RLP-PEA · RLP Physical Education A — Fitness Science, Safety and a Personal Plan

Unit 1: Moving Safely at Home

Practice Workbook. The same problems, in the same order, as the Practice sections of the online lessons.

Name _____ Period _____

Lesson 1.1 — Total Fitness — Health-Related and Skill-Related Components

FLUENCY

1. List the five **health-related** fitness components.

2. List the six **skill-related** fitness components and give the lesson's one-phrase meaning for each.

3. Classify each example by the component it shows most: (a) holding a plank; (b) reaching a high shelf; (c) lifting a heavy box once; (d) a long bike ride; (e) a jump.

APPLICATION

4. State the Physical Activity Guidelines for Americans (2018) target for ages 6 to 17, then match each part of it to the fitness component(s) it trains.

5. An example student, Mia, does yoga four times a week and nothing else. Using the lesson's activity comparisons, which components is she training well and which are probably missing? Suggest one activity from the lesson that fills a gap.

6. Explain two ways skill-related fitness and health-related fitness "feed each other," using examples from the lesson.

7. An example student, Dev, swims laps for an hour twice a week but cannot touch his toes and has poor balance. Write a two-sentence plan to move Dev toward total fitness.

CHALLENGE

8. Body composition is a real health-related component, yet this course never asks anyone to weigh themselves or measure body fat. Explain how the course can still treat it as part of total fitness.

REVIEW

9. Starting review: in one sentence each, define *health-related fitness* and *total fitness* as the lesson's glossary does.

Lesson 1.2 — Readiness Check, Safe Space, Warm-Up and Cool-Down Lab

FLUENCY

1. A pulse count is 36 beats in 30 seconds. What is the heart rate in beats per minute? A different count is 22 beats in 15 seconds. What is that heart rate?

2. Name the four areas of the safe-space check and one thing to look for in each.

3. How long should a static stretch be held, and when in a session is it most comfortable?

APPLICATION

4. Example data from a student named Luis: resting 68 bpm, after warm-up 104 bpm, after cool-down 80 bpm. (a) How much did his heart rate rise during the warm-up? (b) How much of that rise was gone by the end of the cool-down? (c) What fraction of the rise was recovered?

5. Explain why stopping suddenly after hard exercise is a problem and what a cool-down does instead.

6. An example teen, Rosa, plans to exercise at 3 p.m. in an upstairs room with no fan in July. Using the lesson's Missouri heat guidance, name the risk and two changes she could make.

7. Rosa's PAR-Q+ answers were all "no" at enrollment, but last week she started a new prescribed medicine. What should she do before the lab, and why?

8. Give one example of etiquette and respect for others when exercising in a shared home.

REVIEW

9. Review (Lesson 1.1): the warm-up includes slow squats and lunges. Which health-related component do repeated squats mainly train, and which skill-related component does a lunge with a reach challenge?

Lesson 1.3 — Form First — Squat, Hip Hinge, Push-Up and Plank

FLUENCY

1. Name the prime movers for each: (a) bodyweight squat; (b) hip hinge; (c) push-up; (d) front plank.
2. Define *prime mover* and *stabilizer*.
3. Fill in: the quadriceps _____ the knee; the hamstrings bend the knee and _____ the hip; the triceps _____ the elbow.

APPLICATION

4. An example student, Kai, films his push-up from the side. His hips sag toward the floor on every repetition. Which critical element is missing, which muscles should be holding it, and what cue could fix it?

5. In a squat, an example student's heels lift off the floor at the bottom. Name the critical element and give a reasonable correction drawn from the lesson.

6. A student can do 4 good floor push-ups, 9 good knee push-ups and 15 good wall push-ups. Which progression should he train with, using the lesson's rule? Explain.

7. Explain why the lesson tells you to fix only one error at a time during video self-analysis, and describe the four-step pattern.

CHALLENGE

8. Describe how you would set up a private recording of your squat (camera position, distance, views, clothing) and what you will do with the file afterward.

REVIEW

9. Review (Lesson 1.2): why do the warm-up's slow squats and lunges help prevent injury before you train the full squat?

Lesson 1.4 — Predicting Injuries and Conditions — A Personal Safety Plan

FLUENCY

1. Define *sprain* and *strain* and give the lesson's typical example of each.

2. List three signs of heat exhaustion and three signs of heat stroke.

3. What are the course's four stop signs during any activity?

APPLICATION

4. Predict one likely problem and give one prevention step for each activity: (a) a new jump-rope routine done every day for 30 minutes from day one; (b) trail running on rocky ground; (c) a 1 p.m. August bike ride.

5. An example friend feels heavily sweaty, clammy and dizzy after a hot run. What should be done, and when should medical help be sought?

6. An example student, Nia, has asthma and wants to do interval runs in cold January air. Write three parts of a safety plan for her drawn from the lesson.

7. Why does Missouri humidity make heat illness more likely?

CHALLENGE

8. An example student, Owen, ignored knee pain that returned at the same point of every basketball session for three weeks. Explain what kind of injury this pattern suggests, what in his training probably caused it, and two changes for the next month.

REVIEW

9. Review (Lesson 1.3): which critical element of the hip hinge most protects the spine, and which critical element of the squat protects the inside of the knee?

10. Review (Lesson 1.2): an example student's cool-down ends at 92 bpm after a resting rate of 70 bpm. Is something wrong? Explain.

Unit 1 checkpoint

1. Which of these is a skill-related fitness component?
   A. Flexibility
   B. Body composition
   C. Reaction time
   D. Muscular strength
2. Young people aged 6 to 17 need at least _____ minutes of moderate-to-vigorous activity every day.
3. True or false: A brisk trail walk mostly builds flexibility and power.

4. A 15-second pulse count is 25 beats. What is the heart rate?
   A. 50 bpm
   B. 75 bpm
   C. 100 bpm
   D. 125 bpm
5. During moderate activity, the talk test says you can talk but not _____.
6. Which item is a hazard on the safe-space checklist?
   A. A dry, non-slip floor
   B. A water bottle within reach
   C. A rug that slides
   D. A ventilated room
7. True or false: The gluteals and hamstrings are the prime movers in a hip hinge.
8. In a push-up, about how far should the elbows be from the body?
   A. Flared straight out to the sides
   B. About 45 degrees from the body
   C. Touching the ribs at all times
   D. It does not matter
9. A sprain is a stretched or torn _____; a strain is a stretched or torn muscle or tendon.
10. True or false: Heat stroke can include a body temperature of 103°F or higher and confusion, and it calls for 911.
11. Which training habit most raises the risk of an overuse injury?
    A. Scheduling rest days
    B. Varying activities
    C. Adding too much too soon
    D. Warming up first

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