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# Understanding Fundamental Movement Patterns

Name \_\_\_\_\_  
\_\_\_\_\_  
Date \_\_\_\_\_

The images on this page and the next show examples of good movement technique with respect to the five fundamental movement patterns—**push, pull, squat, lunge, and hinge**.

Using your knowledge of these movement patterns, list the essential points that you should keep in mind when properly executing the patterns demonstrated in these images.

Give examples of each pattern in the context of **(a)** a sport or activity and **(b)** everyday life.

## 1 Push pattern

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sport or activity example \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Everyday life example \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2 Pull pattern

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sport or activity example \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Everyday life example \_\_\_\_\_



Continues on the flip side!

### 3 Squat pattern



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Sport or activity example \_\_\_\_\_

Everyday life example \_\_\_\_\_

### 4 Lunge pattern



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Sport or activity example \_\_\_\_\_

Everyday life example \_\_\_\_\_

### 5 Hinge pattern



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Sport or activity example \_\_\_\_\_

Everyday life example \_\_\_\_\_

# Annual Appraisal Record (continued)

	Grade 9	Grade 10	Grade 11	Grade 12
<b>Muscular Strength, Endurance, and Flexibility Appraisals (continued)</b>				
Sit and Reach				
Back Extension				
<b>Performance-Level Appraisals</b>				
20-Yard & 40-Yard Sprint				
Dot Drill				
Illinois Agility Run				
Wall-Ball Toss				
Flexed-Arm Hang & Chin-Ups				
Agility T-Test				
Hexagon Drill				
Shoulder Taps				
Standing Long Jump				

# APPRAISAL 5

## Yo-Yo Intermittent Recovery Test (Level 1)

Name \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

This appraisal assesses your ability to repeatedly perform intensive bursts of activity followed by short recovery periods over a period of time. This is a "maximal" appraisal, which means that at some point you will be going all out. You should attempt this appraisal only if you are in good physical condition and only under the supervision of your physical education teacher.

### Ready, Set, Go!

- You will need to obtain an audio recording (MP3 or CD) for this appraisal from your teacher.
- Use cones to mark out parallel lines, 5 metres and 20 metres apart, on a flat, non-slip surface, as shown in the figure below.
- Perform a cardiorespiratory and dynamic warm up prior to starting.
- Beginning at the start line, run to the line of cones 20 metres away when instructed by the recording, and return when you hear the beep.
- Between each 20-metre shuttle (out and back), walk or jog within the 5-metre area marked off by cones, then return to the starting point. This active recovery period lasts 10 seconds.
- The test ends when you cannot complete a shuttle two times in a row.
- Record the total distance covered *before* you were unable to keep up with the recording, and see if you can better that number the next time.

VO <sub>2</sub> standards for this appraisal	
Ages 13–19	Females
Superior	>41
Excellent	39–41
Very Good	35–38
Good	31–34
Fair	25–30
Needs Improvement	< 25

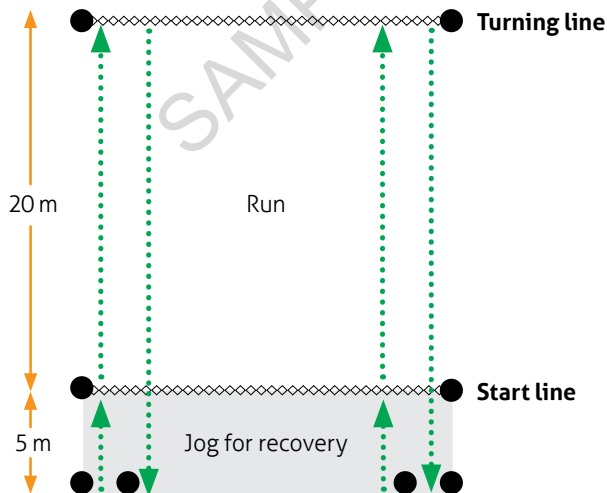
Ages 13–19	Males
Superior	> 55
Excellent	51–55
Very Good	45–50
Good	38–44
Fair	35–37
Needs Improvement	< 35

**Source:** Vivian H. Heyward *Advance Fitness Assessment & Exercise Prescription*, 3rd edition (Human Kinetics Publishers, 1998)

**NOTE:** These standards and results are for your reference only. Use them as assurance and/or motivation to set new goals. None of your results will be used to determine your grade in any course.

**Finding your estimated VO<sub>2</sub> max**

$VO_2 \text{ max} = \text{distance covered in metres} \times 0.0084 + 36.4$



**Date** \_\_\_\_\_

Distance covered \_\_\_\_\_ metres

$\times 0.0084 + 36.4 =$  \_\_\_\_\_

my estimated VO<sub>2</sub> max (ml/kg/min)

**Date** \_\_\_\_\_

Distance covered \_\_\_\_\_ metres

$\times 0.0084 + 36.4 =$  \_\_\_\_\_

my estimated VO<sub>2</sub> max (ml/kg/min)

**Date** \_\_\_\_\_

Distance covered \_\_\_\_\_ metres

$\times 0.0084 + 36.4 =$  \_\_\_\_\_

my estimated VO<sub>2</sub> max (ml/kg/min)

# APPRAISAL 11

## One-Leg Stance

The **One-Leg Stance** appraisal assesses postural stability and balance. Almost every sport and daily activity—such as walking or taking a flight of stairs—involves balancing when you shift from one leg to the other.

### Ready, Set, Go!

- You will need: an even floor, a sturdy chair, a stopwatch, and a partner.
- You're going to perform this test on each leg twice: once with eyes open, and again with eyes closed.
- Stand barefoot behind or beside the chair with your hands crossed in front of your chest.
- First, with eyes open, stand on one leg, lifting the other foot so that it is near but not touching the ankle of the standing leg.
- Try to hold this position for up to 45 seconds with your partner timing you from when you first raise your foot. Grasp the chair if you start to lose your balance.
- Timing stops when (1) you move or uncross your arms; (2) your raised foot moves toward or away from the standing limb or touches the floor; (3) you move your weight-bearing foot to maintain balance; or (4) you reach 45 seconds.
- Repeat using the other leg.
- Then, repeat the test for each leg with eyes closed, using the same criteria as before. If you lose balance during the first three seconds, allow a second try to account for any setup error.
- Record all trial times, and see if you can better those numbers the next time you take the appraisal.



### One-Leg Stance Standards

Since standards are not available for anyone under 18, they are for general reference only.

	Eyes Open	Eyes Closed
Males 18-39	44.4	16.9
Females 18-39	45.0	13.1

Source: CSEP Path. Canadian Society of Exercise Physiology.

Name \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

#### Eyes open

On right leg: \_\_\_\_\_ sec.

On left leg: \_\_\_\_\_ sec.

#### Eyes closed

On right leg: \_\_\_\_\_ sec.

On left leg: \_\_\_\_\_ sec.

Date \_\_\_\_\_

#### Eyes open

On right leg: \_\_\_\_\_ sec.

On left leg: \_\_\_\_\_ sec.

#### Eyes closed

On right leg: \_\_\_\_\_ sec.

On left leg: \_\_\_\_\_ sec.

Date \_\_\_\_\_

#### Eyes open

On right leg: \_\_\_\_\_ sec.

On left leg: \_\_\_\_\_ sec.

#### Eyes closed

On right leg: \_\_\_\_\_ sec.

On left leg: \_\_\_\_\_ sec.

**NOTE:** These standards and results are for your reference only. Use them as assurance and/or motivation to set new goals. None of your results will be used to determine your grade in any course.

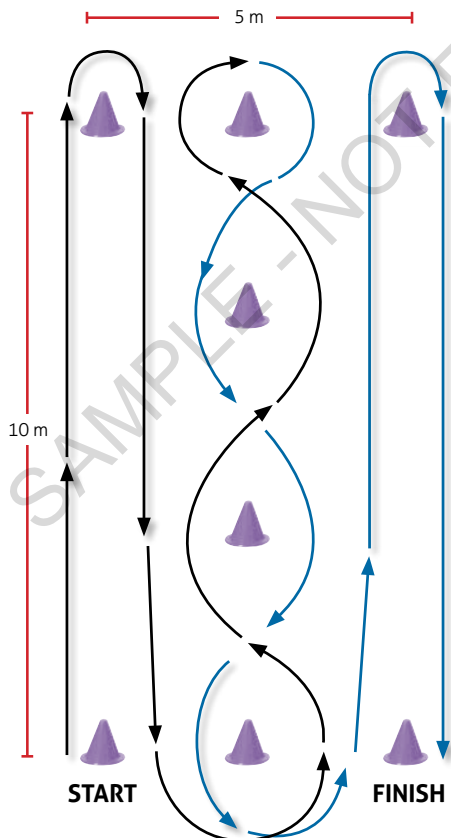
# APPRAISAL 17

## Illinois Agility Run

This is a good appraisal for activities or sports that involve changing direction and weaving around objects or opponents.

### Ready, Set, Go!

- You will need a flat, non-slip surface, 8 cones or pylons, a partner, and a stopwatch to complete this appraisal.
- Arrange cones in each corner of a 10 × 5 metre rectangle. Place four more cones 3.3 metres apart along a line down the centre. See the diagram below for reference.
- Lie in a push-up position at the starting point in one corner (bottom-left in the diagram). On command, push yourself up with your hands and sprint to the closest cone at the far line (top-left). Go around it and back to the middle cone closest to your start (bottom-middle). Without stopping, weave around the middle cones, up, then back down. (Refer to the diagram below for the complete route.)
- Sprint to the other corner of the far line (top-right), go around the cone, and then sprint to the finish (bottom right).
- Your partner will record you from start to finish. Record your time, and set a goal for the next time you complete this appraisal.



### Agility Run Standards (in seconds)

#### Ages 16–19 Females

Excellent	<17.0
Very Good	17.9–17.0
Good	21.7–18.0
Fair	23.0–21.8
Needs Improvement	>23.0

#### Ages 16–19 Males

Excellent	<15.2
Very Good	16.1–15.2
Good	18.1–16.2
Fair	18.3–18.2
Needs Improvement	>18.3

**Source:** Adapted from *Physical Education and the Study of Sport*, 5th ed. by Bob Davis et al. (Elsevier Mosby, 2005) p. 127.

Name \_\_\_\_\_  
 \_\_\_\_\_  
 Date \_\_\_\_\_

Date \_\_\_\_\_  
 Your time \_\_\_\_\_ sec.  
 Next goal \_\_\_\_\_ sec.

Date \_\_\_\_\_  
 Your time \_\_\_\_\_ sec.  
 Next goal \_\_\_\_\_ sec.

Date \_\_\_\_\_  
 Your time \_\_\_\_\_ sec.  
 Next goal \_\_\_\_\_ sec.

Date \_\_\_\_\_  
 Your time \_\_\_\_\_ sec.  
 Next goal \_\_\_\_\_ sec.

Date \_\_\_\_\_  
 Your time \_\_\_\_\_ sec.  
 Next goal \_\_\_\_\_ sec.

Date \_\_\_\_\_  
 Your time \_\_\_\_\_ sec.  
 Next goal \_\_\_\_\_ sec.

**NOTE:** These standards and results are for your reference only. Use them as assurance and/or motivation to set new goals. None of your results will be used to determine your grade in any course.

# Set a SMART Fitness Goal

Name \_\_\_\_\_  
\_\_\_\_\_  
Date \_\_\_\_\_  
\_\_\_\_\_

## Setting SMART Goals

For this activity, you will create a fitness goal and an action plan to help you achieve it. Begin by thinking of a good fitness goal that's just for you. You will then qualify it by asking yourself, "Is my goal **S**pecific, **M**eaningful and measurable, **A**ction-oriented, **R**ealistic, and **T**ime bound?" In other words, is it a **SMART** goal?

**My fitness goal is:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**S** My goal is **specific** because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**M** My goal is **meaningful and measurable** because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_









































**A** My goal is **action-oriented** because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**R** My goal is **realistic** because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**T** My goal is **time bound** because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Activity Journal

Name		Month/Unit		
Monday	Tuesday	Wednesday	Thursday	Friday
Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  
Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  
Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  
Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4  

**(CR)** Cardiorespiratory    **(ME)** Muscular Endurance    **(A)** Agility    **(CO)** Coordination  
**(MS)** Muscular Strength    **(F)** Flexibility    **(P)** Power    **(SP)** Speed

More space for the month on the flip side!

# Activity Journal

Month/Unit		Monday	Tuesday	Wednesday	Thursday	Friday
		Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4 (CR) Cardiorespiratory (MS) Muscular Strength (ME) Muscular Endurance (F) Flexibility	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4 (A) Agility (P) Power (CO) Coordination (SP) Speed	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4	Participation 1 2 3 4 Safety 1 2 3 4 Social Skills 1 2 3 4 Total Step Count _____

## Activity Journal Self-Assessment

Once you have finished recording for the month and/or unit, complete the following self-assessment.

**1 The one area of fitness I improved upon the most was** \_\_\_\_\_

**Rationale** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**2 An area of fitness I can improve on is** \_\_\_\_\_

**Rationale** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3 Something I found challenging was** \_\_\_\_\_

**Rationale** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**4 I was most proud of myself when** \_\_\_\_\_

**Rationale** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**5 I would give myself the following participation levels for this month and/or unit (refer to the Participation Rubric on page 20 for the criteria):**

**Active Participation** Level \_\_\_\_\_

**Rationale** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Safety** Level \_\_\_\_\_

**Rationale** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Social** Level \_\_\_\_\_

**Rationale** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_