measure? Why would that fitness component be important to you in every day life?
4. Which fitness component does the mile run test measure? Why would that fitness component be important to you in every day life?
5. Which fitness component does the pull-up test measure? Why would that fitness component be important to you in every day life?
6. Which fitness component does the sit-up test measure? Why would that fitness component be important to you in every day life?
7. Which fitness component does the sit and reach test measure? Why would that fitness component be important to you in every day life?
8. Which fitness component does the push-up test measure? Why would that fitness component be important to you in every day life?
9. What is the necessary frequency (how often) for exercise?
10. What is the necessary intensity (how hard) for exercise?
11. What is the necessary time (how long) for exercise?
12. Which type of exercise do you enjoy most? Why?
13. Why is it necessary to run each day in physical education?
14. Describe your current eating habits. What types of foods do you consume and in what quantity do you consume them?
15. After looking at your current eating habits describe what modifications, if any, you would make to your food intake?

OBJECTIVES

As a result of their participation in the physical fitness unit, students will be given the opportunity to further develop an understanding of the following:

1. Calculating individual target heart rate training zones and the importance of exercising in the zone.

2. Controlling weight through examination of the energy balance equation

3. The five fundamentals of total fitness.

4. Setting records and evaluating goals for individual fitness performances.

5. The many benefits of regular activity.

Writing Assignment #1

Calculating Heart Rate

The Surgeon General in the United States has determined that lack of physical activity is detrimental to your health. But how do we determine how much physical activity is enough to achieve good health? The simplest means of determining how much is to listen to your own body, listen to your heart - learn how fast it is beating. Physicians have asserted that 20 minutes of good cardiovascular exercise a minimum of three times per week is essential to good health. Good cardiovascular exercise depends on keeping our heart rate in the target zone for your age.

For general activities, a target heart rate zone of 70 - 85% of maximum heart rate has a positive effect on the heart and the circulatory system without being too strenuous. The level of strain is aerobic, that is, the intake of oxygen by the lungs and consumption of oxygen by the muscles are in balance.

On the following page, calculate your target heart rate zone using the listed formulas:

Name_____**Per**_____

Teacher_____**Date**_____

Writing Assignment #1 Worksheet

High End of Target Heart Rate Zone

220 (Max Heart Rate)
- _____ (age)
= (answer)

- _____ (resting heart rate)
= (answer)

x 0.85 (this is 85%)
=

+ _____ (resting heart rate)
= (high end target heart rate)

Low End of Target Heart Rate Zone

220 (Max Heart Rate)
- _____ (age)
= (answer)

- _____ (resting heart rate)
= (answer)

x 0.70 (this is 70%)
=

+ _____ (resting heart rate)
= (low end target heart rate)

My target heart rate zone

High _____

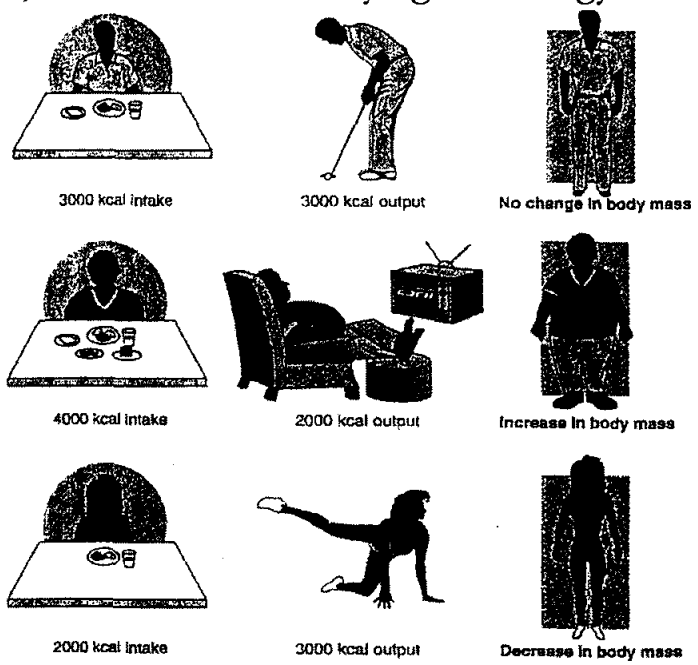
Low _____

On the back of this page, describe your activity level outside of physical education class. Is it high, medium or low? What activities are you doing? If you are not very active, what are you doing with your free time? In conclusion, please describe what a perfect exercise/activity level might look like for you in an ideal week.

The Energy Balance Equation

The body mass of most adults remains fairly stable which illustrates the body's exquisite regulatory control in balancing caloric intake with daily energy expenditure. It is only when the number of calories ingested as food exceeds the daily energy requirements that excess calories are stored as fat in adipose tissue. To prevent an increase or decrease in body mass and body fat because of caloric imbalance, an effective weight control program must establish a balance between energy input and energy output.

Before a person develops a plan for favorably modifying both body mass and body composition, the rationale underlying the energy balance equation must be considered. The top of the illustration shows the ideal situation in which energy input (calories in food) exactly balances energy output (calories expended in daily physical activities). As long as this equilibrium is maintained within narrow limits, there will be relatively little fluctuation in body mass. The middle part of the figure depicts what happens all too frequently when energy input exceeds energy output. Under such conditions, the number of calories consumed in excess of daily requirements is stored as fat. The bottom of the figure illustrates what occurs when energy intake is less than energy output. In this case, the body obtains the required calories from its energy stores and body mass and body fat become reduced.



The Energy Balance Equation Continued…

Some Americans are desperately trying to lose weight while others are trying to maintain, and in some cases, gain weight. People who struggle to lose weight need to understand that unbalancing the energy balance equation is the most important step to weight loss. Energy input must be reduced below energy output, or energy output must be increased above energy input. In each situation, weight loss will occur.

The safest and most effective approach to fat loss is to increase caloric expenditure through exercise while remaining mindful of food choices. The exercise will be most effective when participating in activities involving whole- body, moderate to high intensity exercise. Activities such as walking, jogging, swimming, skating and cycling are best.

Increased exercise can also be combined with a moderate reduction of caloric intake to accelerate this rate of fat loss. Food is the fuel that keeps your body going. Food is the energy source for life. Your body needs certain essential nutrients to function properly.

These nutrients are: **carbohydrates** and **fats** (used for fuel and energy), **proteins** (the building blocks of the body responsible for repairing body tissues and used to supply energy when there are not enough carbohydrates or fats in the diet), **minerals** (develop bones and muscles, form essential substance- hemoglobin- in blood, maintain body systems), **vitamins** (regulate normal growth and maintenance of the body, aid in utilization and absorption of nutrients), and **water** (essential for normal functioning of the body).

Adequate amounts of each of these nutrients in your diet are essential for good health and are needed for you to maintain a balanced exercise program. If you do not eat enough food in the right proportions, you may not have the energy needed to enable you to be active.

The formula for maintaining ideal weight is not complex. The keys are: eating a well-balanced diet, refraining from foods high in fat and cholesterol, consuming more fruits and vegetables and participating in a regularly scheduled moderate to high intensity exercise program. This is also an important factor in balancing the energy balance equation.

Name_____Per_____

Teacher_____Date_____

Writing Assignment #2: The Energy Balance Equation

After reading the previous two pages, respond to the following questions and statements.

1. What are the two main components of the energy balance equation?

2. What causes a person to gain weight? (energy balance equation)

3. What causes a person to lose weight? (energy balance equation)

4. Explain the ideal situation in which the energy equation is in balance.

5. Describe two situations in which weight loss will occur.

   a.

   b.

6. Describe the safest and most effective approach to fat loss.

Name_____Per_____

Teacher_____Date_____

Writing Assignment #2 Continued…

7. _____ is the fuel that keeps your body going; the energy source for life.

8. The body needs certain nutrients to function properly. These nutrients are:_____ and _____ used for fuel and energy, _____which are the building blocks of the body responsible for repairing body tissues, _____ which develop bones and muscles, _____ used to regulate normal growth and maintenance of the body and aid in utilization and absorption of nutrients, and _____ which is essential for normal functioning of the body.

9. What advice would you give a person who is trying to lose weight by "fasting" (choosing not to eat). Use information from the reading selection and be specific.

10. Describe your feelings pertaining to your current body mass. Be sure to answer the following questions: Where are you now? What are your goals (maintain, lose or gain weight)? What is your plan to accomplish your goals? What is your time frame? Use the back of this page for your response, and make sure you answer all questions!

Name_____Per_____

Teacher_____Date_____

Writing Assignment #3

Application of Training Principles to Cardiovascular Fitness

Perform the physical activity listed below and complete the questions as directed. Record heart rate as indicated. Beats/min.

1. Record resting heart rate _____
2. Take pulse for 6 sec. and multiply by 10. Compare with resting heart rate. _____
3. ***Walk fast*** for 4 laps.
4. Take pulse for 6 sec. x 10 and record. _____
5. Do 3 to 5 min. of stretching exercises.
6. Take pulse for ten seconds and record. _____
7. ***Jog slowly*** for 4 laps.
8. Take pulse for 6 sec. x 10 and record. _____
9. ***Run*** for 4 laps.
10. Take pulse for 6 sec. x 10 and record. _____
11. Walk fast for 4 laps.
12. Take pulse for 6 sec. x 1 0 and record. _____
13. Complete cool down by doing stretches.
14. Record heart rate 5 min. after walking 4 laps to determine your recovery rate. _____

Fast walking: arms are at 90 degrees waist level, arms and legs moving at a brisk pace

Slow jogging: Both feet are off of the ground at the same time - slow, steady pace

Running: Both feet are off the ground at the same time - stride length and speed are increased.