

PHILOSOPHY OF THE HEALTH AND PHYSICAL EDUCATION DEPARTMENT

The Health and Physical Education Department of District 230 believes that our primary goal is to enhance the quality of life of our students. The focus is to encourage our students not to just avoid sickness, but to achieve wellness. Wellness is a state of healthy balance whereby an individual makes sound decisions regarding exercise and fitness, nutrition and diet, rest and relaxation and health habits. A person's lifestyle, or the way they choose to live, has the greatest affect on health. Statistics show that seven out of ten leading causes of death are related to personal habits and behavior. Thus, in order for Wellness to be achieved, responsible decision-making must take place. This will include decisions about lifestyle, education, career options, etc. Other more impulsive choices may include decisions about whether or not to use alcohol, drugs, or tobacco.

We, as Health and Physical Education teachers believe it is our responsibility to develop in our students an awareness of the benefits of a healthy lifestyle, so they can make responsible decisions and be able to consider the consequences of those decision-making skills to make rational lifestyle choices.

IMPORTANCE OF PHYSICAL EDUCATION

- To provide a daily program of activity to improve and maintain physical fitness.
- To learn a variety of activity skills to be used in class and throughout the student's life.
- To contribute to the social development of the students by encouraging teamwork and fair play.
- To provide fun life-long activities.
- To learn and understand game concepts and rules.
- To develop and encourage creativity.

Physical Education contributes to the mental, physical, social and emotional growth of each student through the medium of physical activity.

COURSE REQUIREMENTS

GRADING SCALE:

Students' grades are based on 18 weeks and a semester exam. Each teacher will submit a syllabus with specific details as to how students earn their grades. Possible categories include:

- Daily Participation _____
- Fitness Tests _____
- Assessments _____
- Other _____

SCALE

<u>Percentage</u>	<u>Grade</u>
100-90%	A
89-80%	B
79-70%	C
69-60%	D
59% and below	F

REQUIRED DRESS:

Students are required to be dressed in the required Andrew Physical Education uniform each day.

- Andrew shirt and shorts
- Clean socks
- Gym shoes
- Black sweatpants and black sweatshirts are acceptable provided the PE uniform is still worn underneath.
- Rental uniforms are available for one day use if a student's uniform is unavailable.

MEDICAL EXCUSES:

- If a student is not feeling well, he/she **MUST** still dress and request for their instructor to allow them to participate as best they can.
- In case of illness, when a student is present but cannot participate a parental note will excuse the student for up to 3 days.
- Any parent excuse beyond three days must have a doctor's note to excuse them from participation. The days missed without a doctor's note will be unexcused.
- Extended excused absences may require a student to go to Adaptive PE or study hall; as determined by the PE chairman and school nurse. Students will need to complete written assignments.

MEDICAL OPTION PE ASSIGNMENTS:

Students should write reports appropriate to the class activity based on instructions of the teacher.

Optional Assignments

1. Three-page written assignment:
 - A. Define physical fitness – list five aspects of fitness.
 - B. Describe your state of fitness.
 - C. What could you do to help improve your fitness?
2. Read and summarize **three** articles on fitness (**one page each**).
3. **Three-page** book report:

Read a book of your choice dealing with fitness, sports, health and wellness.
Summarize book – give your opinion.
4. First Aid
Make a chart with the first aid procedures of the following. . .

	Symptoms	Treatment
Muscle cramp		
Heat exhaustion		
Pulled muscle		
Hyperventilation		
Hypothermia		

5. Attend an Andrew sport competition of your choice and summarize the game in a **three-page report**.
6. Make a collage or poster promoting good health, fitness, sports, etc.
7. Make a theme mobile dealing with sports, fitness and health that shows aspects of that theme.
8. Cut out **three** articles from newspaper dealing with fitness and health. (NO SPORTS.) Summarize and give your opinion. **Three pages** total.

9. Interview an adult (mom, dad, aunt, uncle, etc.) to see what physical education and sports were like when they were in school. Compare to what you have to do. **Three-page_report.**
10. Interview three adults and make a fitness program for them; 15-30 minutes 3 times a week include stretching, activity, cool down.

REFUSAL TO DRESS/PARTICIPATE POLICY

- 1st REFUSAL: Warning and a point deduction is given to the student. Conference with the student and teacher.
- 2nd REFUSAL: Parent contact and a point deduction applied to student's grade.
- 3rd REFUSAL: Parent contact and point deduction applied to student's grade. Teacher contacts Division Chair.
- 4th REFUSAL: Parent contact and point deduction applied to student's grade. Teacher contacts guidance counselor.
- 5th REFUSAL: Parent contact and point deduction applied to student's grade. Teacher contacts Dean's office.

Any further refusal to dress/participate may result in failure of the physical education course. Physical Education is a laboratory type **class and a graduation requirement.**

LOCKER ROOM POLICIES:

- **Lock your belongings.** Andrew is not responsible for lost or stolen items.
- Do not leave book bags/purses on the floors or benches.
- Do not share lockers.
- No glass in locker rooms.
- No eating in locker rooms
- Towels are provided for showers and must be returned to towel bags after use.
- Only official Andrew High School locks may be used.
- Fill out a locker card to be kept by your instructor.

SWIM POLICY:

Students will participate in a six-week swim unit. **GIRLS ARE REQUIRED TO WEAR A ONE PIECE SWIMSUIT.** Refusal to participate will result in point deduction and notification to the parents and counselor.

PHYSICAL EDUCATION DISEASE PREVENTION PROCEDURES:

The following is a list of safety precautions and procedures that should be observed by students if they encounter any potential health hazards while visiting the physical education facilities.

BLOOD SPILLS

If you should have an accident etc., where a blood spill occurs, attempt to confine the spill with towels to as small an area as possible. Contact your teacher to help with a disposal of towels and blood clean up. After notifying teacher wash your hands and if there is any blood on your clothing take them home to wash. **Remember: DO NOT** come in direct contact with someone else's blood --- **STOP** and notify your teacher.

SPITTING

Spitting is not allowed in any of the physical education facilities. Contact with spit can transmit diseases such as: tuberculosis or the hepatitis virus. If spitting is unavoidable, it should be done using Kleenex.

TOWEL PICK UP

The transmission of disease is remote on used towels unless the towel contains internal fluids such as blood or mucus. Students are required to dispose of their own towels in the proper receptacles not leave them on the locker room floors.

SHARING CLOTHING

Sharing gym uniforms can increase the risk of transmitting diseases such as lice, scabies, and ringworm. Students should wear their own PE uniform or rent a uniform from your teacher, which has been properly cleaned.

SHARING DRINKS

Sharing drinks from the same glass or can, can drastically increase the risk of spreading diseases such as cold, flu, mononucleosis, hepatitis, and cold sores. These diseases can also be spread through kissing.

SHARING EYE MAKE UP

Sharing eye make up will almost certainly transmit pink eye if one of the participants is infected. Pink eye is highly contagious from person to person by direct contact.

SHARING BRUSHES AND COMBS

Sharing hair care items can increase the risk of the spread of head lice.

IF YOU GET SICK

If you feel ill and you feel that you may vomit in the instructional environment, immediately get to a washroom and attempt to confine spills to that area. Call gym instructor for help in cleaning up spills. **DO NOT** attempt to clean up by yourself.

SANITATION PROCEDURES

All physical education instructional stations and locker rooms are cleaned and disinfected daily. Students are still encouraged to participate in good health habits when in our area. Students may use shower slippers in locker rooms if they choose to.

PROTECTION KITS

All instructors are carrying personal protection kits to help protect anyone who participates in the clean up of spills. Kits are also located in all physical education teaching stations usually in an adjoining storage room. Protection kits include: gloves, towels, and clean up wipes. Most protection kits are also supplied with some first aid supplies.

The physical education area should be a fun and safe area to visit. Your cooperation with the physical education staff in insuring that the area remains safe is greatly appreciated.

FITNESS TEST GUIDELINES

ANDREW HIGH SCHOOL

Fitnessgram is a fitness assessment and reporting program for youth, first developed in 1982 by The Cooper Institute in response to the need for a comprehensive set of assessment procedures in physical education programs. The assessment includes a variety of health-related physical fitness tests that assess aerobic capacity; muscular strength, muscular endurance, and flexibility; and body composition.

MUSCULAR STRENGTH/ENDURANCE – THE AB CURL TEST

1. The students will perform the following test set to a specified pace, completing as many repetitions as possible to a maximum of 75.
2. Technique is of the utmost importance while performing these abdominal curls.
3. The student being tested will lie down on a gym mat with knees flexed, feet flat on the floor, legs slightly apart, arms straight and parallel to the trunk with palms of hands resting on the mat. The feet are not held or anchored. Arms are extended forward with the fingers resting on the floor and pointing toward the knees.
4. Another student or the teacher will serve as the counter by kneeling near the feet of the participant. The student being tested curls up slowly sliding the fingers along the floor until the hands reach the opposite side of the measuring strip on the floor. After reaching the opposite side, the person being tested should slowly move back down until the head come in contact with the mat. When the second form correction is made, or when they can no longer continue, the total complete repetitions should be recorded. The movement should be continuous with the cadence and no rest allowed.

MUSCULAR STRENGTH/ENDURANCE - THE PUSH-UP TEST

1. The participant when performing push-ups should have their hands shoulder width apart. When looking from above the middle finger should be in line with the outside edge of the shoulder.
2. The test begins with the individual in prone position on the mat. The student pushes up off the mat with the arms until the arms are straight, keeping the legs and back straight. The back should be kept in a straight line from head to toes throughout the test.
3. The student then lowers the body using the arms until the elbows bend at a 90 degree angle and the upper arms are parallel to the floor.
4. The movement is repeated as many times as possible with the cadence. Students are stopped when the second form correction is made. Only one form correction is allowed. The push-up is counted only when the performer's shoulders go below the elbows (or a 90 degree position). No rest is allowed during the test. Continuous movement must occur. This can be viewed while sitting directly in front of the person being tested.
5. Technique again is very important when testing and not how fast they can be done. Record total push-ups performed correctly.

FLEXIBILITY TESTING – BACK-SAVER SIT & REACH TEST

1. All students should warm-up thoroughly before being tested on the Sit & Reach test.
2. After pre-stretching, the student should remove his/her shoes before being tested.
3. Testing one leg at a time, students sit with one knee bent and one leg straight against a box and reach forward.
4. While placing one hand directly over the other hand (middle fingers on top of one another) the performer reaches as far as possible without bouncing (a static stretch) three times. The last reach must be held for a full second in order to be considered a static stretch. (The count should be one thousand one). Record the total in inches and half-inch increments.

AEROBIC CAPACITY - THE PACER TEST

1. Designate an area 20 meters apart for running the test. Mark each end with cones or taped lines.
2. All students should pair up with another student. One student will perform the Pacer while the other student will serve as a counter. (He/she will keep track of the total number of laps completed.
3. Students run across the designated area and touch the line by the time the beeper sounds. At the sound of the beep they turn around and run back to the other end. If a student gets to the line before the beep, they must wait for the beep before starting back to the opposite direction.
4. Stopping – When a student does not reach the line by the beep, he/she should reverse direction on the beep (even if they haven't touched the line). Allow the student to catch up with the pace until he/she has missed two beeps. Students completing the test should continue to walk and then stretch in a cool-down area.
5. Record the total of laps completed.

AEROBIC CAPACITY - MILE RUN

1. Four track laps = 1 Mile

OPTIONAL FITNESS TESTS

MILE AND A HALF WALK – CARDIOVASCULAR EXAM

1. Six track laps = 1.5 miles

FEMALE FITNESS STANDARDS

	BELOW AVERAGE				AVERAGE				ABOVE AVERAGE			
Cardio Vascular	1	2	3	4	5	6	7	8	9	10	11	12
Mile Run	<16	14:00-15:59	12:00-13:59	10:00-11:59	9:30-9:59	9:00-9:29	8:30-8:59	8:00-8:29	7:30-7:59	7:00-7:29	6:30-6:59	6:00-6:29
Pacer	<23	24-29	30-34	35-40	41-45	45-50	51-55	56-61	62-67	68-73	74-81	82+
Muscle Strength	1	2	3	4	5	6	7	8	9	10	11	12
Push-ups	0	1-2	3-4	5-6	7-8	9-10	11-12	13-15	16-18	19-20	21-23	24+
Muscle Endurance	1	2	3	4	5	6	7	8	9	10	11	12
Sit-Ups	0-3	4-7	8-12	13-17	18-22	23-27	28-32	33-35	36-38	39-41	42-44	45+
Flexibility	1	2	3	4	5	6	7	8	9	10	11	12
Sit and Reach	7	8	9	10	11	12	13	14	15	16	17	18
Body Composition	1	2	3	4	5	6	7	8	9	10	11	12
BMI	<32	29-31	27-28	25-26	22-24	20-21	18-19	17	16	15	14	13
% Body Fat	<32	30-31	28-29	25-27	24	23	22	21	20	18-19	16-17	>16

MALE FITNESS STANDARDS

	BELOW AVERAGE				AVERAGE				ABOVE AVERAGE			
Cardio Vascular	1	2	3	4	5	6	7	8	9	10	11	12
Mile Run	<15:00	13:00-14:59	10:01-12:59	9:01-10:00	8:00-8:31	7:01-8:30	6:00-7:30	5:00-6:59	4:00-6:29	3:00-6:04	2:00-5:44	1:00-5:30
Pacer	>20	21-30	31-40	41-50	51-59	60-68	69-77	77-84	85-90	91-96	97-102	<103
Muscle Strength	1	2	3	4	5	6	7	8	9	10	11	12
Push-ups	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	55-60
Muscle Endurance	1	2	3	4	5	6	7	8	9	10	11	12
Sit-Ups	1-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65
Flexibility	1	2	3	4	5	6	7	8	9	10	11	12
Sit and Reach	4	5	6	7	8	9	10	11	12	13	14	15
Body Composition	1	2	3	4	5	6	7	8	9	10	11	12
BMI	<29.8	28.7-29.8	27.5-23.6	23.7-25.0	23.7-24.9	21.8-23.6	19.9-21.7	18.5-19.8	18.4-17.4	17.3-16.3	16.2-15.2	15.1-14
% Body Fat	<25	23-25	20-22	18-19	17	16	15	14	13	12	11	10

FITNESS GOALS

	Pre-Test	Date	Date	Date	Date	Date	Date	Goal	Final
Sit-ups									
Push-ups									
Sit and Reach									
Pacer									

FOR MORE INFORMATION, PLEASE VISIT WWW.COOPERINSTITUTE.ORG

VJA PHYSICAL EDUCATION CONCEPTS PROGRAM WELLNESS

WHAT IS WELLNESS?

Wellness is defined as an active process through which an individual becomes aware of and makes choices toward a more successful existence. The ultimate responsibility for wellness of an individual rests with that person . . . not with anyone or anything else. The key word is choice and the basis for the concept is self-responsibility. You can do more for yourself than anyone or anything. It is entirely up to you.

A wellness approach to life is a total health plan concerned with both mind and body. At one end of the spectrum you have a high level of wellness. At the other end, you have premature death. It is a continuum. You make choices every day that move you either closer to wellness or closer to illness and premature death. Scientific and medical research have provided us with certain risk factors concerning exercise, diet, health and stress which should influence our lifestyle.

We, as a Health and Physical Education Staff, would like to make you aware of this research so that you can make sound choices regarding your future. It is then up to you to make the decision as to how you want to live.

MAJOR MEDICAL PROBLEMS IN THE UNITED STATES

In the United States, we have a high standard of living. In many respects this is great and yet in other ways it has created many problems. Our affluent society depends on machinery, power tools, equipment and cars to do most of our work. Television, theaters, spectator sports, take a great deal of our leisure time. Because of our way of life the American male's life expectancy is 72 years of age. This ranks us 37th among other civilized nations! These sedentary ways, along with our poor eating habits, have brought about three of this country's greatest medical problems. Cardiovascular disease ranks as the number one health problem in the United States. "Cardio" is another word for heart and vascular refers to the blood vessels. Scientific studies have shown that active people have less heart disease and are less likely to die from heart attacks than inactive people. Some symptoms of heart disease start to develop when people are in their teens. For this reason, it is important to develop and maintain cardiovascular fitness early in life.

Another major medical problem in the United States is the fact that many Americans are obese. Most studies indicate that at least one-third of the children and one-half of the adults in the United States are overweight. This problem stems from eating excessively, lack of exercise, and eating junk food for snacks. Being obese also places a great deal of stress on our heart and circulatory system.

What is significant about these three tremendous medical problems including cardiovascular disease, obese, and low back pain is that they are all preventable. Diseases such as these are considered HYPOKINETIC DISEASES.

HYPOKINETIC DISEASE

Hypokinetic diseases are caused in part by a lack of physical exercise or inactivity. In essence, these diseases can be controlled in two ways - regular exercise and good nutrition.

LIFESTYLE GOALS

The key to wellness approach is that people do not have to die as early as they do. We can control the quality of our life by proper diet and nutrition, regular exercise, controlling the use of cigarettes and alcohol and learning to cope with stress. If we learn what we can about these aspects of wellness and adjust our lifestyle, we can, to a certain degree, control the quality of our lives.

It is really up to you. Do you want to be a casualty, a heart attack victim? The best health insurance you can get is preventive medicine. You can do more for yourself than anyone or anything can! The important thing to do is to learn now while you are young, what the health risks are and adjust your lifestyle. It will be easier for you to adjust now than in later years. Be patient and if you need help, don't be afraid to ask. Making lifestyle changes takes time and a lot of effort.

Our approach has been that you are an individual and the daily decisions you make will determine your wellness or well being. Following the research data does not insure you a long life but, hopefully will make you feel better. Wellness is self-responsibility and a preventive approach for the future. There are certain principles that should be understood regarding exercise and fitness.

1. Everyone is unique in their own way. Do not compare yourself to other students. Strive to improve in your own way. Making lifestyle changes or forming new habits are not easy tasks. Be patient, set realistic goals and be regular.
2. Heredity – The lean, athletic body is not for everyone. A tall thin basketball player and a muscular football player could not be made to look alike because of heredity and body type. Don't expect unrealistic changes. Your heredity controls the type of body you have.
3. The F.I.T. principle must be understood in order to get physically fit and remain that way. "F" refers to the frequency of exercise which should be regular and take place three to five times per week. "I" refers to the intensity of exercise and is based on the theory of overloading the body. "T" refers to the time or duration of exercise and this should be 20-30 minutes in your target pulse rate. (60% - 75% of maximum heart rate (220) minus your age)
4. There are over 90 medical and physiological studies to support the following facts:
 - a. Exercise should exceed more than 1,000 calories a week to be effective.
 - b. Exercise must be regular.
 - c. Age is not a deterrent to cardiovascular training.
 - d. A person can de-train in two weeks time without exercise.

More amazing is the fact that 50% of these failures in our body functions are due to inactivity and lifestyle and not because of disease or aging.

Not only these but many of today's medical problems are preventable and that is basically what the Wellness Concepts Program is about: to present to you what research has found out to be true and to make you aware of healthy lifestyle habits.

After you graduate, the choice is yours. Hopefully, your choice will be to establish a healthy lifestyle.

REMEMBER: You can do more for yourself than anyone or anything!

FLEXIBILITY

WHAT IS IT?

At various points in the body, bones meet to form joints. These include the knees, ankles, hips, wrists, elbows and shoulders. Flexibility is the ability to move these joints and your muscles fully.

HOW IS FLEXIBILITY IMPROVED?

Flexibility is improved by stretching muscle tissue in a slow, gentle manner. As you stretch out, feel the pull of stretching in the heart of the muscle, not near the joint itself. To accomplish this, stretching must be done slowly without any bounce or forceful movements. Prior to stretching out, it is wise to engage in a general warm-up such as jogging or calisthenics in order to increase body temperature and help to prepare the muscles for stretching out.

HOW DO YOU STRETCH OUT?

Stretch only to the point where a pulling sensation is felt throughout the muscle and remain in that position 15 seconds while trying to relax the muscle.

WHY IS FLEXIBILITY IMPORTANT?

As a factor in physical fitness, everyone needs some degree of flexibility. Everyone, no matter what profession, will feel better if they are relatively flexible. It is also important to understand how to safely warm-up, stretch out and cool-down in order to avoid injury while participating in leisure activities.

BASIC TECHNIQUES OF STRETCHING

1. Don't go too far at the start. Get a slight stretch and increase the stretch as you feel yourself relax.
2. Do not bounce. Stretch and hold it.
3. Of primary importance - learn how to stretch your body. Flexibility is only one of the many by-products of stretching. Do not try to be flexible. Just learn the proper way to stretch and the flexibility will come with time.
4. Breathing is important. Do not stretch to a point where you can't breathe normally. Breathe naturally – exhale as you bend forward. Develop rhythmical, slow breathing.
5. Hold a stretch in a fairly comfortable position until you feel yourself relax.
6. Think about the area being stretched. Feel the stretch. If your body is vibrating from too much of a stretch, ease up. You cannot relax if you are straining.

STRENGTH

WHAT IS STRENGTH?

Muscular strength is the amount of force a muscle can exert one time.

WHY IS IT IMPORTANT TO HAVE STRENGTH?

1. Strength helps to reduce fatigue.
2. Strength can help prevent injuries and muscle soreness.
3. Strong back and abdominal muscles can help prevent low back pain, one of the greatest medical problems in the United States today. One out of every two Americans seeks medical advice for this problem!

OVERLOAD PRINCIPLE

Overload occurs when exercise is increased in intensity so that the demands by the body are not being met. As a result, an improvement in physical condition will take place.

Overload can be accomplished in three ways:

1. Increasing the resistance or amount of work being done (lifting more weight than usual).
2. Increasing the speed of the repetitions or work (running a 6 minute mile as compared to a 9 minute mile).
3. Increasing the number of repetitions (doing 3 sets of 25 push-ups rather than one set of 25)

The increased stress is overload and after the body adapts to the increased demand it is no longer an overload. Then, you must perform a greater amount of work in order to overload.

HOW IS STRENGTH IMPROVED?

1. Calisthenics (exercises)
2. Weight Training program
 - a. Repetitions – the number of times you lift a weight
 - b. Sets – one group of repetitions (for example, if you repeat an exercise 8 times, then rest and do it 8 more times, you have completed 2 sets of 8 repetitions.

MUSCULAR ENDURANCE

WHAT IS MUSCULAR ENDURANCE?

Muscular endurance is the ability of the muscles to work for long periods of time without getting fatigued. Muscular endurance differs from strength in that a person with good endurance allows the person to lift longer while strength allows the person to lift more. In order to move a refrigerator you would need strength. You would need muscular endurance to paint a large ceiling.

WHY IS MUSCLE ENDURANCE IMPORTANT FOR GOOD HEALTH?

People with adequate muscular endurance are less apt to have backaches or muscle soreness and/or injury. Good endurance also makes it easier for a person to have good posture. Also, if a person is alert, you are better able to cope with stress which is the physical mental or emotional strain a person feels.

EVALUATING MUSCULAR ENDURANCE

1. Abdominal Muscle Endurance – Bent knee sit-up
2. Testing Arm and Shoulder endurance – Pull-ups (No time limit)
3. Testing Arm Muscle Endurance – Push-ups (No time limit)

INCREASING MUSCULAR ENDURANCE AND STRENGTH IN WEIGHT TRAINING

Perform many repetitions using an amount of weight you can continuously lift more than 8-12 repetitions. For example, doing 3 sets of 20 repetitions on the bench press would develop muscular endurance. Doing 4 sets of 6 repetitions would be a program to develop muscular strength.

HOW TO DEVELOP MUSCULAR ENDURANCE

1. Begin gradually. Too much exercise too soon can cause muscle soreness or injury. It takes muscles several weeks to get accustomed to exercising. When exercising, if you feel sore the next day you performed too hard the day before.
2. 25 repetitions for one calisthenic are enough for any exercise. If you wish to develop above average endurance you may want to perform more than 25 repetitions. Doing two sets of 25 push-ups with a rest in between is better than doing 50 push-ups all at once.
3. Perform the exercises slowly – perform each exercise with good form and correctly.
4. Move each muscle and joint through a full-range of motion. Moving your muscles and joints as far as possible will help keep you more flexible.

AEROBICS

The term “aerobic” means living in air or utilizing oxygen. Aerobic exercise refers to those activities that require oxygen for prolonged periods and place such demands on the body that it is required to improve its capacity to use oxygen. The results of aerobic exercises are beneficial changes in the lungs, the heart and the circulatory system. More specifically, regular aerobic exercise enhances the ability of the body to move air into and out of the lungs, increases the total blood volume, and the blood becomes better equipped to transport oxygen.

Aerobic exercises usually involve endurance type activities which do not require excessive speed. Dr. Kenneth Cooper who has wrote numerous books on “aerobics” and has completed years of medical research at his Aerobics Institute in Dallas, Texas, believes that it is better to use long, slow distance (or L.S.D. training) types of activities than those that rely on short, fast bursts of energy. He further believes that people should achieve a balance in terms of the distance they cover during any exercise session. Recent research has shown that unless a person is in some type of some type of competitive training it is best to limit running to about 12 to 15 miles a week. There are five basic types of exercise programs in which most people become involved. Each will be briefly covered to give a basic understanding of various forms of exercise.

ISOMETRIC EXERCISE

These types of activities are characterized by contracting muscles without moving them. An example of an isometric exercise would be to put your hands in front of you and pushing against each other. Isometric exercise can also be performed by pushing or pulling against an immovable object such as a doorjamb, wall or chair you are sitting in. Isometric exercise does not benefit the cardiovascular system.

ISOTONIC EXERCISE

Isotonic exercises contract the muscles while also moving them. Examples of isotonic exercise would be calisthenics and weight lifting. These types of exercise help to build greater muscle mass and strength. They are tremendous for developing strength and muscle size. Isotonic exercises like isometric exercises do not improve cardiovascular endurance. This type of exercise is important to develop strength and maintain muscle tone. It is not enough by itself however, to develop or sustain an improved cardiovascular system.

ANAEROBIC EXERCISE

Anaerobic means “without oxygen” and this type of exercise requires that the activity be performed without utilizing the oxygen that you are breathing. A 100-yard dash is nearly entirely anaerobic while running a marathon (26.2 miles) is about 99 percent aerobic. Anaerobic exercises are short duration straining exercises that process little oxygen into the bloodstream. Often times in fact the breath is often held while the exercise is taking place. These exercises benefit skeletal muscle but provide little value for cardiac muscle.

ISOKINETIC EXERCISE

Isokinetic exercise is a relatively new category of exercise. It involves providing resistance through the full range of motion of exercise. For example, in weight lifting or isotonic exercise the performer lifts a barbell and then gravity pulls it back down. With isokinetic exercise you not only have to lift the weight but also pull it back down to the starting point.

Nautilus weight equipment and on some stations on the Universal Gym, isokinetic activity is promoted. This kind of training can develop strength but can also produce a beneficial endurance effect. This can also be done by circuit weight training. When performing circuits, stations are set up in the weight room and students work for 30 seconds on a weight station then rest for 30 seconds while rotating to a different weight station.

SUMMARY

Now that you have an overview of the five major categories of exercise, it is important to remember that they are not mutually exclusive. There are anaerobic components to almost any aerobic exercise. It is also essential for those who are engaged in aerobic activities to supplement their basic endurance training with strength and muscle building exercises as well as calisthenics and flexibility exercises.

CARDIOVASCULAR ENDURANCE

The physically fit person lives longer, performs better, and participates more fully in life. Many people do not get the proper amount of exercise they need.

Each year over 460,000 deaths occur from heart attacks. The risk of death from heart disease is two to three times greater for the inactive person. Lack of exercise along with obesity, diabetes, excess cholesterol, high blood pressure, and habitual smoking is a major risk of coronary artery disease. Fortunately, this can be changed. As the level of activity goes up, the other factors go down. The American Medical Association has estimated that in America one-half of the adults and one-third of the children are overweight. The solution may not be just less food but more physical activity. It is well known that exercise increases the effectiveness of diet programs. Hypertension (high blood pressure) decreases in many people as a result of exercise programs as does the level of blood cholesterol.

The opportunity to train and begin your cardiovascular program is NOW. Your capacity to work will increase, you will be less tired at the end of the day, and you will find a new spring in your step if you work at it.

The type of fitness that counts involves the heart, lungs and circulatory system. This is called cardiovascular or aerobic fitness.

The heart, being a muscle, responds to training like any other muscle. In order to train any muscle you must push it beyond its normal load.

In activities such as swimming, jogging, bicycling and walking, which encourage a free flow of blood back to the heart, the contraction of the heart muscle returns large volumes of blood to the heart. As the heart gets stronger, it pumps more blood and aerobic capacity increases. When more blood flows, more oxygen is transported to the tissues, aerobic capacity is increased, and work is increased without fatigue.

RESTING HEART RATE/TARGET PULSE RATE

The heart is a muscle and like any other muscle must be overloaded to get stronger. Aerobic activities, such as running, jogging, swimming, cross country skiing and jumping rope force larger than usual amount of oxygen into the lungs and from there into the bloodstream for the body to use. The best indication of an efficient heart is a low resting heart rate. A low resting heart rate indicates that with each beat the heart has the ability to fulfill the body's need for oxygen with a strong stroke volume.

Dr. Kenneth Cooper, a leading author on the subject of aerobics, has done years of research on exercise and the heart. The lowest resting heart rate he has ever evaluated was Hal Higdon, a marathon runner, whose resting heart rate was 29 beats a minute! The average resting heart rate is 70-90 beats per minute. The heart of a physically fit person, with a resting heart rate of 50, beats 9,512,000 times less each year than an average person's heart with a resting heart rate of 70 beats per minute. Our goal this year will be to reduce your resting heart rate.

Of all the vital signs that physicians consider, evaluating pulse ranks No. 1. The beating heart has always been the most basic symbol of life and the most easily measured indicator of goings-on within the body.

The best way to take your pulse is by placing two fingers over the carotid artery on either side of the Adams Apple. Move the fingers around until a strong pulse can be felt. Press gently so as not to cut off the blood flow through the artery. Do not use the thumb to take your pulse in that it has its own pulse and can confuse your results.

When you want to measure your pulse while you are actually running, start counting your pulse immediately after you stop exercising and count the pulse for 15 seconds (and multiply by four).

1. Relax and be seated for 5 minutes.
2. Practice taking your resting pulse rate for one full minute.
3. Record the total on the Data Card.
4. List the date of measurements.

HOW HARD SHOULD I EXERCISE?

You can find out how hard to exercise by keeping track of your heart rate. Your maximum heart rate is the fastest your heart can beat. It is usually considered to be 220 minus your age. Exercise above 75 percent of the maximum heart rate may be too strenuous unless you are in excellent physical condition. Exercise below 60 percent gives your heart and lungs little conditioning.

Therefore, the activity level is 60 to 75 percent of this maximum rate. This 60-75 percent range is called your target pulse rate.

When you begin your exercise program, aim for the lower part of your target zone (60 percent) during the first few months. As you get into better shape, gradually build-up to the higher level (75 percent). After 6 months or more of regular exercise, you can exercise up to 85 percent of your maximum heart rate. However, you do not have to exercise that hard to stay in good condition.

<u>Age</u>	<u>Target Pulse Rate</u>	<u>Maximum Heart Rate</u>
14	123-154	206
15	123-153	205
16	122-153	204
17	121-152	203
18	121-151	202
19	120-150	201
20	120-151	200
25	117-146	195
30	114-142	190

MONITORING PULSE RATE

1. When you stop exercising, quickly place your index finger and your third finger lightly over the carotid artery in your neck.
2. Count your pulse for 15 seconds and multiply by four.
3. If your pulse is below your target zone, exercise a little harder next time. If you are above your target zone, exercise a little easier. If the pulse falls within the target pulse rate, you're doing fine.

HOW DO YOU PACE YOURSELF

Build up slowly. If you have been inactive for a long while, remember it will take time to get into shape. Just remember that you will feel more fit after a few weeks (usually about six weeks) than when you first started.

HOW DO I KNOW IF I'M WORKING TOO HARD

It is important to exercise at a comfortable pace. When jogging or walking briskly, you should be able to keep up a conversation comfortably. If you do not feel normal again within 10 minutes of stopping exercise, you are pushing too much.

WARM-UP/COOL-DOWN

WARM-UP

The method of preparing muscles, especially the heart, for an activity.

PURPOSES OF A WARM-UP

1. Raise the heart rate.
2. Raise muscle temperature
3. Increase respiration.
4. Stretch the ligaments and tendons for greater flexibility and to prevent injury.
5. Psychological effect - it helps the participant to achieve a mental state of readiness.

A WARM-UP CONSISTS OF

1. Jogging or easy running
2. Static flexibility.
3. General body-conditioning exercises (calisthenics).
4. Specific exercises to the activity.

GENERAL PRINCIPLES

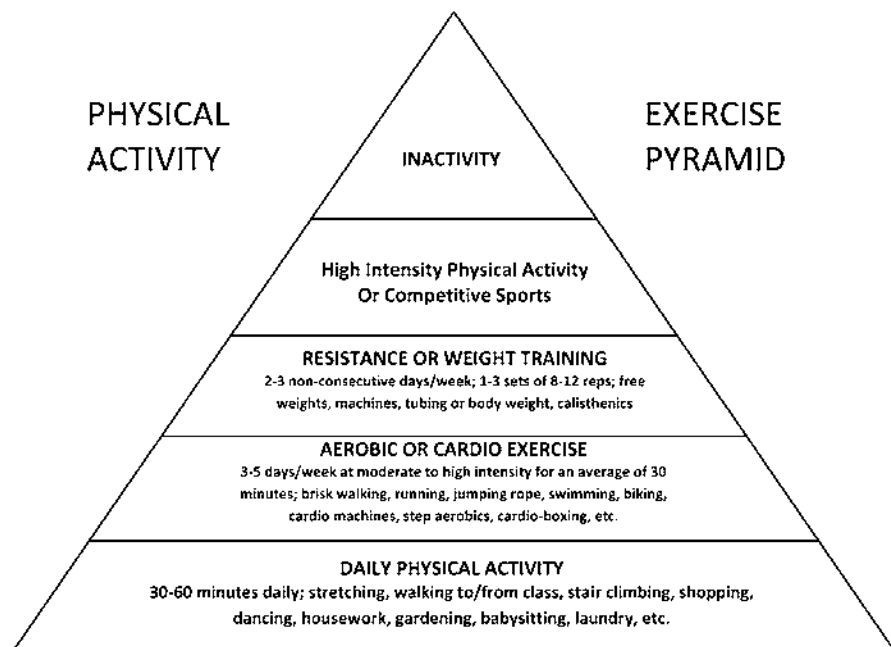
1. Start the warm-up at a moderate pace and increase the tempo as the body temperature and cardiovascular activity increases.
2. Performance improves with a warm-up because muscles perform more efficiently when warm.
3. As the body heat increases:
 - a. The muscles can contract faster and with more force.
 - b. Ligaments and tendons become more pliable.
 - c. Nerves conduct impulses faster.

COOL-DOWN

The warm-up process in reverse. It allows the muscles to release metabolic wastes built up during activity and allows the body functions to return to normal

PURPOSES OF A COOL-DOWN

1. Allows you to gradually diminish the intensity which follows work.
2. Permits the return of circulation and other body functions to normal.
3. Eliminates the pooling of blood following the abrupt stopping of activity.
4. Speeds up the removal of muscle waste products.
5. Helps eliminate cramps and stiffness.



TIPS:

- Start at the bottom of the pyramid and work your way up. The least amount of time should be spent in the “inactive zone”.
 - Warm-up and cool-down, including stretching, should be a part of every activity/exercise session.
 - Try not to sit for more than 30 minutes at a time—while working at the computer, watching TV or just hanging out.
 - Choose activities and exercises that you enjoy and that fit into your lifestyle.
 - If you don’t know how to use a piece of exercise equipment you increase your risk for injury. Ask someone who is trained to teach you the proper technique.
 - Maintain a flexible schedule—do what you can, when you can, and don’t feel guilty if you miss a day or two; consistent activity over months or years is most important.
 - Balance your activity/exercise with healthy eating patterns.
- PHYSICAL FITNESS:** the ability to carry on everyday activities without undue stress or fatigue.

5 ASPECTS OF PHYSICAL FITNESS

1. Body Composition - % of body weight that is fat tissue.
2. Muscular Strength – the amount of force a muscle can exert.
3. Muscular Endurance – the ability to use the muscles over an extended period of time without fatigue.
4. Flexibility – ability to move the body through a full range of motion.
5. Cardiovascular Fitness – ability of the heart, blood vessels, blood and lungs to deliver oxygen to the body.

FITNESS TESTS:

1. Mile Run/Pacer – cardiovascular endurance
2. Sit and Reach – flexibility
3. Pushups and sit-ups – muscular strength and endurance
 - Fitness is a very individual quality. Everyone achieves at different levels.
 - No single activity or exercise plan can be best for everyone. Combine many activities.
 - The relationship between sports and fitness should be that you get in shape to play your sport rather than playing to get into shape.
 - Some sports don't improve fitness.
 - The fitness value of a sport depends on how hard you play the sport, your skill, your fitness level and your competitive nature.

BODY FAT PERCENTAGES

Body fat measurements and the measuring tape are recognized as superior methods for measuring “weight loss”. When one declares that they want to “lose weight”, what they often mean is that they want to lose fat. So, now that you’ve had your body fat percentage measure, what does the number really mean? First, your body fat percentage is simply the percentage of fat your body contains. If you are 150 pounds and 10% fat and 135 pounds lean body mass (bone, muscle, organ tissue, blood and everything else).

A certain amount of fat is essential to bodily functions. Fat regulates body temperature, cushions and insulates organs and tissues and is the main form of the body’s energy storage. The following table describes body fat ranges and their associated categories:

*General Body Fat Percentage Categories

**American Council on Exercise*

<u>Classification</u>	<u>Women (% fat)</u>	<u>Men (% fat)</u>
Essential Fat	10 – 12%	2 – 4%
Athletes	14 – 20%	6 – 13%
Healthy	21 – 24%	14 – 17%
Unhealthy	25 – 31%	18 – 25%
Obese	32% plus	25% plus

BODY MASS INDEX (BMI)

Calculating the BMI is one of the best methods for population assessment of overweight and obesity. It is low-cost and easy to use for clinicians and the general public. The use of BMI allows people to compare their own weight status to the general population. The only information required to calculate a person's BMI are height, weight, and the BMI formula:

$$\text{BMI equals } \left(\frac{\text{Weight in Pounds}}{(\text{Height in inches})^2} \right) \times 703$$

or

$$\text{BMI equals } \frac{\text{Weight in Kilograms}}{(\text{Height in meters})^2}$$

Risk of Associated Disease According to BMI and Waist Size

BMI		Waist less than or equal to 40 in (men) or 35 in (women)	Waist greater than
18.5 or less	Underweight	---	N/A
18.5 – 24.9	Normal	---	N/A
25.0 – 29.9	Overweight	Increased	High
30.0 – 34.9	Obese	High	Very High
35.0 – 39.9	Obese	Very High	Very High
40 or greater	Extremely Obese	Extremely High	Extremely High

BODY COMPOSITION

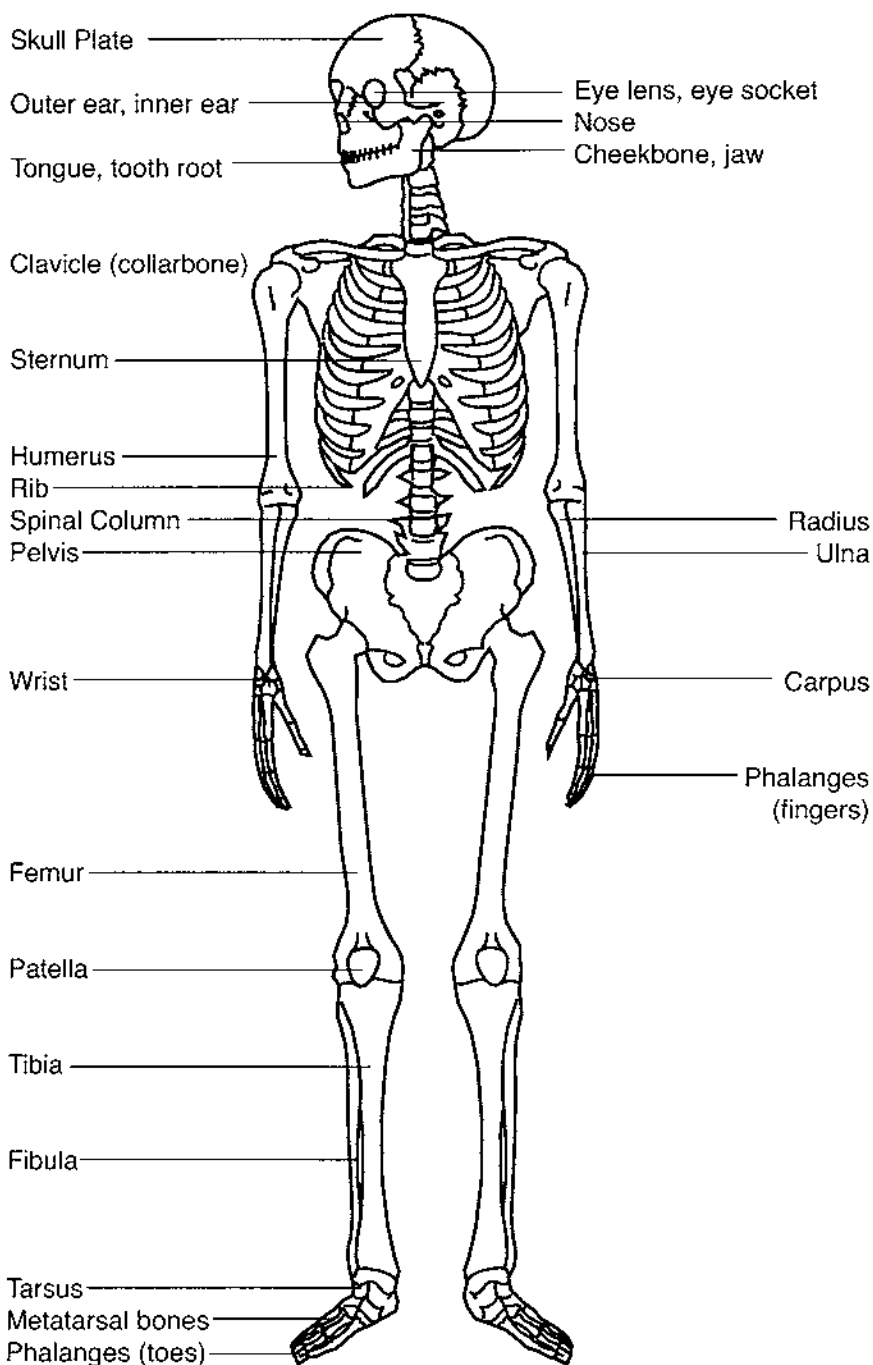
Our bodies have three major structural components: fat, muscle, and bone.

- **Height and weight tables do not reflect body composition.**
- **Weight is not as important as body composition.**

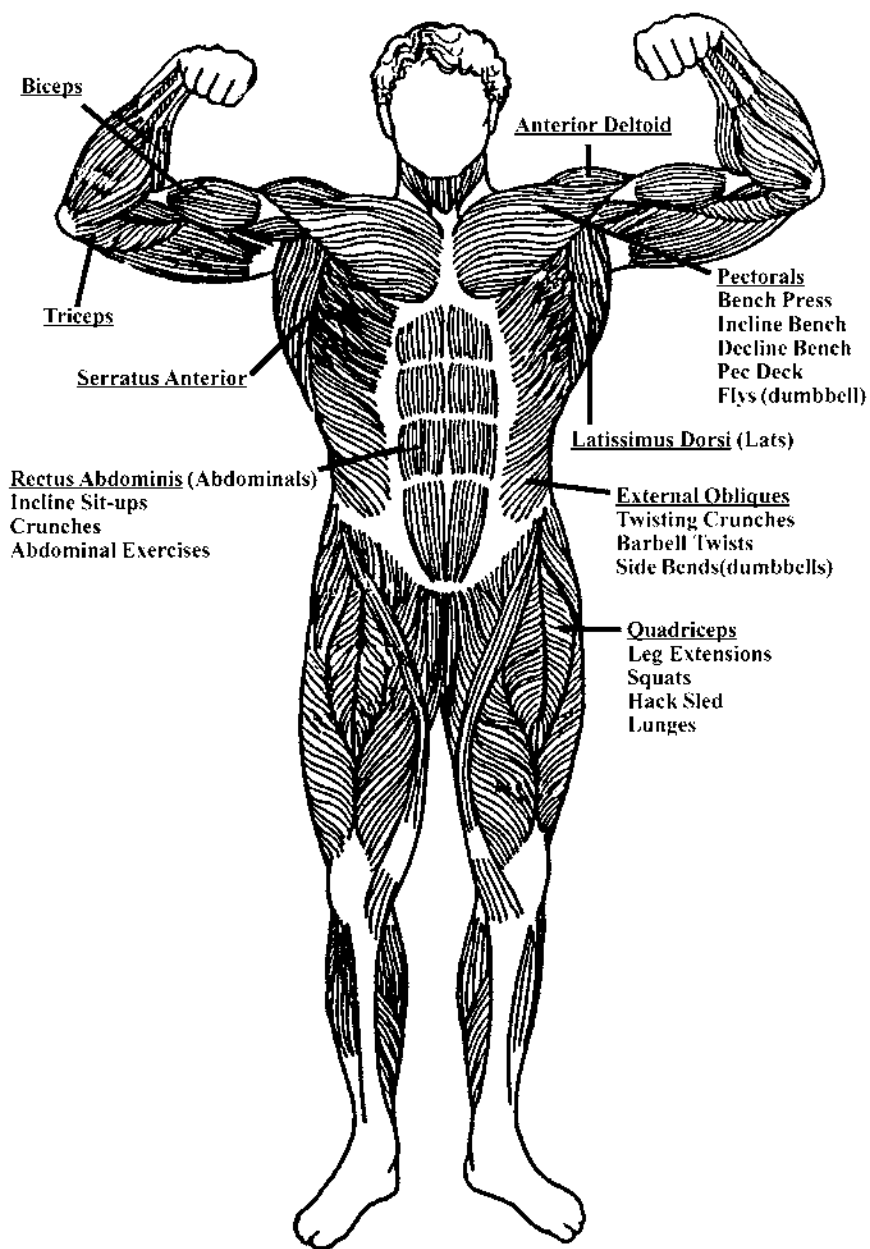
To measure fat:

1. underwater weighing
2. skinfold measurements know as SKYNDEX CALCULATOR
 - Exercise is important in controlling fat weight.
 - Through increased exercise alone, you can reduce the % of fat in your body.
 - Reduction of fat is not observed unless exercise is three times a week and twenty minutes a session.
 - Increasing activity is only one way of reducing fat.
 - Women have a greater % of fat than men.
 - American average for females under 30 is 24.8% and for Males under 30 it is 20.0%

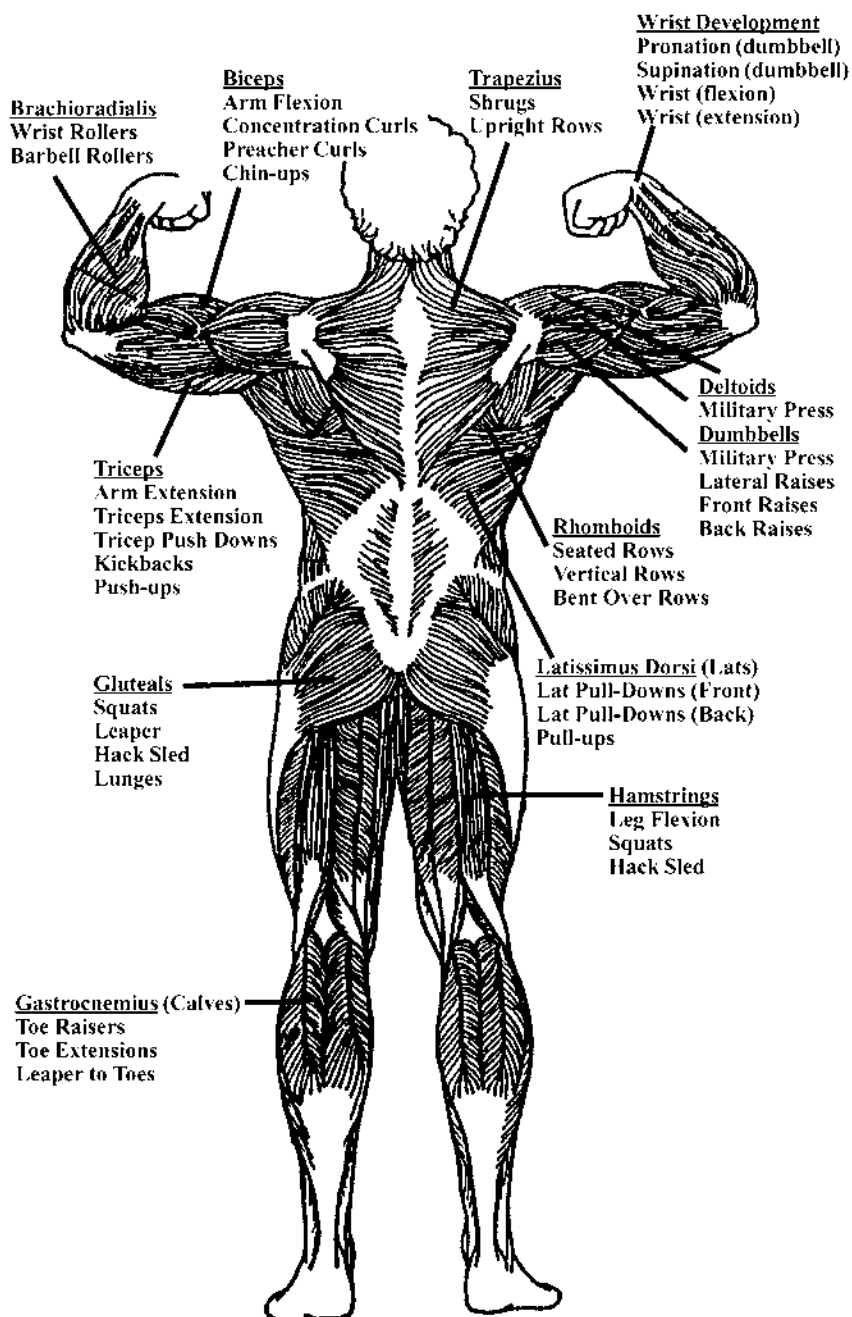
The Human Skeleton



MUSCLE GROUPS - Front



MUSCLE GROUPS - Back





Alcohol

Quick Facts

1. Know the law. Alcohol is illegal to buy or possess if you are under 21.
2. One 12-ounce beer has as much alcohol as a 1.5-ounce shot of whiskey or a 5-ounce glass of wine.
3. Play it safe. Drinking can lead to intoxication and even death.
4. Do the smart thing. Drinking puts your health, education, family ties, and social life at risk.
5. Remain alert. Stay clear on claims that alcohol means glamour and adventure. Stay clear on what's real and what's illusion.
6. Keep your edge. Alcohol can ruin your looks, give you bad breath, and cause weight gain.
7. Be aware of the risks. Drinking increases the risk of injury. Car crashes, falls, burns, drowning and suicide are all linked to alcohol and other drug use.
8. Stay informed. Wine coolers look like juice sparklers but they have just as much alcohol as a 12-ounce beer. One glass of clear malt can give a teenager a .02 on a breathalyzer test. In some states that amount is enough for anyone under the age of 21 to lose his/her driver's license and be subject to a fine.
9. Be a real friend. If you know someone with a drinking problem, be a part of the solution. Urge your friend to get help.



Cigarettes

Quick Facts

1. Be aware of the risks. Smoking can lead to many physical problems including cancer, emphysema, heart disease, and stroke.
2. Smoking puts your health and the health of those around you at risk.
3. Smoking may actually contribute to your state of agitation.
4. Smoking is responsible for close to 420,000 deaths each year.
5. Experimenting with smoking could lead to full-fledged addiction and a lifetime of trying to quit.
6. Exercising and participating in sports is nearly impossible if you smoke cigarettes.
7. Get with the program. Smoking isn't "in" anymore.

BADMINTON

BENEFITS OF ACTIVITY:

Badminton is a valuable leisure (recreational) time activity in which two (singles) or four (doubles) players try to volley a shuttlecock back and forth across the net; the object being to prevent the opponent from returning the shot and scoring twenty-one points. When properly played, badminton requires speed, cardiovascular endurance, power and agility.

RULES:

Basic Rules:

1. Boundary lines are in play.
2. Shuttlecock can only be hit once on each side.
3. Any contact with the net causes a loss of point or serve.
4. All games are played to 21 points.

To Start a Game: Toss shuttle. The winner has a choice of 1) to serve or receive first, and 2) ends.

Position on court at the start of a game: Server stands inside service court on the right (facing the net). Receiver stands inside service court on the opposite right side (facing the net). Partners may stand anywhere on either side providing they do not block the view of the receiver.

Position of the Server – Singles and Doubles: If server's score is even (0,2,4, etc.) server is on right side. If server's score is odd (1,3,5, etc), server is on left side.

To start the play: The server on the right side serves to the receiver on the opposite right side. The receiver must not move until the server hits the shuttle.

The Server Must:

1. Keep part of both feet in a stationary position on the floor.
2. Hit the base of the shuttle first.
3. Hit the shuttle below the server's waist.
4. Hit the shuttle with the racket's entire head clearly below the hand that holds the racket.
5. Have the racket move continuously forward (no fake allowed).

During Play: Singles – If the server wins the rally, he scores a point, changes service courtside and continues to serve. If he loses, his opponent wins the point and serves.

Doubles – If the team serving wins the rally, a point is scored, and the server switches service court position and continues to serve. If they lose the rally, the other team wins the point and the serve.

Server or Receiver on Wrong Side: Play a let, correct the error, if the person who made the mistake wins the rally, it is discovered before the next service. The score stands if the person who made the mistake loses the rally, in which case, the players will remain on the "wrong" side. If the next serve has been made, the score stands and the players remain on the "wrong" side.

FAULTS:

1. Shuttle lands outside the court boundaries (any part of the shuttle landing on the line is a good shot).
2. Racket or clothing touches the net while the shuttle is in play.
3. Player reaches over the net and hits the shuttle on the opposite side of the net (when it is hit on player's side, follow-through over the net is legal).
4. Shuttle is clearly carried on the racket and thrown over.
5. Have the racket move continuously forward (no fake allowed on serving).
6. Shuttle hits the player, player's clothing, ceiling, or the surrounding court area.
7. Interfering with the shuttle, misconduct, or stalling after one official warning (penalty – lose serve or give opponents a point).
8. Receiver's partner hits the served shuttle.
9. Server swings and misses the shuttle.

Shuttle in Play – From the time it hits the server’s racket until it:

1. Hits the floor.
2. Hits the ceiling, or outside the court area.
3. Hits the person or clothing.
4. Hits net and doesn't go over.

Note: A shuttle hitting the net on the serve and going over is a good serve, provided the shuttle lands in the service court.

END OF GAME:

A match is two out of three games. The winner of the first game serves first from the other end in the second game. The winner of the second game in a three-game match serves first from the other end in the final game. In the third game, the first person/team that reaches eleven points has the option of switching sides.

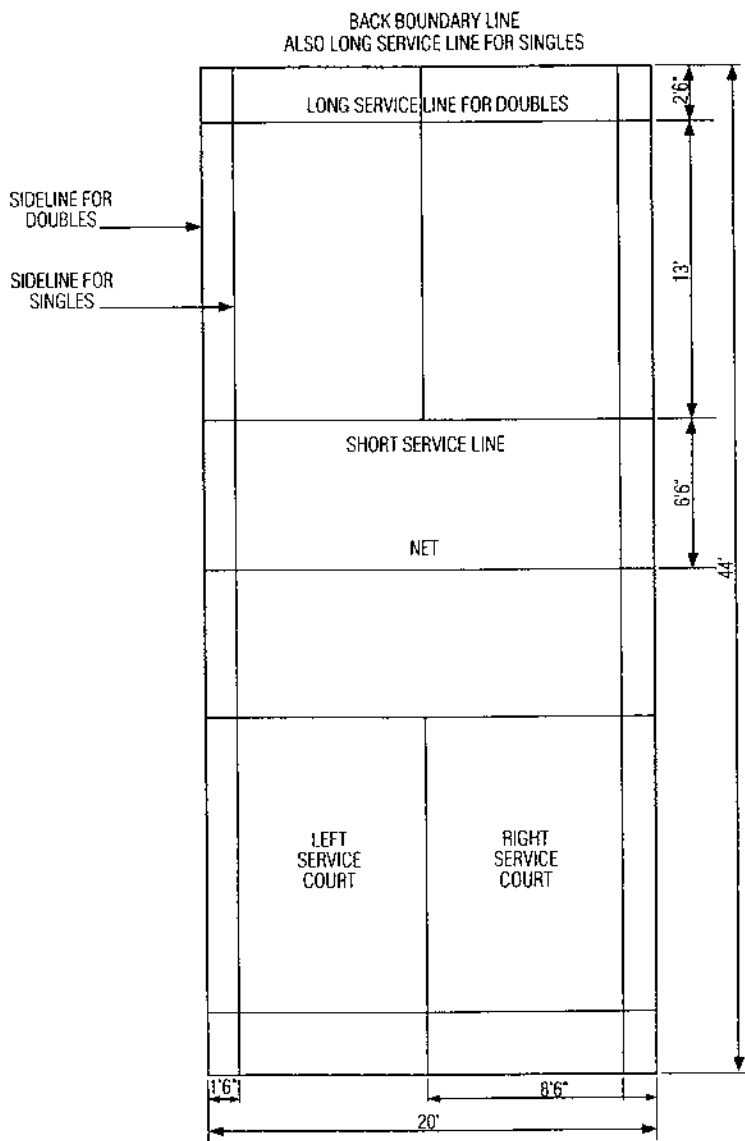
SCORING FOR BADMINTON:

- All games, singles and doubles, play to 21 points.
- Every time there is a serve, there is a point scored (rally scoring). The side winning a rally adds a point to its score.
- At the beginning of the game (0-0), and when the server's score is even, the server serves from the right service court. When the server's score is odd, the server serves from the left service court.
- If the server wins a rally, the serving side scores a point and the same server serves again from the alternate service court. If the receiving side wins a rally, the receiving side scores a point and the receiving side becomes the new serving side.
- The players DO NOT change their respective service courts until they win a point when their side is serving. In all other cases, the players continue to stay in their respective service court from where they played the previous rally.
- At 20-all, the side which gains a 2 point lead first, wins that game. At 29-all, the side scoring the 30th point, wins that game.

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Court & Field Diagrams

Badminton



COURT CAN BE USED FOR BOTH SINGLES AND DOUBLES PLAY.

BASKETBALL

BENEFITS:

Develop team skills (teamwork/cooperation)
Aerobic training
Life long leisure activity - play anywhere/anytime
Coordination, quickness, speed, strength
Body special awareness

TERMINOLOGY:

Foul	Infringement of the rules, consisting of free throws being awarded or ball awarded out- of- bounds
Back Court	An area consisting of half of the floor where opponents basket is located
Front Court	An area consisting of half of the floor where your teams basket is located
Player Control Violation	When a player is holding or dribbling a ball An infringement of the rules where ball is awarded to opponents out of bounds.
Double Dribble	Dribbling with two hands at once, or stopping a dribble, holding the ball, and dribbling again while in control of the ball.
Traveling	Taking more than one step without dribbling
Free Throw	Awarded to a player when he is fouled in act of shooting (1 pt)
Field Goal	Any 2 point or 3 point basket
Lane	Area consisting of shaded area under the basket
3 seconds	Offensive violation - offensive players cannot spend more than 3 seconds in the lane
Held Ball	Two players simultaneously have control of the ball
Alternate Possession	Awards the ball to one team when a held ball situation occurs, or when two players simultaneously knock ball out of bounds.
Pick & Roll	An offensive technique where an offensive player screens for a teammate who has the ball and rolls to the basket looking for a pass
Man-To-Man	A defensive team strategy where defensive players defend an offensive player. They are responsible to stop their assigned man from scoring. Best used against a good outside shooting team, or to apply defensive pressure.
Zone	A defensive team strategy where all five defensive players defend an area. Used to force a team to shoot from outside (Ex. 2-3, 1-2-2, 1-3-1)
Box Out	Technique used by rebounding player - keeping himself between basket and opponent.
Screen	Offensive technique - an offensive player positions himself to block a defensive player who is guarding an offensive teammate. The screener cannot move, and he/she must allow room for the player being screened to see the screen.
Defensive Position	Proper defensive position is when a defensive player establishes position in an area before the offensive player arrives there. Proper defense is played with the feet, not the hands. When established, defensive position, the defensive player is entitled to the space from the floor to the ceiling, they may have their hands/arms over their head, as long as their body is straight up and down (vertical).
Safety/Rules	Rough/aggressive playing will not be tolerated. *No Jewelry. Be honest and fair with opponents. Proper warm-up (running, stretching). Students must wear gym shoes.
Common Violations:	Traveling, kicking ball, 3 second, held ball, double dribble.
Common Fouls:	Pushing, tripping, unnecessary roughness, holding, charge/block

GAME CONCEPTS:

- A violation - a foul is basically the same thing
- If a player lands on both feet at the same time, with the ball, either foot may be the pivot foot.
- The most important fundamental in playing D is to move the feet.
- When shooting the ball, one hand shoots and one hand guides.
- When guarding an opponent, it is important to stay between the player and the basket.

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BEAN BAGS

SETUP:

Two boxes shall be set up such that their fronts face each other and their hole centers are 30 feet apart. There exists an imaginary line that continues in either direction from the front of the playing surface known as the foot foul line.

GAME PLAY:

1. Two teams of two people, termed partners, shall play. Partners shall stand at opposite boxes on the same side, and face each other, so there is no advantage given to one team.
2. Each team shall have 4 bags of one color.
3. All 8 bags begin at one end.
4. A coin flip shall determine who has honors in round one.
5. One of the partners on the team who has honors shall begin play by throwing a bag at the opposite box.
6. A player may throw from anywhere behind the foot foul line.
7. Game continues by alternating throws between the two opponent players until all 8 bags have been played.
8. If a bag hits the ground then bounces up onto the board, that bag shall be taken off the playing surface.
9. The next round starts when the other player on the team, which has honors, throws their first bag.
10. The game continues until one team reaches 21 or more points.

FOULS:

1. A player's foot goes past the foot foul line, termed a foot foul.
2. A player goes out of turn.

The player who caused the foul loses the throw when the foul occurred and the bag shall be removed from the playing surface.

SCORING:

1. The score shall be taken after all bags have been thrown for a round.
2. Points shall be given as follows:
 - a. Three points for a bag that goes through the hole.
 - b. One point for a bag that is on the playing surface.
 - c. One point for a bag that is hanging into the hole.
 - d. One point for a bag that is hanging off the edge but not touching the ground.
 - e. Zero points for a bag that is on the playing surface, but also touching the ground.
 - f. Zero points for a bag that is hanging off the front edge and is resting on a bag that is on the ground. If the bag on the ground can be removed without making the hanging bag fall to the ground, then one point is awarded.
3. The team who wins the round is given honors to throw first in the next round.
4. If both teams have the same round score, honors stays with the team who had the previous round.

DANCE

Dance provides the student with a fun way to socialize and learn rhythms and popular dances while getting an aerobic workout.

TERMINOLOGY :

Grapevine step	Step to the side, x behind, side, front. Moving to the side right or left.
Pivot	Keeping one foot stationary to turn and change directions.
Lead	The man is the person who leads when partner dancing
Ball change	Rock back on ball of foot, then transfer weight to other foot
Jazz square	Cross, back, side, together.
Charlie Brown	Rock forward and back, over and over on right foot then left
Boogie down	Wiggle down and back up
Scout	Skip
Scuff	Brush your heel on the floor
Closed position	Couples are facing each other while holding each other.
Open position	Couple are holding each other but are side by side

TYPES OF DANCES:

Foxtrot:	even rhythm, 1...2...3...4... very slow
Cha Cha:	Slow, slow, quick, quick, quick 1 2 1, 2, 3
Waltz:	Slow, quick, quick, 1 2, 3
Polka:	Hop, step, close, step
Lindy Swing:	slow, slow, quick, quick
Salsa:	Forward, back together, hold, 1, 2, 3, 4
Electric Slide:	Grapevine to the right, grapevine to the left, back 4 steps, step forward left touch right, step back right touch left, scuff right foot ¼ turn left.
Boot Scootin Boogie:	Grapevine right, grapevine left, side touch right - side touch left, boogie down 2, 3, 4, stomp, stomp, kick, kick, ball change, stomp, kick, kick, step right foot, scoot back, left scoot, right scoot, step left ¼ turn to left

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FLOOR HOCKEY

BENEFITS:

1. A fun, recreational team activity using similar skills (stick handling) as the sport of ice hockey.
2. A fast paced cardiovascular non-contact activity emphasizing stick handling, passing, and shooting a puck or ball at a goal in an effort to outscore the opposing team.

TERMINOLOGY:

Crease	is the rectangular area and no man's land around the goalie it is designated by floor marking tape
Face-off	this initiates play at the beginning of the game and after each score. The puck is placed at mid-court on the floor and both centers place their sticks within six inches of the puck. When the referee blows his/her whistle play begins.
High Sticking	occurs when a player raises his/her stick (blade) above the waist at any time. It is a penalty and the player sits out of play for a designated time period. It usually occurs after a shot is taken and during the follow through.
Penalty	a penalty occurs when the referee has determine an infraction of the rules has taken place. The player charged is removed from play for a designated time period and his/her team must play short handed.
Stick Handling	Controlling the puck with the hockey stick so that the defense cannot take it away. (Similar to dribbling and protecting the ball in basketball).
Wrist Shot	A shot or effort to score a goal by the offensive player hereby he/she primarily uses the wrists to flick the puck toward the goal. This kind of a shot allows the offensive player to raise the puck during his/her attempt.

SAFETY PRECAUTIONS:

- Never allow the stick to be raised above the player's waist.
- No checking of an opponent is allowed at any time.
- Have the goalie wear a protective face mask to protect the face and mouth, and wear a goalie glove to protect the hand.
- Designate and enforce a crease area in front of the goal.
- The playing area should be twice as long as it is wide, with a center line clearly marked.

GAME TIME: 7 - 8 MINUTE HALF'S

PENALTY TIME:

1. High Sticking - 2 minutes
2. Tripping - 2 minutes
3. Body Checking - 2 minutes
4. One additional minute for arguing with call
No substitutions for penalty.
Penalty off if goal scored.
5. Off side - turnover

1. Play t

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- This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

FOOTBALL (FLAG OR TOUCH)

BENEFITS OF ACTIVITY:

Learn team-building skills. Life-long recreational activity.

RULES:

1. The game begins with one team kicking off to another.
2. Only one first down per possession, achieved by crossing the cones at designated points.
3. Blocking below the waist will not be permitted. Blocks cannot leave their feet.
4. If touch there will be a 3 second delay before rushing. If Flag there is no delay - immediate rush.
5. On 4th down the offense must declare if they are going to punt or play. (No fakes)
6. Tackling, tripping, or any unnecessary roughness is not allowed.
7. Any ball dropped or thrown, that hits the ground, is a dead ball that cannot be recovered.
8. QB can run on any down.

TERMINOLOGY:

Center	Snap the ball to the QB, ball must be in contact with the ground.
QB	Receives the snap from center and can either pass or run.
Line of scrimmage	A line that is drawn, parallel to the football, that divides the offense from the defense.
Lateral	A ball that is pitched backward from the ball carrier.
Offsides	When a player crosses the line of scrimmage before the ball is snapped.
Pass Interference	When a defender makes contact with a receiver before he touches the pass.
First down	A first down is awarded when a team passes the mid-field cone.
Goal line	Crossing this line with possession of the football results in a touchdown
End line	This is the line after the goal line, any ball caught past this line is out of bounds.
Extra point	You can only get an extra point after a touchdown. 1 point for a pass and 2 points for a run.
Touchdown	6 points awarded when a team crosses the goal line while in possession of the football.
Safety	2 points awarded to the defensive team when the ball carrier is deflagged or declared down by touching in between his own line and the end line.

GAME:

- The game begins with a kick off from the 1st quarter line. On the punt, if the ball is touched and then dropped, it is a dead ball. If it hits the ground without being touched, it can be picked up to run with. Ball carriers can run with the ball until they are tagged. Ball must come from center to the quarterback.
- DOWNS – The offense has 4 downs (or tries) to move the ball into the next zone on the field. (There are 4 zones.) If they succeed, they get a new set of downs. If not, defense takes over where they left off.
- On the 4th down, offense has a choice to try or punt the ball. The same rules apply to the punt as at the beginning of the game.
- OFFENSE – must be behind the line of scrimmage when the ball is centered.
- Must remain motionless before the ball is centered.
- May not have more than 4 players in the backfield.

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- This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

HANDBALL

Benefits:

1. Team Handball is a vigorous cardiovascular team game developed by Germany & Denmark around 1900. It is filled with movement and encompasses many of the familiar skills of soccer, basketball, and speedball. The objective of the game is to score a goal (one point) by moving the ball past the opponent's goalie.
2. Participation in Team Handball allows students to participate in an Olympic sport that they probably haven't played before.

Safety:

- A. Team Handball is a fast, vigorous game. Students should be taught to play the ball and not the man. Striking, grasping, or tackling an opponent are not allowed.
- B. Players should be made aware of the danger of blocking an opponent's shot behind when the arm is cocked and ready to throw. The players should be instructed to block the ball and not obstruct the arm.
- C. Defense is to be played like a basketball man-to-man or zone defense without intentional physical contact.
- D. When played outside, be careful when playing on wet grounds in that players may not be able to stop from sliding into one another when going for the ball.
- E. Team Handball goalies should wear protective padding around one arm to deflect shots on goal.

Team Handball Objectives:

- A. As a result of Team Handball, the student should be able to:
 1. Demonstrate the basic fundamentals of the activity including: throwing, stationary catching and catching on the run, and dribbling under control.
 2. Demonstrate the ability to play an integral part in a team activity by either playing an offensive position, a defensive position, or goalie.
 3. Demonstrate through participation and/or written testing the basic rules of the game including: boundaries, scoring, and team strategies.

Rules:

Object of the Game: The basic objective of Team Handball is to score a goal using passing and good teamwork. A successful scoring attempt results in the award of a single point.

Strategies: Play is initiated by a throw-on at mid court which is repeated after each goal. Players may dribble the ball, although the game is not as dribble-oriented as basketball. They are allowed three steps before and after they dribble. Contact is allowed by the defense to stop offensive maneuvers, but excessive roughness can result in two-minute penalties similar to hockey.

The offense usually runs set plays, but freelance play is encouraged, particularly in quick or fast-break situations. The pace of the game runs the gamut from "Slow-down and Set-up" to "Run and Gun."

The Court: A Team Handball court is slightly larger than a basketball court. Regulation size is 20 X 40 meters, but the game can be easily adapted to smaller areas.

All court lines are referred to by their measurement in meters. The most significant line on the court is the six-meter line, or goal area line. The area enclosed by the six-meter line is called the goal area, or the circle. Only the goalie is allowed inside the goal area.

The only exception - when another player is allowed in the goal area is when they take-off from outside the goal area and shoot the ball toward the goal before landing. To avoid interference with other players, the player must then exit the goal area as quickly as possible.

The nine-meter line, or the free throw line, is used for minor penalties. The seven-meter line, or penalty line, is used for major penalties.

The goal line, even with the goal at each end of the court, serves as out of bounds.

The Goal Area: Remember, only the goalie is allowed inside the goal area. If an offensive player is in the circle or on the line, the ball is given to the opponent. A goal does not count unless the offensive player releases the ball before landing in the goal area.

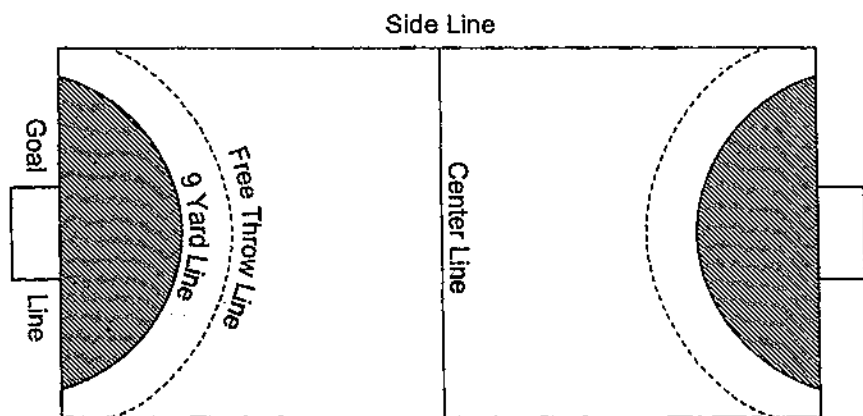
If the defense gains an advantage by being in the circle, a penalty throw is awarded. A ball inside the goal area belongs to the goalie. A ball in the air, however, is not considered to be in the goal area.

Playing the Ball: A player is allowed to run three steps with the ball, or hold it for three seconds. A player is not allowed to play the ball with their legs below the knee. There is no limit on dribbling the ball. A double dribble, however, results in a free throw for the opponent.

A player may not pass the ball in the air with the intention of catching it themselves - this is an air dribble. Nor are players allowed to dive on the floor to play the ball.

Defending the Opponent: Defensive players are allowed to use their body to obstruct an opponent either with or without the ball. Using the arms or legs to push, hold, trip or hit, however, is a violation.

Offensive players are not allowed to charge into a defensive player, or a free throw is awarded.



Study Questions:

1. The game begins with a jump ball?
2. A player may take up to three steps before dribbling or passing.
3. All players may be on either side of the court any time.
4. The goalie can't go beyond the ark.
5. A penalty shot will be awarded for any foul while a player is attempting to shoot on goal.

JUMP ROPE

BENEFITS:

- Cardiovascular fitness
- Motor Skills
- Teamwork/Cooperation Skills
- Improve Speed and Agility
- Improve coordination
- Learn rhythm
- Spark Creativity
- Have fun

JUMP ROPE SKILLS

IN PLACE

- Apart-together
- Side-side
- Forward-Back
- Step Kick
- Hop Scotch
- Charlie Brown
- Turning
- Stride-Together
- Penguin
- Heel, Toe, Heel, Toe

TRAVELING

- Run
- Skip (knee up)
- Gallop
- 3 Runs and a hop
- Hop and a gallop
- Grapevine (4 times)

SAMPLE NON-JUMPING MOVES

- Circle on the left side
- Circle on the right side
- Figure 8- left then right
- Circle in front
- Circle in Back
- Overhead
- Waist Wrap
- Leg Wrap

TRICKS

- 2 jumps then x rope 10 times
- 2 jumps then double turn 5 times
- People in rope – 10 times
- Face-Face
- Side-Side
- Back to Face
- Back to Back
- Oreo Cookie 5 x

LONG ROPE

- In the front door
- In the back door
- Double Dutch turn
- Double Dutch jump – 20 jumps

NAVY BALL

ACTIVITY DESCRIPTION:

Navy ball football is a variation of touch or flag football which is fast moving with a minimum of time between plays and which involves all of the players in the fun part of the game – passing, catching, and running with the ball. It is a wide open game with more scoring, action, and running than in a typical flag football game.

BENEFITS:

- Cardiovascular fitness can be improved.
- Gross motor skills will be improved; running, catching and throwing.
- Teamwork/cooperation skills are utilized.

TERMINOLOGY:

See football terminology.

THE GAME:

The purpose of navy ball football is the same as regular flag or touch football, that being to run or pass the ball over the opponent's goal line. The primary difference is that in navy ball you may throw a forward pass at any time, from any place on the field, and any number of times during each play, including punt or kickoff returns. Another basic difference is that in navy ball there is only one basic offensive strategy or "play". That strategy is to spread out and make a series of short passes to teammates while advancing the ball down the field. There are no huddles to determine strategy or call offensive plays. For each down, as soon as both teams are on their respective sides of the ball or line of scrimmage, an offensive team player snaps the ball off the ground backwards to a teammate and new play has begun.

The offensive team is stopped by the defense in one of three ways:

1. If the defensive player pulls the flag (if flags are used) or touches the offensive player while that player has the ball, the play ends at that spot.
2. If the offensive team drops a forward pass the play ends, and the ball is moved back to the point from which the ball was thrown.
3. If one of the players runs out of bounds while in possession of the ball.

RULES:

Playing the ball:

1. Passes may be thrown forward or backwards, and players may run with the ball or pass again.
2. The offensive team has four downs to score.
3. On an incomplete pass, the ball returns to the point from which the ball was thrown. An incomplete backward pass remains live and can be picked up and play continues.
4. You must have a center that snaps the ball to start each play.
5. On the fourth down, the offensive team may elect to punt, the defensive team cannot rush the kicker in an attempt to block the punt, and the offensive team may not run down field until the ball has been kicked.
6. No huddles are allowed.
7. Blocking is discouraged, but not illegal.
8. Flip of a coin determines who kicks off. The kick-off may be from placement or by punting and the kick-off is made from approximately half-way between the goal line of the kicking team and mid-field. The kicking team may not advance until the kick has been made.
9. The kick-off receiving team may advance the ball by running or passing.
10. Passes may be thrown either forward or backward. The players receiving a forward or lateral pass may advance the ball by running or by passing the ball again either forward or backward to a teammate. An incomplete forward pass ends the play, and the ball returns

to the point from which the ball was thrown for the next play. An incomplete backward pass remains a live ball and may be picked up by either team and advanced.

11. A team in possession of the ball has four downs (plays) to score after the kick-off return. (For beginning football players, an accepted variation would be to allow four downs to cross mid-field and then four more downs to score). If the team in possession does not score, the team which was on defense will then take possession.
12. To start each down each team must be on their own respective side of the field with the ball being the dividing point between teams or line of scrimmage.
13. The ball is put in play for each down by snapping or centering the ball backwards. As on the kick-off return, the offensive team may again pass the ball forward or backward from any place on the field any number of times.
14. Every player is eligible to receive a pass.
15. Any number of players can be on each team, but the most desirable number is six or seven.
16. On the fourth down or the last down prior to losing possession of the ball to the other team, the offensive team may elect to punt. If the offensive team so chooses, they must inform the defensive team of their intentions. The defensive team may not rush the kicker in an attempt to block the kick, and the punting team may not run down field until the ball has been kicked. This makes the punt similar to a kick-off.
17. It is illegal for a player to hold his/her own flag to trip or push another player. On a penalty, if the offended team chooses, they may step off a ten yard penalty in their favor from the spot of the penalty and replay the play.
18. Six points are scored for each touchdown. After each touchdown, the scoring team has one play to score from five yards out for one extra point. A variation to rule: one point touchdown, no extra point.
19. Any size field may be used and should vary in size depending on the number of players on each team. For six players on each team, the field should be approximately 50 yards by 30 yards.

STUDY QUESTIONS:

1. You may pass from any spot on the field any number of times.
2. The play ends if the offensive team drops a forward or backward pass.
3. Rushing a punt is illegal.
4. The best strategy is to spread out and throw short passes.
5. Every player is eligible to receive a pass.

[illegible]

PICKLEBALL

BENEFITS:

Pickle-ball is a racket sport similar to badminton, tennis, and racquetball using a paddle and a whiffle ball. It is played on a badminton court. Pickle-ball helps improve eye and hand coordination, communication, teamwork and strategic planning skills.

RULES:

Serve: Player must keep one foot behind the backline when serving. The serve must be underhand. The paddle must pass below the waist.

The server must hit the serve in the air. He is not allowed to bounce it, then hit it. The service must be made diagonally cross-court and must clear the non-volley zone. Only one serve is allowed, except if the ball touches the net and lands in the proper service court. Then the serve may be taken over.

At the start of each new game, the 1st serving team is allowed only one fault before giving up the ball to the opponents. Thereafter, both members of each team will serve and fault before the ball is turned over to the opposing team. When the receiving team wins the serve, the player in the right hand court will always serve first.

Volley: To volley a ball means to hit it in the air without first letting it bounce. All volleying must be done with player's feet behind the non-volley zone line. It is a fault if the player steps over the line on his volley follow through.

Double Bounce Rule: Each team must play their first shot off the bounce. That is, the receiving team must let the serve bounce before playing, and the serving team then has to let the return bounce. After the two bounces have occurred, the ball can be either volleyed or played off the bounce.

Fault:

- Hitting the ball out of bounds
- Not clearing the net
- Stepping into the non-volley zone and volleying the ball
- Volleying the ball before it has bounced once on each side of the net as outlined above.

Scoring: A team shall score a point only when serving. A player who is serving shall continue to do so until a fault is made by his team. The game is played to 11 points; however, a team must win by 2 points.

Position and rotation of Doubles Players:

Position of players for doubles at the start of a game:

Player in right-hand court (1) serves diagonally cross court to receiver (3). The ball must clear non-volley zone and land in the right hand serving court. The receiver (3) must let the serve bounce before returning it. The serving team must also let the return bounce before play it.

If a fault is made by the receiving team, a point is scored by the serving team. When the serving team wins a point, its players will switch courts, and the same player will continue to serve. When the serving team makes its first fault, plays will stay in the same court, and the second partner will then serve. When they make their second fault, they will stay in the same courts and turn the ball over to the other team. Players switch courts only after scoring.

Singles Plays:

All rules apply with following exception:

When serving in singles, each player serves from the right side if his/her score is even; and from the left-hand court when his/her score is odd numbered.

GENERAL TIPS/STRATEGIES:

- Both members of the serving team should be near the base line at the time of the serve so that neither will forget to let the first returned ball bounce before they return it. (Double Bounce Rule)
- After the ball is in play, lobbing it over the opponent's head can be an effective strategy.
- If a player sees that a ball is going to land in the non-volley zone, and he is going to let it bounce, he may move into one zone before it bounces, but must let it bounce before returning it.

TERMINOLOGY:

Double Bounce Rule	The serve must bounce and the return must bounce before the ball can be volleyed.
Drop shot	A shot landing close to the net usually inside the non-volley zone.
Game	Played up to 11 points - win by 2.
Lob	Hitting the ball high over the opponent's head.
Non-volley zone	An area where the ball can not be hit in the air.
Point	Can only be scored when serving.
Smash	An aggressive over-head shot used to put away a point.

SAFETY:

- Players must be careful not to strike on another with their paddles.
- Do not walk behind or through a court while a point is being played.
- If a ball comes on the court, stop, play, and replay the point.
- Keep wrist strap on during play.

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SELF DEFENSE

The unit will prepare the student to be aware of possible attackers and how to avoid being in a situation that could result in an attack. Whether you are at the mall, or just walking home from a friend's house you need to be on guard. You will be taught techniques to use to protect yourself and disable your attacker enough so that you can get away safely.

TERMINOLOGY:

- Comfort Zones
- a. Green Zone – escape by running to a safe area
 - b. Yellow Zone – use verbal and non-verbal warnings
 - c. Red Zone – use your defense stance and ready to attack

Intuition is 99% correct – if it feels wrong, it probably is wrong.

Concentrate more on prevention. Confrontation skills take years of training and practice.

Breathing yell “NO” or “KI AI”, your voice is your most powerful weapon
KI = energy, AI = union (all forces coming together)

Pressure Points ears, eyes, nose, throat, solar plex, groin and knees

- Types of Rape
- I. Power Rape
 - a) Enough force to get what he wants
 - b) Most disputed rapes
 - c) Date rape
 - d) No visible signs of bruises
 - e) Unreported
 - f) Con job
 - II. Anger Rape
 - a) Uses a lot of force
 - b) Beaten up
 - III. Sadistic Rape
 - a) Abduction
 - b) Involves runaways
 - c) Surprise method
 - d) Leads to murder

Household Weapons scissors, table knife, umbrella, bat, golf clubs, broom stick, walking sticks, etc. Use these items on the attacker's pressure points.

SKILLS:

- 1. Strikes: Front kick, side kick lighting fast, flick kicks, punch, two knuckle punch, open hand punch, double ear clap, upper cuts (“cheers”) elbow, finger jabs, stomp, head slam
- 2. Blocks: High single block-usually a strike by the attacker to the head. Move toward the attacker.
High double block-attacker trying to strangle the victim.
Middle block – attacker trying to attack the middle section of the body. Move to the side away from attacker.
Low block. Step to side or just back up.
- 3. Wrist Releases One arm grab: drop elbow and roll arm toward thumbside. Two arm grab: drop elbow, make a fist, place free hand on fist and pull toward you.

- | | |
|-----------------------|---|
| 4. Attack from Behind | Two arms around waist with arms free.- a) dig knuckle into back of hand and b) cuticle pull. Two arms around waist with arms not free-a) heel stamp and grab groin or inner thigh plus twist. B) head slam and grab groin. Attacker arm around neck –a) tuck chin, b) heel stomp, and c) elbow and punch strikes. |
| 5. Side Attacks | Elbow strikes and side kicks. |
| 6. On The Ground | Attacker grabs arm or leg to pull you to a different location –twist and roll. Attacker sitting on top of you-leg wrap. |
| 7. Combination | Strike your attacker more than once, you want to disable the attacker so you can run to safety. |

SOCCER

BENEFITS:

The game of soccer develops all aspect of physical fitness including cardiovascular endurance, muscular endurance and strength, flexibility, body composition and agility. It is a game that can be played by all people of all ages, on any flat surface.

RULES:

Soccer is a game that is played with 10 field players and 1 goalie. The ball is primarily played with the feet; however, it may also be struck with the head or body excluding the arms and hands. A goal is scored when the ball crosses over the goal line into the goal.

- For specific rules, see terminology.

TERMINOLOGY:

Free Kick	When a player is kicking a direct or indirect kick, opposing players remain at least ten yards from the ball until it is in play.
Direct	From which a goal can be scored directly against the offending team.
Indirect	From which a goal cannot be scored until it has been touched by another player.
Penalty Kick	<p>A penalty kick is a direct free kick awarded to one team when a player on the opposing team commits a major foul within the penalty area.</p> <ul style="list-style-type: none">• The opposing goalkeeper must stand on his own goal line between the goal posts and not move his feet until the ball is kicked.• The player taking the kick must kick the ball forward and may not play the ball a second time.
Throw-In	<p>The throw-in is the means of putting the ball into play after it has gone over the sideline. The throw-in is to be taken from the spot where the ball crossed the sideline.</p> <ul style="list-style-type: none">• The thrower is to use both hands in delivering the ball from a position behind and over the head.• The ball may be thrown in any direction to any teammate
Goalie	May only use his hands, while in penalty area; outside of penalty area he has some playing rights as other players.
Goal Kick	<p>When a member of the attacking team causes the ball to go over the goal line, the ball is to be put back into play by means of a goal kick. The ball is placed down within that half of the goal area nearest to where the ball crossed the goal line.</p> <ul style="list-style-type: none">• The players of the opposing team must remain outside the penalty area as the goal kick is made.
Corner Kick	<p>When a member of the defending team causes the ball to go over the goal line, the ball is to be put back into play by means of a corner kick.</p> <ul style="list-style-type: none">• Players of the team opposing that of the player taking the kick are not to be within 10 yards of the ball.• The kicker is not to play the ball a second time until it has been touched or played by another player.
Kick-Off	<p>All the time of the kick-off, every player is to be within his own half of the field and every player on the opposing team must remain a distance of at least 10 yards from the ball.</p> <ul style="list-style-type: none">• The ball is not considered to be in play until the ball has traveled the distance of its own circumference.• The kicker may not touch the ball a second time until it has been played or touched by another player.

Off-Sides When a ball is passed to a player and he is on his own half of the field, he must have at least 1 opposing player nearer to the goal than he is.

- Offsides is judged at the moment one player passes the ball to an other and not at the time the second player receives the ball.
- After an offsides occurs, an indirect free kick is awarded to the opposing team.

FOULS AND MISCONDUCT:

- A foul is a violation of the rules, when deliberate, is penalized by a direct free kick, indirect free kick, or a penalty kick.
- Fouls include kicking, tripping, charging, striking, holding, pushing, striking, or propelling the ball with arms or hands.
- The Goal Keeper cannot carry the ball more than 4 steps without bouncing it on the ground.
 1. Goal Area
 2. Penalty Area
 3. Area for corner kick

SAFETY PRECAUTIONS:

- Proper and effective stretching.
- Students should be careful heading ball with opponents near-by.
- Students should always keep one foot on ground when kicking the ball.
- Student should know rules of soccer pertaining to play and equipment.

SAMPLE QUESTIONS:

1. What is the difference between a direct and indirect kick?
2. Explain when a corner kick is used in soccer?
3. List 3 specific rules a player must follow when attempting a throw-in
4. What must an offensive team do to be called for offsides?
5. What type of special privileges does a goalie have inside and outside of the penalty area?

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SOFTBALL

BENEFITS: OBJECT

Recreational, lifelong activity

OBJECT:

Softball is much like baseball, but has a few different rules, only 7 innings are played, and equipment is generally less expensive. The object is for the offensive team to get as many runs as possible in 7 innings. The defensive team tries to prevent the other team from scoring.

TERMINOLOGY:

Arc	The path that the ball must take from the pitcher's hand to the batter. The arc must be 6-12 feet high.
Base on Balls	A base on balls permits a batter to go to first base when four pitches are judged to be balls. (Walk)
Base Path	A base path is an imaginary line three feet to either side of a direct line between the bases.
Base runner	A base runner is a player of the team at bat who has finished his turn at bat, reached first base, and has not yet been put out.
Batted Ball	A batted ball is any ball that hits the bat or is hit by the bat.
Batter's Box	The batter's box is the area to which the batter must stand in when hitting.
Batter-Base runner	A batter-base runner is a player who has finished his run at bat, but has not yet been put out or touched first base.
Batting Order	The batting order is the official listing of offensive players in the order in which members of that team must come to bat.
Catch	A catch is a legally caught ball which occurs when the fielder catches a batted or thrown ball with their hands. If the ball is merely held in the fielder's arms or prevented from dropping to the ground by some part of the fielder's body or clothing, the catch is not completed until the ball is in the grasp of the fielder's hands.
Cut-off	A throw made from an outfield to a player positioned between the intended base and the outfielder.
Dead ball	Ball is not in play and is not considered in play again until the pitcher holds it in pitching position and the umpire has called "play".
Defensive Team	The defensive team is the team in the field.
Double Play	A double play is a play by the defense in which two offensive players are legally put out as the result of continuous action.
Fair Ball	A ball that travels on the ground between 1st and 3rd base and a fly ball that lands on or inside the foul lines.
Fair Territory	Fair territory is that part of the playing field within and including the first and third base foul lines beginning at home base.
Fielder	A fielder is any player of the team in the field.
Fielder's Choice	When the batter reaches base due to the defense choosing to get an out, other than the batter. This is not counted as a hit for the batter
Fly Ball	A fly ball is any ball batted into the air. (foul or fair)
Force-out	A force out is an out which can be made only when a fielder and ball beats a base runner to a base that they must advance to. The fielder needs only to step on the base, does not have to tag the runner.
Foul Ball	A foul ball is any batted ball that settled on foul territory.

Home Team	The home team is the team on whose grounds the game is played, or if the game is played on neutral grounds, the home team shall be designated by mutual agreement. The team that bats at the bottom of each inning and last in the game.
Infield	The infield is that portion of the field which is included within the diamond made by the base lines.
Inning	A complete inning is composed of 6 outs - three by the visiting team and three by the home team, respectively.
Infield Fly Rule	If the batter hits a fly ball to the infield with runners at least on 1st and 2nd and less than 2 outs, the batter is automatically out.
Offensive Team	The offensive team is the team at bat.
Out Of Play	A ball that is thrown beyond the foul line. Base runners are awarded an extra base.
Outfield	The outfield is that portion of the field which is outside the diamond formed by the base lines and within the foul lines beyond first and third bases, and the boundaries of the grounds.
Runner Interference	If the base runner hit by a batted ball or runs into a fielder attempting to field the ball, he is automatically out.
Tag Up	On a fly ball, base runners must wait on the base until the ball is caught if they want to advance to the next base.

RULES:

1. No bunting
2. Do not throw your bat - this is an automatic out.
3. No lead-offs or steals.
4. Runner interference is an automatic out.
5. A ball thrown out of play results in an extra base.
6. The runner must avoid contact with the fielder at the bases.
7. The pitcher must use a 6 - 12 foot arc on every pitch.

PITCHING:

1. The ball must be pitched underhand.
2. The pitcher shall start with both feet on the pitchers area shall take no more than one step before releasing the ball.
3. The pitcher must present the ball by holding it in both hands in front of the body and make no motion to pitch without releasing the ball.
 - a. If a pitcher starts to pitch and then hesitates before delivering the ball, it is a BALK. In this case, any base runner may advance one base and a ball is added to the count of the batter.

FIELDING:

1. A fly ball caught by a fielder shall be securely held to put out the batter.
2. A fielder shall not block the base line in the path of a runner unless they are actually fielding at the spot. A runner shall be safe at that base if interfered with by the fielder.
3. A ball may be caught and tagged to a runner.

BATTING:

- 1. A regular order of batting shall be maintained throughout the game.
- 2. A batter is out when:
 - a. Three strikes are made or called. (Game may be adjusted with each batter starting with a strike.)
 - b. Any batted fair or foul ball is caught.
 - c. A foul tip occurs on the third strike and is caught by the catcher.
 - d. The batter is hit by their own ball in fair territory before it is played by a fielder.
 - e. The batter hits an INFIELD fly, when the base runners are on first and second, or on first, second, and third with less than two outs.
 - f. When a foul ball is legally caught.
- 3. A batter becomes a base runner when:
 - a. They make a fair hit.
 - b. Four balls have been called.

BASERUNNING:

- 1. A runner must touch each base in order.
- 2. A runner may overrun a base only at first without liability of being put out.
- 3. A runner may not lead off the base until the ball leaves the pitcher’s hands.
- 4. A runner shall return and retouch the base before they made advance when a fly ball, fair or foul, is caught.
- 5. A base runner shall not pass a preceding runner.
- 6. A base runner is out:
 - a. When tagged by the ball before reaching the base.
 - b. If the ball reaches the base before the runner on a force out.
 - c. If the runner goes more than three feet outside a baseline to avoid being tagged.
 - d. If a base runner passes a preceding runner.
 - e. When the ball is thrown to the base while the base runner left before the fly was caught.
 - f. When the ball is thrown to the base which the runner failed to touch.
 - g. If struck by a batted ball which has not been touched by a fielder.
- 7. A base runner is safe:
 - a. If tagged by a ball which is juggled or fumbled by the player making the tag.
 - b. If a fielder without the ball blocks a baseline in the runner’s path unless this fielder is actually fielding the ball at that spot.

Center Fielder

Left Fielder

Right Fielder

Shortstop

2nd Baseman

1st Baseman

3rd Baseman

Pitcher

Batters Box

Batters Box

SPEED-A-WAY

THE GAME:

The game of speed-a-way is played by two teams of eleven players each—five forwards, three halfbacks, two fullbacks (defensemen) and one goalie. Speed-a-way is a combination of several games: basketball, speedball, soccer, and touch football. The object of the game is to advance the ball down the opponent's half of the field in order to score a touchdown or a field goal. The ball may be kicked, passed, or carried.

1. The game is started by a free kick on the 50-yard line. This is called a kick-off.
2. When the ball is on the ground it may be kicked either away or lifted up to yourself or to a partner, but may not be picked up directly.
3. The ball can be caught only on a fly when thrown or kicked. It may bounce once if kicked.
4. Only the goalie can pick up the ball directly off the ground.
5. If you are running with the ball and you are tagged, you must give up the ball and the other team continues play from that point.
6. If the ball goes out-of-bounds it is thrown in by the opposing team soccer style.
7. If the ball is kicked out over the end line by the offense, it is the goalie's ball to kick, throw, or punt.
8. If the ball is kicked out over the end line by the defense, it is a corner kick.
9. The ball cannot be thrown into the goal for any points.

FOULS:

PLAYERS SHALL NOT:

1. Pick up a ground ball (Exception: goalkeeper)
2. Trip, shove, push, charge, strike their opponent, except to tag an opponent when they are running with the ball.
3. Knock the ball from the opponent's hands.
4. Kick their opponent or dangerously kick the ball into their opponent.
5. Stand closer to the ball than five yards on the kickoff, on a penalty kick, throw-in or free kick.
6. Kick for a touchdown immediately receiving the ball from a throw-in.

RULE CONCERNING EXECUTION OF PENALTIES:

1. Free kick—A team shall put the ball in play with a place kick where the foul occurred. It may be kicked in any direction.

OUT OF BOUNDS:

OVER THE SIDELINE:

1. When the ball passes over the sideline, it shall be a throw-in by the opponent of the player who last touched the ball.

OVER THE ENDLINE:

1. If the ball is sent over the goal line (not between the goal posts) the ball shall be taken by the opponent. If the offensive team kicked it over, the goalie gets to kick or throw-in. If the defensive team kicked it over, the offensive team gets a corner kick.

GOALKEEPER'S PRIVILEGES:

1. The goalie may handle the ball with the hands at any time or place on the field.
2. The goalie may play a ball at any time with their hands or feet regardless of whether it is a ground or aerial ball.
3. The goalkeeper must stay in goalie box.

SPEEDBALL

BENEFITS:

The principle of speedball is the idea of combining known basketball techniques with more rugged soccer skills. The many methods and possibilities of scoring creates enthusiasm and physical benefits. Speedball obtains all the values of any pleasurable big muscle activity which involves the coordination and cooperation of groups of players acting together.

TERMINOLOGY:

Field Goal	Ground ball kicked under the cross bar and between the uprights. Counts 3 points.
Drop Kick	Over the cross bar from outside the penalty area; counts 1 point
Touchdown	Ball passed from field of play to a teammate back of goal line; counts 2 points.
Penalty Kick	An attempt to score a goal by offended player from the penalty kick mark. Goalkeeper may only attempt to block the kick. Counts 1 point if successful.
End Goal	Ground ball that receives its impetus (kicked or legally bodied) from any player, offensive or defensive, in the end zone and passes over the end line but not between the goal posts. Counts 1 point.
Tie Ball	Ball is held by two opposing players simultaneously, or where officials are in doubt about which side last played the ball out of bounds.
Personal Foul	Consists of holding, striking, kicking, tripping, pushing, and charging.
Technical Foul	Fouls involving playing a ball illegally. Penalty is a free kick by opponents. Ball may be kicked in any direction or distance.
Defensive Play	A player may legally guard an opponent who has the ball. He must play to secure the ball, and in no way hold an opponent.
Traveling	A player who is standing still when catching the ball from a kick or a pass may take two steps in any direction from the point at which he/she caught the ball, but must get rid of the ball before a second step is completed. If running, he/she is allowed two steps, and if full speed the referee decides whether the individual stopped as soon as possible.
Goal Tender	There is no distinction between the goaltender and the other players as regards to privilege and restrictions in playing the ball.
Dribbling	A player may dribble the ball with his feet at will.
Overhead Dribble	A player may throw the ball in any direction and run and catch it before it hits the ground. He cannot score a touchdown by this method.

RULES:

Playing the ball:

1. Any ball above the head, from any cause, may be played with the hands.
2. Any ball below waist, from any cause, must be played with legs or feet.
3. Any ball higher than waist cannot be kicked.

Ball out of bounds:

4. Ball over side line goes to team who did not cause it to leave the field.
5. Running with ball (except 3 steps to kick the ball) ball goes to opponent where traveling occurred.
6. Ball over end line by defense; ball is awarded to opponent on the side line.
7. Ball over end line by offense, or running with ball in end zone; goes to defense behind the end line

STARTING THE GAME:

- The ball is put into play by a free kick at the center of the field, all players must be behind the ball.
- Defensive players must remain behind the ten yard restraining line until the ball is kicked.

SAFETY PRECAUTIONS:

1. The greatest danger in speedball is over exertion due to poor physical condition.
2. Adequate warm-up and supervision do much to minimize the hazard of speedball.
3. Improper use of basic skills such as handling the ball may cause such injuries as jammed fingers or broken nails.

STUDY QUESTIONS:

1. Name and explain the two ways an offensive team can advance the ball.
2. Name the five methods of scoring and point value for each.
3. Draw, label, and diagram a speedball field including the following end line, goal line, penalty kick line, middle, restraining line.
4. Name and explain the similarities speedball has with other sports.
5. What type of fitness benefits would one achieve during a speedball game?

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SWIMMING UNIT

GENERAL INFORMATION

1. Our primary purpose is to teach non-swimmers and weak swimmers how to swim and to be comfortable in the water.
2. The school offers rental swimming suits and towels.
 - a. If you wish to use a rental school swim suit, you must provide the teacher with a VALID student ID and 25 cents. You may bring your own suit (girls must wear a one piece) as long as it is modest and you keep it clean and sanitary. The once you return your rented swim suit to the teacher, you will retrieve your student ID once it is returned.
 - b. The ONE towel we give you daily will suffice, but feel free to bring a towel from home if you wish. Please place all towels in the yellow towel bins before leaving the locker room.
3. You must bring an Andrew lock for your locker to secure your belongings while you swim. Locks must be taken off daily as we do not have enough lockers to be able assign you one for the unit.
4. You may bring goggles to wear to help with visibility and reduce eye irritation.
 - a. Goggles can be rented for 25 cents or purchased for \$2.
5. Contact lenses should be removed before you swim, even if you wear goggles.
6. Swim caps must be worn by persons with long hair (hair length below eyebrows, ear-lobes, or collar).
 - a. Swim caps can be rented for 25 cents or purchased for \$3.
7. Pool rules and diving rules are posted – please read them. The floors in the pool area are slippery when wet. Please walk carefully and refrain from horseplay such as pushing, etc. Take a thorough shower before entering the pool. Do not chew gum in the pool area. Remove all jewelry including earrings before entering the pool.
8. If a student's out of the water no matter what the reason, unless excused medically by a doctor, they will be required to finish 10 laps for every day out of the water.
9. If you are in class but not swimming, you must have a note from home or from a doctor. If the note only exempts you from swimming, you must come prepared to exercise (gym shoes and uniform). If the note exempts you from all activity, you will be required to do an assignment assigned by your physical education teacher. All students are expected to know the rules/concepts of swimming whether in the water or not.

FRESHMAN SWIMMING UNIT

General

1. Six week unit.
2. Level four American Red Cross is the goal for each student.
3. Teaching freestyle, backstroke, elementary backstroke, sidestroke and breaststroke.
4. Daily warm-ups and weekly distance swims for conditioning.

Skills

1. Freestyle
 - a. Proper body position
 - i. streamline position on front
 - ii. Head-Hips-Legs are all in line

- b. Arms
 - i. Finger tip entry
 - ii. High elbow recovery
 - iii. Catch and press arm stroke
 - iv. “S” pattern underwater
 - v. Snap fingers back at finish – fingers leave the water before arms
 - c. Breathing
 - i. Breathe to the side only
 - ii. Exhale when face is in the water, inhale when face exits
 - d. Kicking
 - i. Flutter kick
 - ii. Toes pointed
 - iii. Kick continuously
 - e. Drills for freestyle
 - i. Streamline position kicking
 - ii. Catch-up stroke – one arm at a time
 - iii. Arm-pit – pull back, touch arm-pit, reach
 - iv. One arm stroke
2. Backstroke
- a. Proper body position
 - i. Streamline position on back
 - ii. Head back (ears in the water)
 - iii. Toes at surface
 - iv. Hips at surface
 - b. Arms
 - i. Straight arm recovery and entry
 - ii. “S” pattern
 - iii. Shoulder, rotation
 - iv. Snap wrist down at finish of stroke
 - c. Kick
 - i. Flutter kick
 - ii. Continuous kicking
 - iii. Toes may, knees may not break the surface of the water
 - d. Breathing
 - i. Head still, inhale as one arm pulls – exhale as the other arm pulls
 - e. Drills for backstroke
 - i. Catch up stroke (same as freestyle)
 - ii. Streamline kicking on back
 - iii. One arm backstroke
3. Elementary Backstroke
- a. Proper body position
 - i. Streamline position on back
 - ii. Head back, ears in the water
 - iii. Hips and legs at the surface
 - b. Arms
 - i. Streamlined arm recovery
 - ii. Monkey, Airplane, Rocket ship arms

1. Arms extend at ear level
 2. Elbows are straight for the press to the side
 - c. Kick
 - i. Whip kick
 - ii. Knees in, ankles flexed, toes turned out (like breaststroke)
 - iii. symmetrical
 - d. Timing
 - i. Kick and press to the side are simultaneous
 - ii. Long glide
 - iii. Inhale during recovery
4. Sidestroke
- a. Proper body position
 - i. On either side
 - ii. Hip and shoulder at the surface
 - b. Arms
 - i. Top are at side – recovery is near body
 - ii. Bottom arm extended
 - iii. Bottom arm pulls as top arm recovers, then extended
 - c. Kick
 - i. Scissor kick
 - ii. Top leg goes forward, knee high, kick foot out – sweep to streamline position
 - iii. Bottom leg goes back, point toes, sweep to streamline position
 - d. Timing
 - i. Legs recover as the bottom arm pulls
 - ii. Leg kick as the top arm pulls
 - iii. Long glide
5. Breaststroke (introduction)
- a. Proper body position
 - i. Shoulders and hips at the surface
 - b. Arms
 - i. Sculling motion – sweep out, sweep in, reach
 - c. Kick
 - i. Symmetrical – knees in, feet wider than knees, ankles flexed, toes turned out
 - d. Breathing
 - i. Every stroke
 - e. Timing
 - i. Pull, breath, kick, glide
-
-
-
-
-
-
-
-

TUMBLING

BENEFITS OF ACTIVITY:

The student will improve his/her muscular strength, cardiovascular and muscular endurance, balance, coordination, and flexibility through various exercises performed while tumbling. Students will learn basic routine structure and will have a better understanding of gymnastics as tumbling is the basis for all gymnastics.

SAFETY RULES:

1. Notice warnings posted on the walls and on equipment.
2. Do not use any equipment unless instructor is present.
3. Wear gym suit tucked in or leotard with gym uniform over it (until upstairs!).
4. No jewelry or gum!
5. Tie hair up out of face.
6. Warm-up thoroughly before attempting any skills.
7. Request a spotter for all skills you are unsure of.
8. Do not try any skills you are not ready for.
9. No running around or fooling around...beware of what is going on around you!!

TERMINOLOGY:

Balance	The body weight is supported by the hands, upper arms, head or forearms in an inverted position, with the shoulders above the point of support.
Layout	The entire body is straight.
Pike	The legs are straight, with the body bent at the hips.
Jump	Take off of two feet and land on two feet.
Leap	Take off of 1 foot and land on the other foot.
Wolf	A combination of the tuck and pike, bent at the hips with one leg tucked and 1 leg piked.
Tuck	The knees and hips are bent, with the head in a chin-down position.
Twist	The rotation of the body around the vertical axis.
Series	A minimum of three directly connected skills without any pauses or steps in between.

SPOTTING:

Purpose: to aid gymnast to master a stunt safely. To protect the gymnast from injury.

1. Forward Roll: Basic skills; Spotting: place on hand on head and the other on upper legs.
2. Backward Roll: Basic skill, but more difficult to master; Spotting: more difficult, try to lift hips as roll begins to get weight over head and neck.
3. Tripod Balance: Lead up to headstand. Placement of head and hands form a triangle on the floor. Balance on head and hands with the knees on the upper arms.
4. Headstand: Behind student, balance maintained by steadying hips.
5. Handstand: Stand in front of student, grab hips as she kicks up into handstand. Hug their hips to your body to gain control. (Stay close)
6. Cartwheel: Basic move in tumbling; performed to either side-hand, hand, foot, foot. Done on a line; spotting: stand to student's back to avoid being struck by her legs. Assist at waist.
7. Round-Off: Attempt after cartwheel has been mastered; done from a short run; difference; as legs are overhead, legs snap together and there is a quarter turn of the trunk; legs snap down together and the hands push off the floor together.

FLOOR EXERCISE SKILL SHEET

NAME _____

ROLLS

- __ Weeble wobble
- __ Log Roll
- __ Forward Roll Tuck
- __ Forward Roll Straddle
- __ Back Shoulder Roll
- __ Back Roll Tuck
- __ Back Roll Tuck to Straddle
- __ Back Roll Straddle
- __ No Handed Roll
- __ Back Roll to Lunge
- __ Back Extension Roll

FLEXIBILITY

- __ Bridge Up
- __ Bridge Down
- __ Backbend Up
- __ Front Limber
- __ Front Walkover
- __ Back Limber
- __ Back Walkover
- __ Tinsica
- __ Valdez
- __ Split – Right
- __ Split – Left
- __ Chinese Splits

LEAPS

- __ Split Leap
- __ Stag Leap
- __ Side Leap
- __ Hitchkick
- __ Cat Leap
- __ Cat Leap $\frac{1}{2}$
- __ Cat Leap Full
- __ Tourjete
- __ Tourjete Full
- __ Scissor (Switch)

WHEELS

- __ Side Cartwheel
- __ CW $\frac{1}{4}$ Turn In
- __ CW $\frac{1}{4}$ Turn Out
- __ CW 1-Arm
- __ Run to Roundoff
- __ Dive CW
- __ Aerial CW

STRENGTH

- __ Inverted Pushups 10 (backbend)
- __ Elevated Pushups 10 (feet on ledge)
- __ V-Ups
- __ 5-Second L-Hold (from hang on low bar)
- __ 3 V-Ups (from a long hang)
- __ 5 Pull-Ups (overhead hang)

TURNS

- __ Full Pirouette
- __ 1 $\frac{1}{2}$ Pirouette
- __ Double Pirouette
- __ Fouette (Kick Turn)
- __ Chaîne

HANDSTANDS

- __ Assisted Handstand
- __ Step Down
- __ Snap Down
- __ $\frac{1}{2}$ Turn
- __ Full Turn
- __ Handstand to Roll
- __ Handwalking – 10 Steps

BALANCES (held 5 sec.)

- __ Scale or Arabesque
- __ Tip Up
- __ Tri Pod
- __ Headstands
- __ Handstand

HANDSPRINGS

- __ Front Handspring
- __ Back Handspring
- __ Series of Handsprings

JUMPS

- __ Straight Jump Full
- __ Jump 1 $\frac{1}{2}$
- __ Jump Double
- __ Tuck Jump
- __ Tuck $\frac{1}{2}$
- __ Tuck Full
- __ Straddle Jump
- __ Stradle $\frac{1}{2}$
- __ Pike Jump
- __ $\frac{1}{2}$ Pike Jump
- __ Wolf Jump
- __ Wolf 1/2

ULTIMATE FRISBEE

BENEFITS:

Ultimate Frisbee is a recreational means of improving cardiovascular fitness. The student will learn basic Frisbee throwing and catching skills along with important aspects of teamwork.

OBJECT:

The playing area in Ultimate Frisbee should have two end zones, just as in football. The object of the games is to pass the Frisbee to a team-mate in the end zone for a point. The team with the most points at the end of the game is the winner. Each team stands behind its own goal line. The team with the Frisbee throws it toward the receiving team and the game begins. The Frisbee must always be thrown, never handed to someone. If the Frisbee is intercepted, hits the ground or goes out of bounds before the player's teammate catches it, then the other team has possession.

TERMINOLOGY:

Goal line	The line which the offensive team must cross to score a goal. Both feet must be completely across the line.
End Zone	The area from the goal line to the end line where goals are scored. This area is 30 yards deep.
Goal	A score in Ultimate Frisbee. Each goal is worth one point.
Pivot Foot	The foot that must be planted while a player has the Frisbee. Changing the pivot foot is a violation.
Throw off	A throw off is used at the beginning of each half and after a goal is scored. Both teams must be on their respective goal lines and must not move until the disc is thrown.

RULES & SAFETY:

1. Play begins with a throw-off at the beginning of the game and after each goal. Each time a goal is scored, the teams switch the direction of their attack and the team that scored throws off. It may only be made after the thrower and player on the receiving team raises his hand to signal readiness.
2. Once the Frisbee is received it is advanced by throwing forward, to the side or backwards.
3. The player in possession of the disc may not run. A pivot foot must be planted, if the pivot foot is moved a foul is called.
4. The defensive team gains possession when the offensive team's pass is incomplete, intercepted, knocked down, or goes out of bounds.
5. The Frisbee cannot be handed from player to player.
6. The one player can guard the person in possession of the Frisbee.
7. The Frisbee cannot be pulled from the grasp of an opposing player or knocked from his/her hand.
8. A player may catch his/her own pass only if the disc has been touched first by another player.
9. Physical contact during the throw is a foul against the defender.
10. Players must play the disc, not the opponent.
11. A player may not hold the Frisbee for more than 5 seconds.
12. Defenders must maintain a three yard cushion when guarding a player.

FIRST AID & CPR



WHEN TO CALL

If the victim is unconscious, have someone else call 9-1-1 or the local emergency number immediately while you provide care. Use Call First and Call Fast to help you remember when to make the call in a situation where you are the only responder. Sometimes a conscious victim will tell you not to call an ambulance and you may not be sure what to do. Call 9-1-1 or the local emergency number if the victim:

- ◇ Is or becomes unconscious
- ◇ Has trouble breathing or is breathing in a strange way
- ◇ Has chest discomfort, pain, or pressure that persists for more than 3-5 minutes
- ◇ Has chest discomfort, pain or pressure that persists for more than 3-5 minutes or that goes away and comes back
- ◇ Is bleeding severely
- ◇ Has pressure or pain in the abdomen that does not go away
- ◇ Is vomiting or passing blood
- ◇ Has a seizure
- ◇ Has a spinal cord injury.

Also call for any of the situations:

- ◇ Fire or explosion
- ◇ Downed electrical wires
- ◇ Presence of poisonous gas
- ◇ Vehicle collisions
- ◇ Victim who cannot be moved

SIGNS OF SUDDEN ILLNESS

When a person becomes suddenly ill, he or she often looks and feels sick. Common signals include:

- Changes in consciousness, such as feeling lightheaded, dizzy or becoming unconscious.
- Nausea or vomiting.
- Numbness or weakness.
- Difficulty speaking or slurred speech.
- Changes in breathing. The person may have trouble breathing or may not be breathing normally.
- Feeling lightheaded, dizzy, confused or weak.
- Changes in skin color (pale, ashen, or flushed skin) or sweating.
- Diarrhea.
- Sweating.

Some sudden illnesses may also include:

Changes in consciousness.

Seizures.

Paralysis or inability to move.

Slurred speech

Difficulty seeing

Severe headache

Trouble breathing.

Persistent pressure or pain.

CARE FOR SUDDEN ILLNESS

Care for any life-threatening conditions first. Then:

Help the victim rest comfortably

Keep the victim from getting chilled or overheated

Reassure the victim

Watch for changes in consciousness and breathing

Do not give anything to eat or drink unless the victim is fully conscious

If the victim:

Vomits- Place him or her on the side so that you can clear the mouth

Faints- Position him or her on the back and the elevate the legs 8 to 10 inches if you do not suspect a hand, neck or back injury .

Has a diabetic emergency- Give the conscious victim some type of sugar, preferably in liquid form, such as orange or apple juice, non diet soda or 2-3 teaspoon of sugar dissolved in a glass of water.

Has a seizure- Do not hold or restrain the person or place anything between the victim's teeth. Remove any nearby objects that might cause injury. Cushion the victim's head using folded clothing or a small pillow.

CARING FOR HEAT-RELATED ILLNESS

For Signals of Heat Cramps:

- Have the victim move to a cool place.
- Give cool water to drink.
- Have the victim lightly stretch the muscle and gently massage the area.

For Signals of Heat Exhaustion:

- move the victim to a cooler environment.
- loosen or remove clothing.
- fan the victim.
- get the victim into circulating air while applying water with a cloth or sponge.
- If the victim is conscious, give small amounts of cool water to drink.
- If the victim's condition does not improve or if you suspect heat stroke. Call 911 or the local emergency number.

For Signals of Heat Stroke:

- Call 911 or the local emergency number.
- Give care until help arrives by following the care steps above for heat exhaustion.

Has a severe allergic reaction- Assist the victim with his or her medication, which may be available as a single-dose epinephrine "pen"

CARING FOR COLD-RELATED ILLNESS

For Signals of Hypothermia:

- Gently move the victim to a warm place.
- Check ABC's and care for shock.
- Remove wet clothing and cover the victim with blankets and plastic sheeting to hold in body heat.
- Carefully monitor use of heating pads and not water bottles so that the victim is not unintentionally burned.
- Warm the victim slowly and handle the victim carefully.

For Frostbite:

- Remove wet clothing and jewelry from the affected area.
- Soak the frostbitten area in warm water.
- Cover with dry, sterile dressings-do not rub the frostbitten area.
- Check ABC's and care for shock.
- Do no re-warm a frostbitten part if there is danger of it refreezing.

SIGNALS OF HEAD, NECK AND BACK INJURIES

- Change in consciousness
- Severe pain or pressure in the head, neck or back
- Tingling or loss of sensation in the hands, fingers, feet and toes
- Partial or complete loss of movement of any body part
- Unusual bumps or depressions on the head or over the spine
- Blood or other fluids in the ears or nose
- Heavy external bleeding of the head neck or back
- Seizures
- Impaired breathing or vision as a result of injury
- Nausea or vomiting
- Persistent headache
- Loss of balance
- Bruising of the head, especially around the eyes and behind the ears

GENERAL CARE FOR HEAD, NECK AND BACK INJURIES

Includes:

- Minimize movement of the head, neck and back
- Maintain an open airway
- Check consciousness and breathing
- Control any external bleeding
- Keep the victim from getting chilled or overheated

SIGNS OF SHOCK

- Restlessness or irritability
- Altered consciousness
- Nausea
- Pale or ashen, cool moist skin
- Rapid breathing
- Rapid pulse

CARING FOR SHOCK

Caring for shock involves the following simple steps:

1. Have the victim lie down. This is often the most comfortable position. Helping the victim rest comfortably is important because pain can intensify the body's stress and accelerate the progression of shock. Helping the victim rest in a more comfortable position may minimize any pain.
2. Call 9-1-1 or the local emergency number immediately. Shock cannot be managed effectively by first aid alone. A victim of shock requires emergency medical care as soon as possible.
3. Control any external bleeding.
4. Elevate the legs about 12 inches unless you suspect head, neck or back injuries or possible broken bones involving the hips or legs. If you are unsure of the victim's condition, leave him or her lying flat.
5. Help the victim maintain normal body temperature. If the victim is cool, try to cover him or her to avoid chilling.
6. Do not give the victim anything to eat or drink, even though he or she is likely to be thirsty.
7. Reassure the victim.

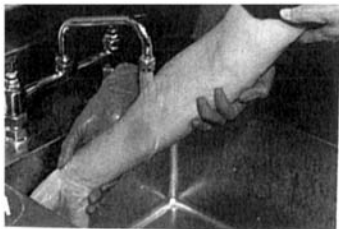
SPECIAL SITUATIONS

1. If an object is embedded in a wound, do not remove it. Bandage bulky dressing around the object to support it in place.
2. Wrap a severed body part in sterile gauze, put it in a plastic bag and put the bag on ice. Be sure the part is taken to the hospital with the victim.
3. To control a nosebleed, have the victim lean forward and pinch the nostrils together until the bleeding stops.

CRITICAL BURNS:

Include:

- Burns involving trouble breathing
- Burns covering more than one body part
- Burns to the head, neck, hands, feet or genitals
- Burns (other than a very minor one) to a child or an elderly person
- Burns resulting from chemicals, explosions or electricity
 1. To care for a burn, first stop the burning.
 2. Cool the burned area with large amounts of cool water.
 3. Then cover the burn with dry, clean or sterile dressings to help prevent infection



DOS & DON'TS OF BURN CARE:

- **Do** cool a burn by flushing with water.
- **Do** cover the burn with a dry, clean covering, such as sterile dressing.
- **Do** keep the victim comfortable.
- **Do** keep the victim from getting chilled or overheated.
- **Don't** apply ice directly to any burn unless it is very minor.
- **Don't** touch a burn with anything except a clean covering.
- **Don't** remove pieces of cloth that stick to the burned area.
- **Don't** try to clean a severe burn.
- **Don't** break blisters.
- **Don't** use any kind of ointment on a severe burn.



CONTROLLING BLEEDING

Step 1: CHECK the scene, then CHECK the victim.

Step 2: Obtain Consent

Step 3: Cover the wound with a dressing.

Step 4: Apply direct pressure until bleeding stops.



Step 5: Cover the dressing with bandage.



Step 6: If bleeding does not stop-

- Apply additional dressings and bandages.
- Take Steps to minimize shock.
- **CALL 9-1-1** if not already done.

APPLY A SOFT SPLINT

Step 1: Obtain consent



Step 2: Support the injured body part above and below the site of the injury.



Step 3: Check for feeling, warmth and color.



Step 4: Place a triangular bandage under the injured arm and over the uninjured shoulder to form a sling.



Step 5: Tie the ends of the sling at the side of the neck. Place pads of gauze under the knots to make it more comfortable for the victim.

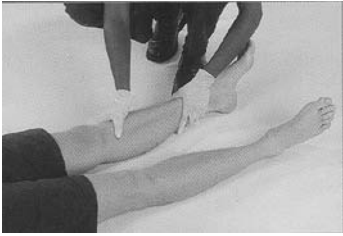


Step 6: Bind the injured area to the chest with a folded triangular bandage.



Step 7: Recheck the injured part for feeling, warmth and color every few minutes.

Apply an Anatomic Splint



Step 1: Check the scene and the victim.



Step 2: Support the injured area above and below the site of the injury.



Step 3: Check for feeling, warmth, and color.



Step 4: Place several folded triangular bandages above and below the injured area.



Step 5: Tie triangular bandages securely.

Step 6: Recheck the injured part for feeling, warmth, and color every few minutes.

Apply a Rigid Splint



Step 1: Check the scene and the victim.



Step 2: Support the injured area above and below the site of the injury.



Step 3: Check for feeling, warmth and color.



Step 4: Place the rigid splint under the injured area and the joints that are above and below the injured area.



Step 5: Tie several folded triangular bandages above and below the injured area.

Step 6: Recheck the injured part for feeling, warmth and color every few minutes

Immobilize above and below the site of the injury.

APPLYING A SLING

Step 1: Obtain consent

Step 2: Support the injured body part above and below the site of the injury.



Step 3: Check for feeling, warmth and color.



Step 4: Place several folded triangular bandages above and below the injured body part.



Step 5: Gently wrap a soft object (a folded blanket or pillow) around the injured body part.



Step 6: Tie triangular bandages securely.



Step 7: Recheck the injured part for feeling, warmth and color every few minutes.



FIRST AID NOTES

1. Check the scene for safety
2. Call 9-1-1
3. Care:
4. Treat for Shock
5. Good Samaritan Law:
6. Sudden Illness:
 - a. Heart Attack
 - b. Stroke
 - c. Seizure
 - d. Diabetic Emergency
 - e. Poison and Allergic Reactions
7. Wounds
 - a. Bruise
 - b. Abrasion
 - c. Cut
 - d. Deep Cut
 - e. Puncture
 - f. Avulsion
 - g. Amputation
8. Bleeding
 - a. Nosebleeds

9. Burns

- a. Radiation
- b. Chemical
- c. Electrical
- d. Thermal

10. Degrees of Burns

- a. 1st Degree
- b. 2nd Degree:
- c. 3rd Degree:

11. Splinting/Types of Splints

- a. Soft Splint:
- b. Rigid Splint
- c. Anatomical Splint

12. Caring for Head, Neck and Back injuries

13. Heat Related Emergencies

- a. Heat Exhaustion
- b. Heat Stroke

14. Cold Related Emergencies

- a. Frostbite
- b. Hypothermia

CHECKING THE UNCONSCIOUS ADULT (12 YEARS OF AGE AND UP)



Step 1: Check the scene for safety, then check the victim... tap the victim's shoulder and shout to see if the victim responds.



Step 2: Open the airway. Look, listen and feel for breathing for no more than ten seconds

If the victim is face-down... check for breathing in the position that you found the victim.

If the victim is face-up... open the airway, and then check for breathing.



Step 3: If the face-down victim is not breathing or you cannot tell... Roll the victim onto his or her back while supporting the head, neck and back. Open the airway. Look, listen and feel for breathing for about 5 seconds.

Step 4: If the victim is unconscious but breathing and shows signs of circulation... place him or her in the recovery position.



Step 5: If the victim is not breathing or you cannot tell... give 2 breaths.

CONSCIOUS CHOKING – ADULT

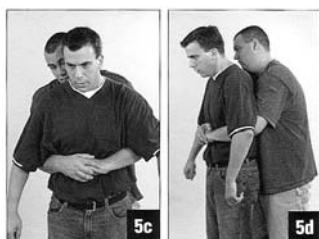
Step 1: Check the scene and the victim... ask the victim if he or she is choking. Identify yourself and ask the victim if you can help. If the victim is coughing forcefully, encourage continued coughing.

Step 2: If the victim cannot cough, speak or breathe... Have someone else call 9-1-1 or the local emergency number

Step 3: Lean the person forward and give 5 back blows with the heel of your hand.



Step 4: Give abdominal thrusts... stand behind the victim, place the thumb side of your fist against the middle of the victim's abdomen. Grasp your fist with your other hand and give quick, upward thrusts.



UNCONSCIOUS CHOKING - ADULT



Step 1: If breaths do not go in...
Re-tilt the head and give 2 breaths again.



Step 2: If breaths still do not go in...
Give 30 chest compressions.

Step 3: Give 2 breaths.

Step 4: if the breaths still do not go it... Repeat steps 2-3.

If breaths go in... Check for signs of life for no more than 10 seconds.

If there are no signs of life... GO TO "CPR – ADULT"

If there are signs of breathing... Place the victim in a recovery position.

CPR – ADULT



**Step 1: If the victim shows no signs of life...
find hand position on the sternum**



**Step 2: Give 30 chest compressions until
medical help arrives**

WHEN TO STOP CPR

- ◇ If the victim shows signs of life.
- ◇ If another trained person takes over CPR for you.
- ◇ If emergency personnel arrive and take over care of the victim.
- ◇ If you are exhausted and unable to continue.
- ◇ If the scene becomes unsafe.

SIGNALS OF A HEART ATTACK

- ◇ **Persistent chest discomfort**
 - o Victim has persistent chest discomfort, pain or pressure lasting more than 3-5 minutes. Or that goes away and comes back. Discomfort may range from mild discomfort to unbearable crushing sensation.
- ◇ **Discomfort, pain or pressure in either arm**
 - o Discomfort, pain or pressure that spreads to the shoulder, arm, neck or jaw.
- ◇ **Dizziness or unconsciousness**
- ◇ **Trouble breathing**
 - o Victims breathing is noisy
 - o Victims feels short of breath
 - o Victim breathes faster than normal
- ◇ **Nausea**
- ◇ **Skin appearance**
 - o Victim's skin may be pale or ashen in color
- ◇ **Sweating**
 - o Victim's face may be moist or victim may sweat profusely



When to STOP CPR

- If the victim shows signs of life.
- If another trained person takes over CPR for you.
- If emergency personnel arrive and take over care of the victim.
- If you are exhausted and unable to continue.
- If the scene becomes unsafe.