Subject: Physical Education
Lesson Title: Even Jim Brown Had to Start Somewhere

Goals/Objectives:

- Students will correlate the fitness concepts of strength, agility, flexibility and endurance to basic yet specific forms of exercise.

National Standards met: Physical Education: 2-Demonstrates understanding of movement concepts, principles, and strategies; 3-Participates regularly in physical activity; 4-Achieves and maintains a health-enhancing level of physical fitness; 6-Values physical activity.

Methods/Procedures:

- Students will be asked to discuss and list basic exercises that can be done to improve one's muscular strength, agility, flexibility, and muscular endurance.
- Basic Exercise Examples

Muscular Strength: Push-ups, Sit-ups, (Few Repetition), Chin-ups, Pull-ups, Squat thrust, Bench dips

Agility: Line jumps (forward, backward, side to side, scissors), One-Foot hop

Flexibility: Standing toe touch, Standing V stretch, Butterfly,
Seated toe touch, Seated V stretch, Inverted hurdles stretch

Endurance (Many Repetitions): Push-ups, sit-ups, Chin-ups, Squat thrust, Bench dips, Walking, Jogging (slow, medium or fast) Jump rope

Materials:

- Notepad/paper and pencil/pen
- Blackboard or Dry mark board
- Access to computer

Assessment:

- Students will be assessed on their participation in activities.

Subject: Physical Education
Lesson Title: Physical Fitness and Exercise 101

Goals/Objectives:

- Students will become familiar with fitness and exercise terminology.

National Standards met: Physical Education: 2-Demonstrates understanding of movement concepts, principles, and strategies; 3-Participates regularly in physical activity; 4-Achieves and maintains a health-enhancing level of physical fitness; 6-Values physical activity.

Methods/Procedures:

- Initially the students will be given and review a physical fitness vocabulary worksheet.
- Students will be asked to discuss and list basic exercises that can be done to improve ones muscular strength, agility, flexibility, and muscular endurance.
- Students will be introduced to websites they can access to gather additional information on fitness and sports.
- President's Council on Physical Fitness and Sports
  www.fitness.gov
- Amateur Athletic Union
  www.aausports.org
- Fitness for Youth
  http://Fitnessforyouth.umich.edu
- Kids Health
  www.kidshealth.org
- Sports Illustrated for Kids
  www.sikids.com

Materials:

- Notepad/paper and pencil/pen
- Blackboard or Dry mark board
- Access to computer

Assessment:

- Students will be assessed on their participation in activities.

BASIC FITNESS AND EXERCISE TERMS

1. Muscular Strength: the amount of force exerted with a muscle.

2. Agility: quickness of motion, the ability to change directions quickly.

3. Flexibility: the ability to move your muscles and joints through a full rage of motion.

4. Muscular Endurance: the ability of your body to move for a long period of time.

5. Regularity: setting up a regular exercise schedule.

6. Overload: for muscles to get stronger or your body to get fit, you must work harder when exercising then when you are at rest.

7. Specificity: you need to exercise your body the way you are going to use it.

8. Progression: gradually increase the number of exercises you do, the time you do them and how hard you exercise.

9. Warm-Up: warming up makes muscles more limber and decreases chances of being impaired during exercise.

10. Cool-Down: the time used to allow your body to return to normal after exercise.

11. Frequency: how often you exercise.

12. Intensity: how hard you exercise.

13. Time: how long you exercise.

14. Type: the kind of exercise - aerobic or anaerobic

www.fitness.gov

Subject: Physical Education
Lesson Title: Get Ready, Get Set, Get Moving

Goals/Objectives:

- Students will be encouraged to regularly participate in physical exercise activities.

National Standards met: Physical Education: 2-Demonstrates understanding of movement concepts, principles, and strategies; 3-Participates regularly in physical activity; 4-Achieves and maintains a health-enhancing level of physical fitness; 6-Values physical activity.

Methods/Procedures:

- Students will be encouraged to start a "Fitness File" via The President's Challenge website, www.presidentschallenge.org

Materials:

- Notepad/paper and pencil/pen
- Blackboard or dry mark board
- Access to computer

Assessment:

- Students will be assessed on their participation in activities.

Subject: Family and Consumer Sciences
Lesson Title: Sports Nutrition

Goals/Objectives:
Students will:

- Describe how physical activity affects athletes' nutritional needs.
- Analyze what's best to eat and drink before, during, and after a workout or competition.
- Distinguish between fact and myths regarding sports nutrition.

National Standards met: Nutrition and Wellness: 14-Demonstrate nutrition and wellness practices that enhance individual and family well-being

Methods/Procedures:

- Using available resources have students investigate the Food Guide Pyramid. Inform students that the eating plan supplies athletes with all the nutrients they need. With increased energy and fluid requirement, athletes need to consume more than the minimum number of servings recommended. They should get:
    - **Plenty of carbohydrates.** Athletes need extra calories for energy. They should get most of them from nutrient-dense foods high in complex carbohydrates.
    - **Enough, but not too much protein.** Physical activity along with sufficient amount of protein will help build muscles. Extra protein is stored as fat.
    - **Enough vitamins and minerals.** Athletes should eat calcium-rich foods for healthy bones, and iron-rich foods for oxygenated blood.
    - **Enough water.** Athletes should replenish the water lost through perspiration. Each pound of weight loss from sweating needs to be replaced by 2 cups of fluid.
- Review the functions of the essential nutrient, water. Discuss how the need is increased during a workout or competition and what the health dangers are from dehydration. Have students address what types of fluids should be consumed and why, what activities pose the greatest challenges (running, bicycling, etc.), and how these challenges can be overcome through rehydration.
- Have students create a sample menu for a high performance meal to be eaten several hours before a competition. They should trade with a classmate to evaluate each other's meal plan. Using nutrient analysis software, have them analyze the nutritional value of their meal plan.
- In a large group discussion, identify what wrestlers do before and after weigh-ins to achieve the weight desired for their weight class in time for the match, and discuss what the short-term and long-term consequences are for such practices. Have them create flyers informing wrestlers how proper meal planning can enhance wrestling performance.
- Brainstorm food myths regarding sports nutrition such as making weight, bulking up, high-protein diets, and carbohydrate loading. Have students evaluate the nutritional consequences of each myth.

Materials:

- My Pyramid resources as videos, internet connections, computer software, nutrition textbooks, etc.
- Computers
- Nutrient analysis computer software

Assessment:
Participation in all instructional activities
Completion of Power for Performance Activity Sheet

Power for Performance

1. Complete the following schedules for fluid intake before, during and after a workout or competition.

Time Frame	Drink This Much
2 to 2 1/2 hours before activity	
15 minutes or less before activity	
Every 15 minutes during activity	
After Activity	

2. Select the best word(s) that complete(s) the following scenario.

A. Banana B. Candy Bar C. Complex Carbohydrates
D. Dehydration E. Electrolytes F. Fluids
G. Nauseated H. Sports Drink

Before his first football game, Brandon ate a big bowl of cereal, a bagel and an orange to get plenty of _____. To make sure he would have enough ____, he took a bottle of water with him to the game. A teammate offered him a _____, but he was afraid it would make him jittery. He ate a _____ instead. The day was warm and many players suffered from _____. Brandon scored a touchdown, but his leg muscles cramped up. He drank a cola on the sideline, but it made him feel _____. His coach gave him several glasses of a _____. "You need to replace _____," he said.

3. Circle the best choice for the missing word in each sentence.

1. The My Pyramid eating plan provides athletes with all the (nutrients or calories) they need.
2. Athletes require more than the minimum number of (foods or servings) because of their energy needs.
3. Athletes should get most of the extra calories they need from (fats or carbohydrates).
4. Complex carbohydrates produce (energy or muscle).
5. Athletes should eat only 2 to 3 servings from the (meat or vegetable) group.
6. The body uses protein for (growth or energy).
7. Pyramid guidelines suggest athletes eat foods rich in (calcium or iron) for healthy bones.
8. Athletes' bodies sweat to reduce (body weight or body heat) during a workout or competition.
9. Athletes need to replace the (fluids or calories) lost during a workout or competition.
10. It takes 2 cups of water to replace each (ounce or pound) lost to sweat.

4. Joe weighs only 155 pounds, but he wants to make the football team in the fall. He has decided to eat a lot of steak and ice cream every day all summer to gain weight. How could his actions affect his ability to compete and his general health? Describe a better plan for reaching his goal.