



## PHYSICAL EDUCATION CREDIT FLEX REQUIREMENTS

Please complete the following to earn credit in Physical Education:

1. Read & Study Credit Flex Lesson 1.1 and 1.2
2. Complete the Chapter Review (This will help you prepare for the test)
3. Keep a detailed exercise log on paper of **36 hours of physical activity for .5 credit (18 hours for .25 credit)**. You can pick up paper copies of the logs in the appropriate folder outside Ms. Crenshaw's room.
  - a. Your log will include the following items:
    - i. A description of the physical activity
      1. The physical activity you choose to do can vary, and should be something you are interested in completing. Make it fun!
    - ii. The duration of your physical activity
    - iii. A signature of an adult supervisor who has witnessed or is aware of the physical activity you have completed.
      1. The adult supervisor can be a parent, a teacher, a coach, a gym assistant, anyone who can verify that you are exercising.
  - b. Once your logs are completed and BEFORE taking the PE Credit Flex Exam, **turn in completed logs in the completed logs folder outside Ms. Crenshaw's room.**
4. Take the PE Credit Flex Exam in Google Classroom! The class code is: **lbe70uh**. The Exam will open for one week on the specified dates below. You **MUST** take your exam during that time frame.
  - a. Seniors:
    - i. You will be assigned to take the exam at the end of either **Term 2 (December 9<sup>th</sup> to December 13<sup>th</sup>)** or **Term 3 (March 2<sup>nd</sup> to March 6<sup>th</sup>)** and be invited to the Google Classroom at that time.
  - b. Freshman, Sophomores, & Juniors:
    - i. The Exam will be accessible in Google Classroom at the **end of Term 2** during the week of **December 9<sup>th</sup> to December 13<sup>th</sup>**
  - c. Once assigned you must take the exam within that week online. If you prefer to take a paper test you may come into Ms. Crenshaw's room during her indicated open classroom hours.

**If you have any questions while completing this credit flex course, please see Ms. Ruff or Ms. Zimmer, or Ms. Crenshaw, and we will assist you.**





## Fitness For Life

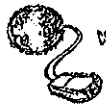
### Lesson Objectives

After reading this lesson, you should be able to

1. Define physical fitness, health, and wellness.
2. Describe some of the benefits of fitness, health, and wellness.

### Lesson Vocabulary

exercise (p. 4), health (p. 4), physical activity (p. 4), physical fitness (p. 3), wellness (p. 4)



[www.fitnessforlife.org/student/1/1](http://www.fitnessforlife.org/student/1/1)

Physical fitness. What is it? Do you need it? And how can you achieve it? As you read this book, you will find answers to these and many more questions. This book will help you decide which types of physical activities you need. Early in the book you will learn how to prepare for safe, smart physical activity. You will learn about each type of physical fitness and which physical activities are best for developing them. You will learn how physical activity and other healthy lifestyle choices improve your health and wellness as well as your physical fitness. Later in the book you will learn how to plan a personal physical activity program that will help you to improve your current fitness and your fitness throughout life. You will also learn how to use self-management skills to help you stick with your plan. The goal of this book is to help you to become an informed consumer who can make informed and effective decisions about fitness, health, and wellness.

Before you get started on your physical activity plan, you need some basic information about fitness. In this lesson you will learn the definitions of some words you will use throughout this course. You will better understand the meaning of the words fitness, health, and wellness. You will also learn how physical activity provides fitness, health, and wellness benefits.



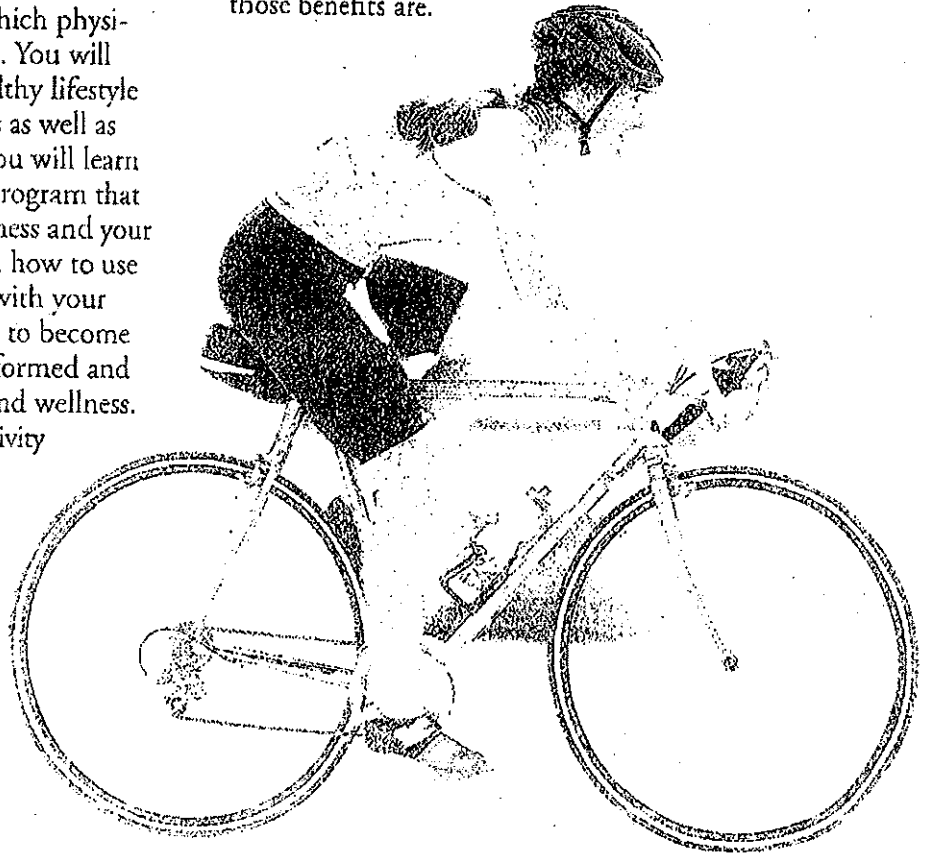
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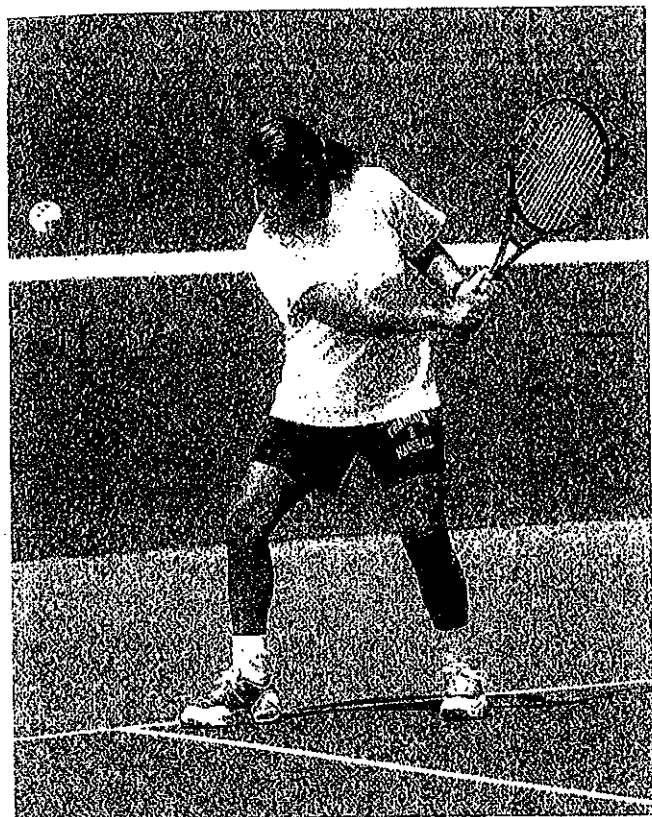
## What Is Physical Fitness?

Physical fitness is the ability of your body systems to work together efficiently to allow you to be healthy and effectively perform activities of daily living. Being efficient means being able to do daily activities with the least amount of effort. A fit person is able to perform schoolwork as well as responsibilities at home and still have enough energy and vigor to enjoy school sports and other leisure activities. A fit person has the ability to respond to normal life situations such as raking the leaves at home, stocking shelves at a part-time job, or marching in the band at school. A fit person also has the ability to respond to emergency situations such as running to get help or aiding a friend in distress.

As a child you were probably very active and thought little about improving or maintaining your fitness. However, most people become less active as they grow older. Developing a personal plan for regular physical activity can help you keep your activity level high and avoid sedentary living. The activities you choose can be those that you like doing best and those that are best for you. Getting fit and staying fit can be fun when you choose activities that you enjoy.

Look at the picture at the bottom of this page. The biker is doing physical activity that promotes physical fitness. There are many other types of activity, and each has its own benefits. You might wonder what some of those benefits are.



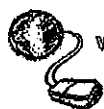


Each type of physical activity has its own benefit.

## FIT FACTS

The Surgeon General is a leading medical doctor appointed by the president of the United States. The Surgeon General is the leading spokesperson on matters of public health.

Physical activities not only help you to be physically fit but also they help promote wellness. The *Surgeon General's Report on Physical Activity and Health* indicates that physical inactivity is a major risk factor for many diseases. Increasing physical activity should be a major health goal for people of all ages.



[www.fitnessforlife.org/student/1/3](http://www.fitnessforlife.org/student/1/3)

### Health and Wellness

So what are some specific benefits of regular physical activity? Understanding the meaning of some basic words may help you answer this question.

**Health** is a word often associated with good fitness. Early definitions of health focused on illness. The first medical doctors concentrated on helping sick people get well; they treated illnesses. Health was considered as nothing more than absence from

disease (the World Health Organization [WHO] uses this term). But as medical and public health experts received better training, they began to focus on prevention of illness and disease as well as on the treatment of people who were already sick. This new focus led world health experts to define health as more than absence from disease.

In recent years the definition of health has been expanded to include **wellness**, a state of being that enables you to reach your fullest potential. Wellness includes intellectual, social, emotional, physical, and spiritual aspects. It has to do with feeling good about yourself and with having goals and purposes in life. Wellness is more likely to be present in individuals who assume responsibility for their own health. So illness is the negative component of health that we want to treat or prevent, while wellness is the positive component of health that we want to promote.

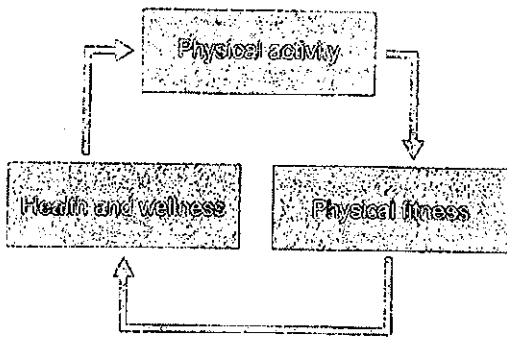
### Physical Activity and Exercise

Good physical fitness, health, and wellness are all states of being that a person possesses. One of the principal ways that you achieve these states of being is by performing regular physical activity. The people in the pictures in this lesson are all engaged in **physical activity**—movement using the large muscles of the body. Physical activity is a general term that includes sports, dance, and activities done at home or work, such as walking, climbing stairs, or mowing the lawn. You may do physical activity to complete a specific job, to enjoy recreation, or to improve your physical fitness. Sometimes you do physical activity with a specific purpose in mind; other times you just do it with no real purpose other than enjoyment.

When people do physical activity especially for the purpose of getting fit, we say they are doing **exercise**. Even though the terms physical activity and exercise have slightly different meanings, they are sometimes used interchangeably. What you should remember is that physical activity and exercise are important to your fitness, health, and wellness.

## Fitness, Health, and Wellness Benefits

Performing physical activity has many benefits. Regular exercise leads to improved physical fitness. Both regular physical activity and good fitness provide benefits to health and wellness. As the diagram on page 5 shows, being active provides you a double benefit: The first benefit is improved physical fitness. Good fitness leads to the second benefit—improved health and wellness. Good health and wellness, in turn, make you



**Cycle of Physical Activity Benefits.**

more likely to be physically active. This cycle is called the Cycle of Physical Activity Benefits. A goal of this book is to help you find ways to keep the cycle going throughout your life.

You might not be concerned with the fact that physical activity has been shown to be effective in preventing and treating various illnesses. You might assume that because illness and disease are most common later in life, you don't have to worry about them now. You might even share a common attitude among many teenagers that "I am young and healthy; it can't happen to me." But evidence indicates that the disease process begins early in life. Choosing and adopting healthy life-

Healthy People 2010 is a statement of health goals for the year 2010. One health goal is to improve the physical activity levels of teens. The report indicates that with each passing year, teens become less active. Ninth graders are the most active and twelfth graders are the least active.

styles such as performing regular physical activity early in your life can do much to prevent disease and illness. You will learn more about the benefits of physical activity in preventing illness in chapter 3.

The benefits derived from physical activity not only help you later in life—you can enjoy many benefits now. These benefits include those associated with fitness and wellness such as looking good, feeling good, meeting emergencies, and being physically fit. Making healthy lifestyle choices, including choosing to be physically active and to eat well, is necessary for achieving the benefits described in the following section. As you will learn throughout this book, healthy lifestyle choices have positive consequences that are in your control.

**Looking Good**

Do you care about how you look? Most people do. In fact, one study showed that 94 percent of all men and 99

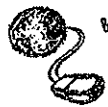


*It is important to learn how to warm up before participating in a physical activity.*

percent of all women would change some part of their appearance if they could. People are most concerned with weight (weighing too much or too little); the size of their waist or thighs; and their muscles, teeth, and hair. Experts agree that regular physical activity is one healthy lifestyle choice that can help you look your best. Others are proper nutrition, good posture, and good body mechanics.

### Feeling Good

Besides looking better, people who do regular physical activity feel better. If you are active and therefore more physically fit, you can resist fatigue, are less likely to be injured, and are capable of working more efficiently. National surveys indicate that active people sleep better, do better in school, and are less depressed than people who are less active.



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### Enjoying Life

Like most people, enjoying life is important for your personal wellness. But what if you are too tired on most days to participate in activities you really enjoy? Regular physical activity results in physical fitness, which is the key to being able to do more of the things you want to do.

## FIT FACTS

The national health goals (Healthy People 2010) are established every decade and reviewed every five years. The review in 2005 resulted in changing some goals and eliminating others. The good news is that there has been a decrease in deaths from three of the most deadly diseases (heart disease, cancer, and stroke) since the Healthy People 2010 goals were established. Also, the number of Americans who are totally sedentary (inactive) has decreased in the last few years. While more American adults are doing some activity, most do not get enough physical activity to promote optimal health benefits. Continued effort is necessary if we are to reach our national health goals by the year 2010.

## FITNESS Technology

In recent years new technology has been developed to help athletes improve performance and to help nonathletes to become more active. The World Wide Web (Internet) allows the average person to get immediate access to all kinds of health and fitness information. As you will learn later in this book, some of this information is good, but much of it is inaccurate. In each chapter of this book you will find Internet addresses that will lead you to sound information about fitness, health, and wellness. Special Web symbols are included throughout the book. Type in the address by the Web symbol and you will find good, reliable information. At these special Web sites you will also find links to other good sources of fitness and health information.



### Meeting Emergencies

Another important health and wellness benefit of physical activity is that it allows you to be fit enough to meet emergencies and day-to-day demanding situations. If you are physically fit and active, you will be able to run for help, change a flat tire, and offer assistance to others when needed.

### The Warm-Up and Cool-Down

In addition to your learning in the classroom, you will be participating in many different physical activities. Before you participate in these activities, it is important to learn about warming up and cooling down. It is also important for you to learn how to count your heart rate at rest and immediately after performing physical activity. The self-assessment on the following pages will show you how to perform a simple set of exercises that you can do before and after the physical activities that you will do later in this class. You will also learn to count your heart rate.

### Lesson Review

1. What is physical fitness?
2. What are some benefits of being physically active?

# Lesson 1.2

## Fitness Through Physical Activity

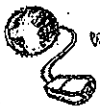
### Lesson Objectives

After reading this lesson, you should be able to

1. Name and describe the five parts of health-related physical fitness.
2. Name and describe the six parts of skill-related physical fitness.
3. Explain how to use the Stairway to Lifetime Fitness.

### Lesson Vocabulary

agility (p. 13), balance (p. 13), body fatness (p. 13), cardiovascular fitness (p. 12), coordination (p. 13), flexibility (p. 13), health-related physical fitness (p. 12), hypokinetic conditions (p. 13), muscular endurance (p. 12), power (p. 13), reaction time (p. 13), skill-related physical fitness (p. 12), speed (p. 13), strength (p. 12)



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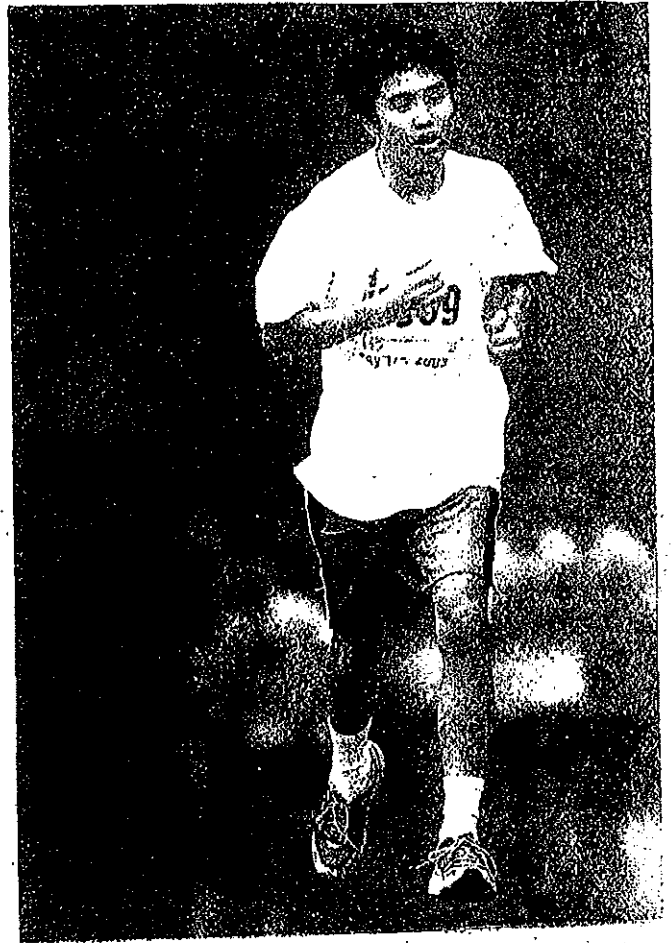
### The Parts of Physical Fitness

When you see a person who is good at sports, such as the runner in the photo, do you assume that the person is physically fit? You might be surprised to know that this assumption is not always true. It is true that a person who excels in sports needs a certain degree of physical fitness. However, being good at a specific skill such as running may not be a good indicator of total physical fitness; some sports require only certain parts of physical fitness.

Physical fitness is made up of 11 different parts; 5 parts are health related and 6 parts are skill related. As the terms imply, **health-related physical fitness** helps you to stay healthy, while **skill-related physical fitness** helps you perform well in sports and activities that require certain skills. The activity at the end of this chapter will help you better understand the differences among the 11 parts. Each part of physical fitness is described in more detail later in this chapter.

#### Health-Related Physical Fitness

Think about the runner again. He probably can run a long distance without tiring. He has good fitness in



*Running is a good way to achieve some health-related physical fitness benefits.*

at least one area of health-related physical fitness. But does he have good fitness in all five parts? Running is an excellent form of physical activity but it does not guarantee that he will be fit in all areas of health-related physical fitness. Like the runner, you may be more fit in some parts of fitness than in others. As you read about each part of health-related physical fitness next, ask yourself how fit you think you are in each.

► **Cardiovascular fitness** is the ability to exercise your entire body for long periods of time without stopping. Cardiovascular fitness requires a strong heart, healthy lungs, and clear blood vessels to supply the cells of your body with the oxygen they need.

► **Strength** is the amount of force your muscles can produce. Strength is often measured by how much weight you can lift or how much resistance you can overcome. People with good strength can perform daily tasks efficiently—that is, with the least amount of effort.

► **Muscular endurance** is the ability to use your muscles many times without tiring. People with good muscular endurance are likely to have better posture and fewer back problems.

► **Flexibility** is the ability to use your joints fully through a wide range of motion. You are flexible when your muscles are long enough and your joints are free enough to allow adequate movement. People with good flexibility have fewer sore and injured muscles.

► **Body fatness** is the percentage of body weight that is made up of fat when compared to the other body tissues, such as bone and muscle. For example, a person who weighs 100 pounds, 20 pounds of which is fat, is said to have a body fat level of 20 percent. People who are in a healthy range of body fatness are more likely to avoid illness and even have lower death rates than those outside the healthy range. The extreme ranges are most dangerous. Too little or too much body fat can cause health problems.

How much of each of the five health-related parts of fitness do you think you have? To be healthy, you should have some of each. If you do, you are less likely to develop **hypokinetic conditions**—health problems caused partly by lack of physical activity. Examples include heart disease, high blood pressure, diabetes, osteoporosis, colon cancer, and being overfat. You will learn more about hypokinetic conditions in chapter 3.

People who are physically fit feel better, look better, and have more energy. You do not have to be a great athlete to have good health and to be physically fit. Regular physical activity can improve anyone's health-related physical fitness.



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### Skill-Related Physical Fitness

Just as the runner may not possess a high rating in all parts of health-related physical fitness, she also may not possess the same amount of fitness in all parts of skill-related physical fitness. Different sports require different parts of skill-related physical fitness. Most sports require several parts.

► **Agility** is the ability to change the position of your body quickly and to control your body's movements. People with good agility are likely to be good at activities such as wrestling, diving, soccer, and ice skating.

► **Balance** is the ability to keep an upright posture while standing still or moving. People with good balance are likely to be good at activities such as gymnastics and ice skating.

► **Coordination** is the ability to use your senses together with your body parts or to use two or more body parts together. People with good eye-hand or eye-foot coordination are good at hitting and kicking games such as baseball, softball, tennis, and golf.

► **Power** is the ability to use strength quickly. It involves both strength and speed. People with good power might have the ability to put the shot, throw the discus, high jump, play football, and speed swim.

## FACTS

Power is sometimes called a "combined part of fitness" because it requires speed (a skill-related part of fitness) and strength (a health-related part of fitness).

► **Reaction time** is the amount of time it takes to move once you realize the need to act. People with good reaction time are able to make fast starts in track or swimming or to dodge a fast attack in fencing or karate. Good reaction time is necessary for your own safety while driving or walking.

► **Speed** is the ability to perform a movement or cover a distance in a short period of time. People with good leg speed can run fast, while people with good arm speed can throw fast or hit a ball that is thrown fast.

Remember, most sports require different parts of skill-related fitness. For example, a skater might have good agility but may not possess good power. Some people have more natural ability in some areas than in others. No matter how you score on the skill-related parts of physical fitness, you can enjoy some type of physical activity. Keep in mind that good health does not come from being good in skill-related physical fitness; it comes from doing activities designed to improve your health-related physical fitness and can be had by people who consider themselves poor athletes as well as by those who see themselves as great athletes.

## The Stairway to Lifetime Fitness

You are probably quite active now; most teens are. But will you be as active as you grow older? Will you do the same kinds of activities you do now? If you answered "no" to either of these questions, you need to begin learning now for lifetime fitness and activity. One way to accomplish this goal is to climb the Stairway to Lifetime Fitness. As you can see in the diagram, when you climb the stairway, you move from a level of dependence to a level of independence, allowing you to make good decisions about lifetime physical activity.



### Step 1: Doing Physical Activity

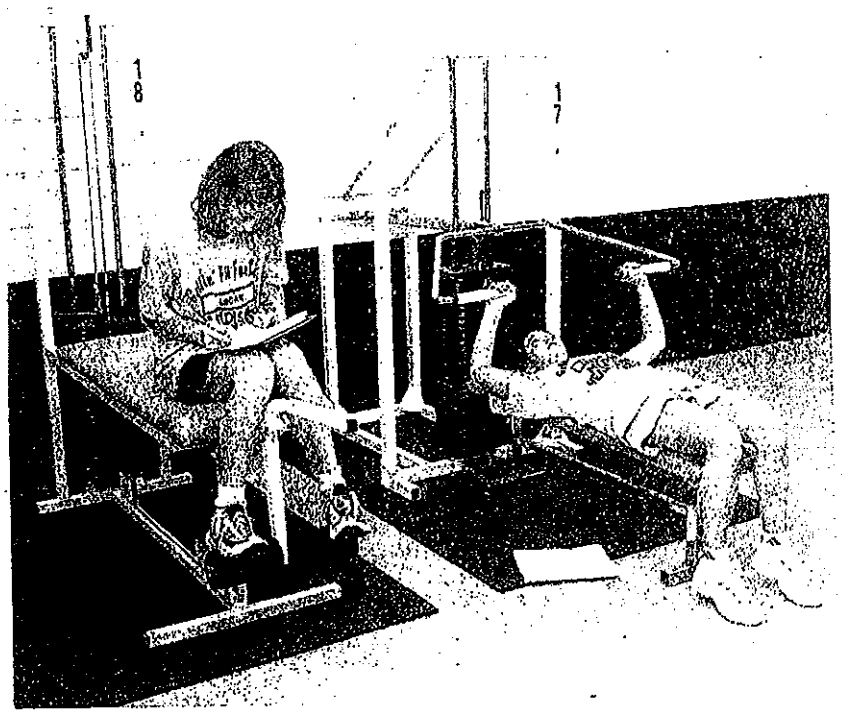
Think about the various physical activities you are involved in. If you are like many people your age, much of your activity results from community or school activities. You also have other opportunities to do physical activity, such as in physical education classes. As you become an adult, school programs will no longer serve as your incentive to exercise, and other opportunities for physical activity will probably decrease. Doing activity planned by others is a good first step, but it is important to keep climbing the stairway.

### Step 2: Getting Fit

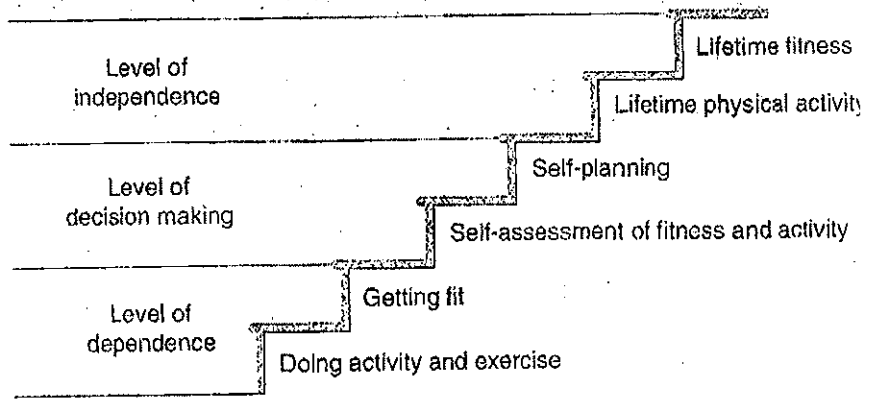
Because getting fit depends on physical activity and exercise patterns, fitness is something that people often planned for you when you were young. For example, coaches prescribe exercises to get kids fit for sports, and physical education teachers plan activities to get students fit. But when do young people learn to get or keep fit without depending on others? Moving up the stairway means learning to become responsible for your own physical fitness. When you move to the third step in the stairway, you begin to make your own decisions.

### Step 3: Self-Assessment

Before you can make good decisions about your own personal fitness and activities, you need to know your own personal fitness level. No doubt you have had your fitness tested before, but probably it was something someone else did for you, rather than something you did for yourself. When you learn to assess your own fitness you will have reached the third step on the Stairway to Lifetime Fitness. You can use the skills of self-assessment all your life to help in self-planning for lifetime activity and fitness. You will find a self-assessment in each chapter of this book.



*Learning to keep track of your own assessment and fitness is an important life skill.*



*Stairway to Lifetime Fitness.*

### Step 4: Self-Planning

When you have learned to assess your own fitness, you are ready to progress to self-planning. You use your own fitness results (a personal fitness profile) to help plan your own fitness and activity program. No two people will have identical fitness needs and no two people will have exactly the same program. The information you learn from this book and in this class will help you self-plan.



## Taking Charge: Learning to Self-Assess

Testing yourself to see what you can do is referred to as a self-assessment. Many kinds of self-assessments exist. For example, you can assess your physical fitness, your health, your knowledge, and your ability in sports. The self-assessments in this book focus on physical fitness and health.

Julia and Troy are friends who want to know more about their current health-related physical fitness levels. They have taken fitness tests in school in the past, but they learned little about why they were doing the tests or how to test themselves in the future. They wanted to learn how to assess their own fitness.

Julia remembered some of the tests she took in elementary school, such as running a 50-yard dash, seeing how far she could jump, and performing something called a shuttle run. Troy had not taken a fitness test in physical education, but he had been tested for his baseball team to see how many push-ups and jumping jacks he could do.

Julia and Troy thought about doing a self-assessment that included all of the tests Julia had been given in



school and all of the tests that Troy had done for his baseball team. But they were not sure how to do the tests the correct way, and they were not sure that these were the best tests. They especially wanted to learn self-assessments for health-related physical fitness.

### For Discussion

Discuss a plan of self-assessment that Julia and Troy can follow to determine their current levels of health-related physical fitness. Did the tests Julia performed in elementary school assess health-related physical fitness? Did the tests Troy performed for his baseball team measure health-related physical fitness? What do you think the tests they performed really measured? Fill out the self-assessment questionnaire (provided by your teacher) for this chapter to learn more about self-assessments for health-related physical fitness. Consider the guidelines on page 16. You will get a chance to practice many fitness self-assessments as you do the activities in this book.

### Step 5: Lifetime Activity

When you climb to step 5, you will have moved from the level of decision making and problem solving to the level of lifetime activity. This means you have learned *why* activity is important, *what* your fitness needs are, and *how* to plan for a lifetime. You will be a lifetime activity participant. This step is much like step 1 in the stairway, but now you are making your own decisions.

### Step 6: Lifetime Fitness

When you reach the top level of the stairway, you will have taken responsibility for your own lifetime fitness. You will have moved from dependence on others to keep you fit. Throughout your life, you will use the skills you learned to reevaluate your fitness needs and to adjust your physical activity program as needed to maintain your fitness.

A major purpose of this book and this class is to help you to achieve lifetime fitness as a result of healthy lifestyle choices, including regular lifetime physical activity. In the chapters that follow, you will learn how to climb the stairway and reach this highest step.



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### Lesson Review

1. Name and describe the five parts of health-related physical fitness.
2. Name and describe the six parts of skill-related physical fitness.
3. Use the Stairway to Lifetime Fitness to explain how you can develop a lifetime habit of physical fitness.

## Chapter Review

### Reviewing Concepts and Vocabulary

Number your paper from 1 to 5. Next to each number, write the word (or words) that correctly completes the sentence.

1. Physical activity done for the purpose of getting fit is called \_\_\_\_\_.
2. The \_\_\_\_\_ is a series of steps to help you achieve lifetime fitness.
3. Cardiovascular fitness is one part of \_\_\_\_\_ fitness.
4. A hypokinetic condition is a health problem caused by \_\_\_\_\_.
5. Body fatness is a \_\_\_\_\_.

Number your paper from 6 to 14. Next to each number, write the letter of the best answer.

#### Column I

6. muscular endurance
7. flexibility
8. agility
9. balance
10. coordination
11. reaction time
12. speed
13. physical activity
14. wellness

#### Column II

- a. movement of body using larger muscles
- b. ability to use body parts together
- c. ability to cover a distance quickly
- d. positive component of health
- e. ability to use joints through a wide range of motion
- f. ability to change body position quickly
- g. ability to keep an upright position
- h. ability to use muscles continuously without tiring
- i. amount of time to start moving

Number your paper from 15 to 20. Write a short answer for each statement or question that follows.

15. What is physical fitness?
16. Why is fitness important for everyone?
17. How do health-related physical fitness and skill-related physical fitness differ?
18. Explain why a sports star may not possess the same levels of fitness in all areas of physical fitness.
19. What is the difference between power and strength?
20. Explain how the definition of health has changed over time.

### Thinking Critically

Write a paragraph to answer the following question.

A friend of yours tells you she sees no reason to develop a plan for lifetime physical activity because she gets plenty of activity in school. She is on the basketball team and the track team. She also has physical education class five times a week. What would you tell her? Explain your answer.



### Project

Interview several healthy older adults about their health-related physical fitness. Ask questions such as: What kinds of activity do you do for cardiovascular fitness? How has your fitness and physical activity changed over the years? Are you more fit or more active now? Use the data to discuss how teenagers can use exercises they learn now throughout their lives.





### Exercise Log

Please write the date, type of activity, (ex: running, dancing, soccer game, etc), and the length of time spent on activity converted to the nearest hour (30 minutes = .5 hours), and then an adult signature for each activity. Total number of hours needs to be completed at the bottom of the page.

Date	Activity Type	Length of time (Hours, convert length of time to nearest hour)	Adult Signature

**TOTAL number of hours completed:** \_\_\_\_\_

