Lesson Title: Aim for Fitness

<table>
<thead>
<tr>
<th>Standards</th>
<th>Time: 30–40 minutes</th>
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</thead>
<tbody>
<tr>
<td>This lesson aligns with the OSPI Health and Fitness Standards.</td>
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<tr>
<td>GLE 1.3.1 – Analyzes components of health-related fitness.</td>
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<tr>
<td>GLE 1.1.1 – Applies locomotor, non-locomotor, manipulative, balance, and rhythmic skills in traditional and non-traditional activities that contribute to movement proficiency.</td>
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<tr>
<td>OSPI Health and Fitness Standards</td>
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<tr>
<td>OSPI-Developed Assessments</td>
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<tr>
<td>• Get Fit Summer</td>
<td></td>
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<tr>
<td>• Concepts of Health and Fitness</td>
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<tr>
<td>OSPI-Developed Health and Fitness Assessments</td>
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<tr>
<td>Moving into the Future: National Standards for Physical Education. This lesson aligns with the National Standards for Physical Education.</td>
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<tr>
<td>Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</td>
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<td>Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</td>
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<td>Standard 3 – Participates regularly in physical activity.</td>
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<td>Standard 4 – Achieves and maintains a health-enhancing level of physical fitness.</td>
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<tr>
<td>Grade Level: 3–5</td>
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<tr>
<td>Unit Name: Lacrosse</td>
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<td>Lesson Number: 6</td>
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<tr>
<td>Key Concepts</td>
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<tr>
<td>• Lacrosse: Sending and receiving skills.</td>
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<tr>
<td>• Health-Related Fitness (HRF): Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and FITT (Frequency, Intensity, Time and Type) principle examples.</td>
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<tr>
<td>Vocabulary</td>
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<tr>
<td>• Lacrosse: Overhand pass, sidearm pass, shovel pass, pick-up (scoop), power hand, and control hand.</td>
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<tr>
<td>• Health-Related Fitness: Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, frequency, time, type, and fitness assessment.</td>
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<tr>
<td>Objective(s) for Student Learning</td>
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<td>1. Student will differentiate between different types of health-related fitness.</td>
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<tr>
<td>2. Student will distinguish among lifetime activities which improve components of health-related fitness.</td>
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<td>3. Student will distinguish among fitness assessments which measure components of health-related fitness.</td>
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<td>4. Student will integrate the FITT principle with components of health-related fitness.</td>
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<td>5. Student will demonstrate effective sending and receiving skills in lacrosse during partner or small group drills.</td>
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<td>6. Student will demonstrate safety rules and procedures in a variety of physical activities.</td>
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<td>7. Student will demonstrate sportsmanship and cooperative skills.</td>
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<tr>
<td>Get Fit Summer and Concepts of Health and Fitness.</td>
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<tr>
<td>This lesson will address Grade Level Expectation (GLE) 1.3.1, 1.1.1, and OSPI-Developed Fitness Assessment.</td>
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<td>Safety</td>
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<tr>
<td>Equipment/Materials</td>
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<tr>
<td>□ Jump rope for single or partner jumping – beaded or licorice – 1 per student.</td>
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<td>□ Lacrosse beginner training sticks with “keeper” straps – 1 per student.</td>
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<td>□ High-density foam balls, 3”-6” diameter – 1 per student.</td>
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<td>□ 1 vest per player – color coded for each of the 4 teams.</td>
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<td>□ 8 cones – 2 per team.</td>
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<tr>
<td>□ 4 small containers per team labeled: Cardiorespiratory Endurance, Muscular Strength, Muscular Endurance, and Flexibility. (Refer to Labels, page 7.)</td>
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<tr>
<td>□ 4 sets of color coded Fitness Cards. (Refer to Fitness Cards, pages 8-14.)</td>
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<tr>
<td>□ 4 locations to put the cards and containers on/in for each team – could be a small table, hula hoop, or other space. (Refer to Diagram – Gym Set-Up.)</td>
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</tbody>
</table>
Standard 5 – Exhibits personal and social behavior that respects self and others in physical activity settings.

Standard 6 – Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Resources
- Appropriate Practices for Elementary School Physical Education, NASPE.
- Dynamic Physical Education for Elementary School Children, Robert Pangrazi.
- Fitness for Life, Charles B. Corbin and Ruth Lindsey.
- Jump Rope for Heart www.aahperd.org/jump/
- Moving Into the Future: National Standards for Physical Education, NASPE.
- OSPI Health and Fitness Vocabulary
  - Grade 5
  - Grade 8
  - High School

Essential Questions
- How do you demonstrate health-related fitness?
- What exercises, games, sports, or chores can you do to improve your fitness scores?

Prior to this activity, students have previously practiced the following: Short jump rope single and partner skills in jump roping; and the overhand pass, sidearm pass, shovel pass, pick-up skills, and catching skills in lacrosse. They have also learned indicators for each type of health-related fitness (HRF), the FITT principle for each type of HRF, and have matched different lifetime activities to each fitness assessment and to each type of HRF.

Procedure/Instruction
Activity Set-up
Fitness Entry Activity
Students read the whiteboard on the door to the gym for their initial entry task instructions: “Please get a jump rope and start jumping.”

1. Students jump with a short jump rope. Students are allowed to choose the developmental level at which they would like to jump. They can jump alone, choosing to do tricks or just regular jumping, or they can jump with a partner or partners. When they need to catch their breath, they can work on rope release skills, wraps, or turning tricks.

2. Safety Precautions: Be in a good personal space while jumping. Move safely around people when getting or returning ropes. If you jump with a partner and put your rope down, put it outside the jumping area.

3. At the end of time, students put ropes away and come sit together. Ask:
   - What type of fitness were we working on?
   - How do you know? (Students should respond with cardiorespiratory endurance and give evidence, but you can also ask them how it could be muscular endurance or flexibility as well.)
   - Which fitness assessment might improve if you practiced jumping rope?

Appropriate Practice Example:
Using different colored cards to represent each type of HRF helps visual learners remember them. It can also help English Language Learners and students with communication challenges make connections and participate in discussions.

Suggestion: Use orange to represent cardiorespiratory endurance; green – muscular strength; blue – muscular endurance; and pink – flexibility. In earlier grades, whenever students participate in an activity that works on cardiorespiratory endurance, it is written in orange, when we are stretching – the name of the stretch is written in pink, so their brains connect the colors and activities with the different types of health-related fitness.

Lesson Focus – Lacrosse Sending and Receiving Skills
In a large group, review the sending skill of the overhand pass. Students should come up with the following components of an overhand pass:
- Stronger hand (power hand) by the pocket with a loose grip.
- Weaker hand (control hand) at the bottom of the stick.
- Stick perpendicular to the ground on the stronger side.
- Look at the target, step with opposite foot, push with the top hand while you pull with the bottom hand.
- Point at your target with your top hand after the ball is released.
- Or, use cues: look, step, push and pull, point.

Extension: For closer targets, the hands are farther apart with the stronger hand near the pocket – take a smaller step. For farther targets, the hands are closer together at the bottom of the stick – take a bigger step.

Appropriate Practice Example:
1. Review the sending skill of an overhand pass. Ask, “If I were a new student, how would you describe an overhand pass to me?” (Students can’t say, “Like this.” and show me, they have to describe what the body is doing as they perform the skill.) Model what they describe. If the student is not specific, exaggerate until
they figure out how to be more specific. Ask several students to contribute to or fix the appropriate form.

2. Ask how the sidearm pass and shovel pass differ from the overhand pass. Students should come up with the following components:
   - The sidearm pass has the same basic movement (and same cues) as the overhand pass, but the throw originates on the stronger side of the body—more parallel to the ground than perpendicular. Cues: Look, step, push and pull, point.
   - In the shovel pass, or underhand pass, the stick comes across the body—on the weaker side, parallel to the ground, you step with the new opposite foot—now the stronger side foot, swing the stick in a shoveling motion towards the target. Cues: Look, step, swing, point.

In a large group, review the receiving skill of catching. Students should come up with the following components:
   - Look at the ball, guess where it is going.
   - Move your feet to get to the spot it is going.
   - Extend the pocket of your stick and cushion the pocket—as the ball goes in, bring the stick down slightly or back slightly.
   - Or use cues: Look, guess, move and reach, cushion.

Extension: Bring pocket up for catches above the waist. Bring pocket down for catches below the waist.

Appropriate Practice Example: Review the receiving skill of catching. Ask, “If I were a new student, how would you describe catching to me?”

Students have already been divided into 4 teams in previous lessons, and each student will have their team’s colored vest, a stick, and one lacrosse ball per partnership.

Practice
Tell students they will have a few minutes to practice sending and receiving (passing and catching).

1. Review safety precautions:
   - Watch out for a lacrosse ball coming from other people.
   - Make sure the receiver is watching before throwing.
   - Do not throw when someone is in their way.

2. Student can choose to practice at the developmental level of their choice—on their own or with a partner or partners. Student may be close or far away to their partner, while standing still or moving.

3. Student should focus on the overhand pass and catch, but should also review the sidearm pass, shovel pass, and the two types of pick-ups.

4. Teacher circulates and performs an informal formative assessment of student’s sending and receiving skills. Teacher:
   - Observes developmental level they are choosing to practice.
   - Provides extensions for those who are doing well or assistance to those who need support.
   - Models correct form and provides cues on sending skills, Look, step, push and pull, point; and receiving skills, Look, guess, move and reach, cushion.

Activity Instruction
- Have students meet with their team.
- Keep one lacrosse ball per team, put others away.
- Have each team divide in half and line up in two lines facing each other.
- Explain the game activity briefly while one team demonstrates.
Reminder – Reinforcement of previous learning may be needed:
- Indicators for each type of health-related fitness.
- The FITT principle for each type of HRF.
- Correlation between lifetime activities and fitness assessments.
- Correlation between lifetime activities and each type of HRF.

Game Activity
The first person in line holds the lacrosse ball. On signal, the first person will throw to their teammate in the opposite line, and then run to the back of that line. The receiving student will attempt to catch the ball in the air and will then throw it back to the next person in the opposite line.

1. If the receiver misses, they do a quick pick-up of the ball, throw to the person in the line opposite theirs, and run to the back of that line.

2. If the receiver catches the ball in the air, they complete their throw to the next person in the opposite line, run to their team’s fitness location (where their Fitness Cards and containers are located), and draw one card from their stack of Fitness Cards.
   a. The student will need to quickly analyze which container the card goes into (e.g., if they draw push, this should go into the muscular strength container; heart beats faster should go into the cardiorespiratory endurance container; sit and reach should go into the flexibility container; and swimmers should go into the muscular endurance container). Please refer to Labels (page 7) and Fitness Cards (pages 8-14).
   b. If they are not sure which container to put it in, they should be encouraged to make a quick guess.
   c. After putting the card into the container that they think the card best matches, they return to the back of the shortest line on their team to await their next catch.

The cards (pages 8-14) will have the following:
- Cue words about the definition of the different types of health-related fitness.
- Fitness assessments that assess each type of health-related fitness.
- Parts of the FITT principle, specifically how often (frequency) and how long (time) you need to work on each type of health-related fitness.
- Activities that could improve different types of health-related fitness.

Helpful Hints
- If there is only one team player remaining in the lines because everyone is retrieving cards and analyzing them, have the player, who is waiting, self-toss and catch until the next receiver returns.
- Have the player who is in line behind the person receiving the ball “back-up” the receiver and be ready to catch or pick-up the ball, if the receiver misses, return it to the receiver for them to throw it. You can decide whether or not this counts as a catch to go get a Fitness Card.
- Encourage them to make fairly quick decisions about their fitness card analysis. They will have time to correct any mistakes later as a team.
- Let students determine at what level they would like to participate. They can move closer or farther away to make a throw or catch, or they can use a shovel pass (previously learned) if they feel more comfortable.
- If someone is not making many catches, you can offer support with modeling and teaching cues, or you can encourage them to modify the level of difficulty.
- If one team has retrieved and sorted all the cards in their stack before the other teams have finished, they continue the sending and receiving game without retrieving cards.
3. During the game, the teacher:
   - Circulates throughout the classroom.
   - Evaluates sending and receiving skills.
   - Evaluates student’s ability to analyze Fitness Cards.
   - Corrects form, as needed, using modeling or teaching cues.

4. Small Group Analysis
   - After a pre-determined time, or when all teams have completed the task, the
     sending and receiving stops, teams return their lacrosse ball and stick, and
     gather around the containers at their fitness location.
   - Give each team time to go through the containers and make any corrections
     they feel necessary. It is important to let them make corrections as a team, so
     they can hear each other’s reasoning for changes, and since they had to
     make quick initial decisions, they might need to make changes.
   - During this team analysis, circulate and assess how well they differentiate
     between different types of health-related fitness using the Fitness Cards
     (distinguishing between lifetime activities, fitness tests, and components of
     the FITT principle).

Closure
Have all teams bring their containers to a common area for a large group review.

Large Group Analysis
Have one member from each team quickly read the cards from a container to the
class. If students disagree with a team’s analysis, they should raise their hand as the
card is read. If there is disagreement, ask where the card should go instead.

Teacher reinforces answers for each category. Please refer to pages 7–14 for correct
Labels and Fitness Cards.

Helpful Hints
Some of the cards could correctly be categorized as more than one type of health-
related fitness, e.g., cobra could be classified as muscular strength or flexibility. Have
students explain their reasoning – muscular strength because you are lifting
something heavy for a short time, or flexibility because you are bending your back.

Discussion Questions
1. What type of fitness were we working on in this activity?
2. What type of fitness are you working on when you play a lacrosse game?
3. How do you know?
4. Which fitness assessment could improve if you practiced this?

Extension
Compliments and “Hot Shot Box”
Ask students if there is anyone who would like to give a compliment to a peer. It can
be about any aspect of the lesson (jump rope improvement, accurate throwing, great
cushioning when catching, helping teammates sort cards into appropriate containers,
helping clean-up, good listening, and/or persistence are some potential examples).
You can start by giving a few compliments and writing the names of the students in a
special area (we call it the “Hot Shot Box”). Then add names of students who receive
compliments from their peers. At the end of the day, you can write notes to each
student whose name is in the “Hot Shot Box,” and put them on their desks to take
home.
### Diagram – Gym Set-Up

#### Tables w/cards and containers

**Yellow Team**

- FLX
- CRE
- ME
- MS

**Red Team**

- FLX
- CRE
- ME
- MS

Main table with color coded Fitness Cards

- Yellow
- Red
- Blue
- Purple

**Blue Team**

- FLX
- CRE
- ME
- MS

**Purple Team**

- FLX
- CRE
- ME
- MS

#### Key

- FLX = Flexibility
- CRE = Cardiorespiratory Endurance
- ME = Muscular Endurance
- MS = Muscular Strength
- XXX = Students

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*Online Grade Level Standards and Resources*
Labels
Place labels on each container – 4 containers per team.

Cardiorespiratory Endurance

Muscular Strength

Muscular Endurance

Flexibility
Fitness Cards – Cardiorespiratory Endurance

- Heart Beats Faster
- Tired
- Lungs Breathe Harder
- Sweaty
- Over and Over
- Thirsty
- For a Long Time
- 3–5 Times a Week
- Hot
- 20 Minutes or More
- Playing Soccer

Online Grade Level Standards and Resources
<table>
<thead>
<tr>
<th>PACER</th>
<th>Playing Basketball</th>
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</thead>
<tbody>
<tr>
<td>Jump Rope</td>
<td>Playing Tag</td>
</tr>
<tr>
<td>Jumping Jacks</td>
<td>Partner PACER</td>
</tr>
<tr>
<td>Jumping Jills</td>
<td></td>
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</tbody>
</table>
### Fitness Cards – Muscular Strength

<table>
<thead>
<tr>
<th>Push</th>
<th>Pull</th>
<th>Lift</th>
<th>Something Heavy</th>
<th>2–4 Times a Week</th>
<th>30 Minutes or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Push-Ups</td>
<td>Alphabet Push-Ups</td>
<td>Planks</td>
<td>A-Frames</td>
<td>Playing on the Monkey Bars</td>
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<td></td>
<td></td>
<td>Carrying the Groceries</td>
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<td>Fitness Cards – Muscular Strength</td>
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<tr>
<td>Oblique Curl-Ups</td>
<td>Bicycles</td>
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<tr>
<td>Cobra</td>
<td>Trunk Lift</td>
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<tr>
<td>Taking out the Trash</td>
<td>Superman</td>
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<tr>
<td>Curl-Ups</td>
<td>Swimmers</td>
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<tr>
<td>Cherry Pickers</td>
<td>Less Than 8 Times</td>
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<td>Fitness Cards – Muscular Endurance</td>
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<tr>
<td><strong>Push</strong></td>
<td><strong>2–4 Times a Week</strong></td>
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<td><strong>Pull</strong></td>
<td><strong>Something Heavy</strong></td>
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<tr>
<td><strong>Lift</strong></td>
<td><strong>Planks</strong></td>
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<tr>
<td><strong>Over and Over</strong></td>
<td><strong>A-Frames</strong></td>
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<tr>
<td><strong>For a Long Time</strong></td>
<td><strong>Playing on the Monkey Bars</strong></td>
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<tr>
<td><strong>30 Minutes or More</strong></td>
<td><strong>Carrying the Groceries</strong></td>
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<tr>
<td>19 Curl-Ups</td>
<td>Superman</td>
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<td>Trunk Lift</td>
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<tr>
<td>Bicycles</td>
<td>8 Times or More</td>
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<tr>
<td>Alphabet Push-Ups</td>
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</table>
## Fitness Cards – Flexibility

<table>
<thead>
<tr>
<th>Reach</th>
<th>Sit and Reach</th>
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<tbody>
<tr>
<td>Bend</td>
<td>Straddle Stretch</td>
</tr>
<tr>
<td>Stretch</td>
<td>Straight-Leg Stretch</td>
</tr>
<tr>
<td>Twist</td>
<td>Hurdler’s Stretch</td>
</tr>
<tr>
<td>Every Day</td>
<td>15 Minutes or More</td>
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</tbody>
</table>
Vocabulary – Aim for Fitness

Control Hand – The hand that holds the bottom of the lacrosse stick – the non-dominant hand.

FITT Principle – A formula in which each letter represents a factor important for determining the correct amount of physical activity.

   Frequency – How often you do the activity each week.
   Intensity – How hard you work at the activity per session.
   Time – How long you work out at each session.
   Type – Which activities you select.

FITT Principle for Cardiorespiratory Endurance

   Frequency – 3–5 times per week.
   Intensity – Moderate to vigorous.
   Time – 20 minutes or more per session.
   Type – Any aerobic activity that uses large muscles.

FITT Principle for Muscular Endurance

   Frequency – 2–4 times per week.
   Intensity – Moderate to vigorous.
   Time/Repetitions – Based upon student’s current ability level.
   Type – An activity that allows the muscles to perform a physical task over a period of time without becoming fatigued (light weight resistance training, yoga, Pilates).

FITT Principle for Muscular Strength

   Frequency – 2–4 times per week.
   Intensity – Moderate to vigorous.
   Time/Repetitions – Based upon student’s current ability level.
   Type – Body weight exercises that use the major muscle groups (push ups, chin ups).

FITT Principle for Flexibility

   Frequency – Daily stretching is recommended.
   Intensity – Stretch muscle and hold beyond its normal length at a comfortable stretch.
   Time – Hold each stretch for 10–15 seconds with the stretching workout lasting 15 minutes or more.
   Type – Stretches that allow the body to move through the full range of motion.

Fitness – The ability of the body to perform daily physical activities without getting out of breath, sore, or overly tired.

Fitness Goals – Steps used to improve one’s physical fitness.

Fitness Performance Assessment – The fitness assessment administered in class (FitnessGram, President’s Challenge, district-approved fitness performance assessment).

Goal – Something that you work toward and take action steps to achieve.

Goal Score – The score that you earn when performing the fitness performance assessment, e.g., mile time for cardiorespiratory endurance = 8:34.

Goal Setting – A plan to determine ahead of time what is expected to be accomplished and how it can be accomplished.
Vocabulary – Cont.

**Health-Related Fitness Components** – Parts of physical fitness that help a person stay healthy; includes cardiorespiratory endurance, flexibility, muscular endurance, muscular strength, and body composition.

- **Cardiorespiratory Endurance** – The ability of the heart, lungs, and blood vessels to use and send fuel and oxygen to the body’s tissues during long periods of moderate-to-vigorous activity.
- **Flexibility** – The ability to move the joints through a full range of motion
- **Muscular Endurance** – The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.
- **Muscular Strength** – The amount of force a muscle can exert.
- **Body Composition** – All of the tissues that together make up the body; bone, muscle, skin, fat, body organs.

**Overhead Pass** – A passing motion created by moving the stick from above the head and just off the shoulder in a downward motion. It is necessary to push forward and pull down, similar to a lever. Aim and follow through with the stick to the target. In order to increase distance of a throw, players should slide their top hand down the stick to get more leverage.

**Physical Activity** – Movement using the larger muscles of the body; includes sports, dance, and activities of daily life; may be done to accomplish a task, for enjoyment, or to improve physical fitness.

**Pick-Up (see scooping)** – The manner in which a player picks up a loose ground ball. A player bends the knees, lowers the stick almost parallel to the ground, slides the head of the stick underneath the ball, and picks up the ball in one fluid forward running motion.

**Power Hand** – The dominant hand that is positioned at the top of the stick – under the head (the basket-like part of the stick that catches the ball).

**Realistic Goal** – A goal that is attainable and that can be physically achieved in a set period of time.

**Repetitions** – The number of times an exercise is repeated.

**Safety Concern** – Safety measure to perform an activity in a safe manner.

**Set** – Fixed number of repetitions followed by a rest period.

**Scooping** – Picking up the ball from the ground with the head of one’s stick. A player bends the knees, lowers the stick almost parallel to the ground, slides the head of the stick underneath the ball, and picks up the ball in one fluid forward running motion.

**Shovel Pass** – A passing motion created by moving the stick from below the waist on the non-dominant side of the body in an upward, more underhand motion.

**Sidearm Pass** – Passing the ball from an angle on the dominant side of the body by swinging the stick through the horizontal plane of the waist.
Sincere appreciation is extended to the members of the Health and Fitness Video Production Team and the Review Panel for their time, expertise, and commitment to ensuring that all students in Washington achieve the state standards and assessments in health and fitness.

**Health and Fitness Video Production Team**

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<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
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<tr>
<td>Dan Persse</td>
<td>Jennifer Johnson</td>
<td>Dawn Boyden</td>
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<td>Blaine School District</td>
<td>Bellevue School District</td>
<td>Lake Stevens School District</td>
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<tr>
<td>Dana Henry</td>
<td>Mary Trettevik</td>
<td>Gayle See</td>
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<td>Diane Olliffe</td>
<td>Sara Saverud</td>
<td>Marty Neyman</td>
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<td>Patricia Jean Jarvis</td>
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<td>Tracy Krause</td>
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<td>Central Valley School District</td>
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For more information about the contents of this document, please contact the Program Supervisor for Health and Fitness Education.

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