

Health, Physical Education, Family and Consumer Sciences

Resource Guide

PART II.4

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Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Health, Physical Education, and Family and Consumer Sciences Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

Weight Training— Lifetime Fitness

HEALTH PE F&CS 1

- ▲ demonstrate competency in fitness areas
- ▲ understand prevention of illness through activity

Students need to have the basic knowledge and understanding of the relationship between physical activity and the prevention of illness, disease, and premature death. Students also need to understand that working out regularly with weights or on fitness equipment will increase muscular strength, endurance, and improve performance in many areas of their lives.

If the students learn and understand the relationship between eating right, work-out, and how both affect long-term health, they will have a strong base to build from. Students will be able to develop their own lifetime fitness plan and implement it into their daily lives. This is a lifetime skill.

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Grades 7-8

This weight training unit was taught over a two-week period. The classes met every other day for 90 minutes. Actual participation time was approximately 70 minutes.

The first class was spent discussing various health risks such as heart disease, high blood pressure, obesity, and cancer. Then the discussion lead to how students could control or eliminate these health risks by eating properly, not abusing their bodies, and being physically fit.

The class was given weight-room record sheets to track their progress throughout the unit. Each day, the students would record the weight they lifted, and the number of times lifted (reps) for each piece of equipment. Included on the record sheet are spaces for resting pulse rate and target zone. Students were then instructed to find their pulse, either on their wrist or on their neck. Once they could feel their pulse, they were told to count for 30 seconds (the teacher kept time), then to double the number counted to. This was their resting pulse rate. Students were then given pencils to record this information on their sheet. Next, students calculated target zone using the formula below:

Target Zone = $220 - \text{AGE} \times 0.80$

This particular unit dealt with circuit training. There were 26 stations in all. Eight stations of free-weights, eight stations of Cybex machines, and 10 stations of cardiovascular or fitness equipment. Students were orientated to the equipment and instructed on what to do, how to do it properly, and what the spotter must do.

Aspecial musical tape was made for this unit. Music played for 40 seconds, followed by a 20 second pause and then repeated.

Students were allowed to pick a partner to work with. It was carefully explained that they must accompany their partner at all times through the stations. The way this unit worked was that while the music played, one person was performing the exercise and their partner was either spotting, or counting for them. When the music paused, the partners would change places and continue. When the music paused a second time, the partners moved to the next station. This rotation continued until each group had completed the circuit. This was the foundation the unit would build on.

Students that were learning disabled or physically challenged were paired up with students that could help lead them through the learning experience. The music used had 15 - 20 second pauses which allowed ample time to move from station to station, to record results, and allow those challenged more time to prepare for each station. Reorientation may be needed as new students enroll in class.

ASSESSMENT

Techniques:

- Observation of student performance and technique.
- Observation of how the work-out improved students strength and endurance.
- Written test.

Tools:

- Video of student work-out.
- Record sheet tracking student progress.
- Student evaluation of unit.

REFLECTION

The learning experience met the needs of all the students in the class. This was a cooperative learning experience, allowing those impaired or challenged the opportunity to achieve their goal. The first time I taught the unit, there was not enough time between pauses of the music to record the results. I have since made new tapes that have longer pauses.

We plan to coordinate this unit with our Health curriculum and Family and Consumer Scinces curriculum. Our goal is to have all three disciplines—Physical Education, Health, Family and Consumer Scinces supporting each other.

Example: Students learn about potential health risks in health class. In order to reduce this risk, they learn how to cook and eat healthier foods, read labels, and determine fat content in food during the nutritional unit of Family and Consumer Scinces. In the weigh training unit, students learn how to lose weight and tone muscles to become physically fit.



Assessment



REFLECTION:
REFLECTION:

There is so much you can do by including the three disciplines. You can customize your program to your particular needs or desires. Other examples might include developing a program for pregnant or physically challenged students. The sky is the limit!

Dr. Freddie Thomas Learning Center
WEIGHT TRAINING TEST

Name:

Multiple Choice - Circle the correct answer
(3 POINTS EACH)

33 + 1
36

1. This exercise works the chest muscle:
A. Bench Press B. Leg Press C. Military Press
2. This exercise works the shoulder muscle:
A. Military Press B. Bench Press C. Curls
3. This exercise works the bicep muscle:
A. Bench Press B. Curls C. Military Press
4. This exercise works the leg muscle:
A. Curls B. Bench Press C. Leg Extension
5. This exercise works the back muscle:
A. Military Press B. Pull-ups C. Bench Press
6. If you bench press 100 pounds, ten times this is called:
A. Sets B. Reps C. None of the above
7. When you go from station to station in weight lifting and try to do a certain weight as many times as you can in 30 seconds this is called:
A. Power lifting B. Aerobic Dance C. Circuit Training
8. The formula $220 - \text{Age} \times .80$ is used to figure out:
A. Intelligence B. Target Zone C. Muscle Strength

FILL IN THE BLANKS

1. List 2 exercises for the chest muscles:

1. Bench Press
2. Abdominal Machine

2. List 2 exercises for the leg muscles:

1. Leg Extension
2. Stair Master

Bonus Swimming

UNIT EVALUATION

Given the information you have learned during this unit, please comment on the following:

1. What health concerns do you have? (over-weight, family illness, etc.)

My concerns are cancer and my great great grandmother had cancer. So I want to be healthy and with strong muscles.

2. How can weight training help you with these concerns?

It can make my bones stronger. Make me strong and I can eat more healthy.

3. What did you personally get out of this unit?

Strong muscles in my legs and I did not feel tired going up stairs. I felt stronger in my arms to.

4. What would you change about the unit?

I wouldn't change anything + this unit.

5. Would you join a health club in the future, and if yes what for in a club.

Yes, I would go in a health club in the future.

FILL IN THE BLANKS

1. NAME 3 TYPES OF WEIGHT MACHINES:

- 1. Tricep Extension
- 2. Bicep Curls
- 3. Abdominal Crunches

2. NAME 3 LEG EXERCISES:

- 1. Bikes
- 2. STAIR MASTER
- 3. Leg Extension

3. LIST 3 ADVANTAGES OF WEIGHT TRAINING:

- 1. Helps lose weight
- 2. Gets you physically fit
- 3. High ENDURANCE

TRUE OR FALSE (3 pts each)

- | | |
|--|--------------|
| 1. Bench press works the chest muscle | <u>True</u> |
| 2. Leg press works the stomach muscles | <u>False</u> |
| 3. Military press works the bicep muscle | <u>True</u> |
| 4. Tricep extension works the leg muscle | <u>False</u> |
| 5. Sit-ups (abdominal crunches) work the stomach muscles. | <u>True</u> |
| 6. Circuit training builds muscle endurance. | <u>True</u> |
| 7. When using the weight machines you should slam the weights. | <u>False</u> |
| 8. Power lifting builds strength. | <u>False</u> |
| 9. You don't need to warm-up before lifting weights. | <u>False</u> |
| 10. Weight training has many advantages. | <u>True</u> |

MATCHING
(3 points each)

	Answers	Choices
1. Bench Press	<u>E</u>	A. works leg muscle
2. Leg Press	<u>A</u>	B. builds strength
3. Target Zone	<u>F</u>	C. builds muscle endurance
4. Circuit Training	<u>C</u>	D. Weights not attached
5. Power lifting	<u>B</u>	E. Works chest muscle
6. Curls	<u>G</u>	F. $220 - \text{Age} \times .80$
7. Free Weights	<u>D</u>	G. Works bicep muscle

Weight Training Unit

Name _____

B.P. _____

R.P.R. 64

Target Zone 124.20 - 165.60

Weight _____

	Date	Date	Date	Date	Date	Date	Date
1 Calf raises - right leg		3/25	4/1	4/10			
2 Calf raises - left leg		38	25	25			
3 Crunches		29	21	20			
4 Incline fly's	5	70	85	65			
5 Tri-cep Extension	20	3	35	5	25		
6 Seated bicep curl		20	24	10	15		
7 Squats with bar	20	5	40	20	12		
8 Preachers Bench Curls		20	40	20	18		
9 Wrist roll-up's	4	20	39				
10 Incline military press	20	2.5	4				
11 Bench press	30	20	35				
12 Stationary bikes		20	25				
13 Abdominal machine		20	34	20	26	20	26
14 Pull-up's & dips		33	20	140	19	140	19
15 Push-up's			17		11		
16 Leg Lifts			24		11		
17 Vertical leg press			33		20	33	
18 Step-up box		20	30		31		
19 Leg Curls	30	25	20	40			
20 Leg extension	30	23		32			
21 Jump rope		48					
22 XXXXX			35	20			
23 Shoulder Press	20	24		20	22		
24 Seated Chest Press	20	27	25	41	30	24	
25 Lat Pull Down	20	38		20	16		
26 Stair Master		35		85	88		

Weight	Reps
--------	------

B.P = Blood Pressure

R.P.R. = Resting Pulse Rate 64

Target Zone Formula

220 - AGE X .80

220 - AGE X .60

$$\begin{array}{r}
 220 \\
 - 13 \\
 \hline
 207 \\
 - 60 \\
 \hline
 147
 \end{array}
 \quad
 \begin{array}{r}
 220 \\
 - 13 \\
 \hline
 207 \\
 - 80 \\
 \hline
 127
 \end{array}$$

Standards & Performance Indicators

Race To Win Project



HEALTH

PE

- ▲ physical activity/part of life
- ▲ know components of personal wellness
- ▲ demonstrate competence to lead

F&CS

1

- ▲ plan balanced diet
- ▲ adjust own diet
- ▲ meet family needs
- ▲ reach health goals

HEALTH

PE

- ▲ know safety hazards/prevent/treat
- ▲ responsible behavior
- ▲ benefits of physical activity
- ▲ create a positive climate
- ▲ benefits of activity

F&CS

2

- ▲ health/safety in home/work

HEALTH

PE

- ▲ role as consumers
- ▲ career opportunities

F&CS

3

- ▲ career goal
- ▲ job skill

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Grades 9-12

Race To Win is an interdisciplinary simulation developed by the Physical Education, Family and Consumer Sciences, and Library/Media Departments.

Teachers

This co-curricular project will give students an opportunity to develop work and personal living skills that will enable them to become competent and confident adults, and enhance the quality of their lives.

Teachers

Space Needed:

- large instructional room for large and small group work
- foods lab for preparing meals and snacks
- wellness center (track, pool, gym) for training sessions
- race course options—with adaptations for special needs students.

Goals and Objectives:

- realize basic nutritional habits
- evaluate sport/athletic food patterns
- develop knowledge related to the impact of nutrition and eating habits on athletic performance, fitness, and lifelong health
- realize the impact of complex carbohydrates in a “fit person’s” diet.

For students to succeed with this learning experience they need to:

- moderate fitness level
- have basic knowledge of nutritional needs of teenagers
- identify food groups in “The Food Pyramid”
- be able to work in group—use good interpersonal and communication skills
- have basic understanding of fitness foundations and performance related fitness skills.

Plan of Action

Each session is an 80 minute block of time.

Session I

Teaching team introduces the project.

Administer preproject self-assessments to determine physical and social health.

Evaluate outcome of survey responses as a group.

Session II

Introduce the benefits of physical fitness.

Determine components of an individualized physical fitness program.

Discuss impact of nutrition on the performance of an athlete.

Form groups and prepare two foods: *Crunchy Breakfast Bars* and *Liquid Meal in a Jar*.

Clean up and store foods properly.

Session III

Guest triathlete discusses personal goals, training habits, nutritional requirements, equipment needed, strategies used to prepare for competition, and success and frustrations as a triathlete in authentic competition .

Students question the guest.

Session IV

Review components of an effective fitness plan.

View a video that covers fitness awareness and elements to include in a daily exercise regiment.

Eat the snacks prepared in Session II.

A HEALTHY YOU

Directions: Read the following statements. Make an "X" in the appropriate blank to show how well each statement describes you. Then analyze the results to determine if there are areas that you should try to improve.

	This description fits me...			
	Exactly	Fairly well	Only slightly	Not at all
PHYSICAL HEALTH				
1. I get plenty of sleep every night.	_____	_____	_____	_____
2. I eat a variety of nutritious, balanced meals every day.	_____	_____	_____	_____
3. My weight is just about right.	_____	_____	_____	_____
4. I get at least 20 - 30 minutes of vigorous exercise 3 times a week.	_____	_____	_____	_____
5. I avoid the use of tobacco, alcohol and drug use.	_____	_____	_____	_____
SOCIAL HEALTH				
1. I meet people easily.	_____	_____	_____	_____
2. I can accept differences in my friends and classmates.	_____	_____	_____	_____
3. I have at least one or two close friends.	_____	_____	_____	_____
4. I avoid spreading gossip about people.	_____	_____	_____	_____
5. I consider other people's needs, not just my own.	_____	_____	_____	_____

NAME _____ HOUR _____

COMPUTE YOUR NUTRITION CONDITION

DO YOU:	<u>RARELY</u>	<u>SOMETIMES</u>	<u>OFTEN</u>
Participate in regular physical activity	1	3	5
Choose foods from the milk group	1	3	5
Eat breakfast	1	3	5
Drink carbonated beverages	5	3	1
Eat raw fruits and vegetables	1	3	5
Use foot power instead of horsepower	1	3	5
Eat candy	5	3	1
Salt your foods	5	3	1
Choose whole grain cereal or bread	1	3	5
Maintain ideal weight	1	3	5
Eat fried foods	5	3	1
Skip meals	5	3	1
Try new sports	1	3	5
Binge/overeate	5	3	1
Avoid unfamiliar foods	5	3	1
Drink water	1	3	5
Eat processed snack foods	5	3	1
Try fad diets	5	3	1
Eat a variety of protein foods	1	3	5
Get adequate sleep	1	3	5

Score:

80 or above _____ you're a winner
 70-80 _____ you're in the running
 below 70 _____ try harder

THE AMERICAN DIETETIC ASSOCIATION
 THE AMERICAN SCHOOL FOOD SERVICE ASSOCIATION

I. Self Assessment

SPORT AND FOOD SURVEY

1. What foods do you typically eat before athletic competition?
2. Who usually prepares this meal?
3. Are there any foods you avoid before competition?
4. Do you have any "good luck" foods? If so, what are they?
5. Have you ever tried a protein supplement product?
6. Have you ever tried a vitamin supplement product?
7. How many glasses of milk do you drink a day?
8. How many glasses of water do you drink a day?
9. What would be your favorite meal before athletic competition?
10. Do you believe you eat a well-balanced diet?
11. If you engage in vigorous exercise, do you need extra protein for energy and to build muscle?



CRUNCHY BREAKFAST BARS

2 CUPS QUICK OATS (UNCOOKED)

2/3 CUP FLAKED COCONUT

6T (= 1/4 CUP & 1/8 CUP) WHEAT GERM

2/3 CUP CHOCOLATE CHIPS OR RAISINS

(1 CUP CHOPPED NUTS--OPTIONAL)

MIX TOGETHER

1/2 CUP PACKED BROWN SUGAR

1/2 CUP MARGARINE

6T (= 1/4 CUP & 1/8 CUP) HONEY OR LIGHT MOLASSES

ADD AND MIX WITH



PRESS THE MIXTURE FIRMLY INTO A WELL GREASED 9 x 13 "

CAKE PAN. BAKE AT 325 DEGREES FOR 20 MINUTES.

COOL AND CUT INTO BARS.

LIQUID "MEAL IN A GLASS"

3 cups non-fat milk
1/2 cup non-fat dry milk
1/2 cup water
1/4 cup sugar
1 tsp. vanilla or other flavoring
Combine all ingredients in electric blender;
whirl until smooth. Makes 1-12 ounce
serving.

NUTRITIONAL ANALYSIS PER SERVING

Nonfat milk

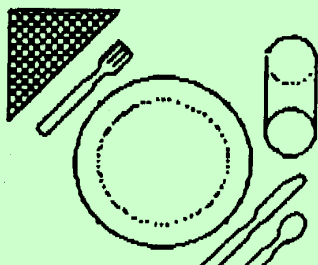
Calories	254
Protein	18 g
Fat	.7 g
Carbohydrate	44 g

Some athletes like liquid meals for quick, easy-to-digest, pre-event nourishment. The above recipe is cheaper than commercial liquid supplements. These liquid meals can be consumed up to 2 hours before an event or sipped periodically during events requiring physical effort of several hours.

If you try the commercial liquid supplements, avoid mixtures with extra protein, carbohydrate or fiber which can upset your digestive system. Breakfast drinks and liquid weight-reduction formula products also can cause distress.

Remember to include water with all meals. A liquid meal is not a fluid replacement. (Refer to the hydration guidelines under *Fluids*.)

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From: Safeway's Nutrition Awareness Program
Edited by Jane Houck, R.D.*



Session V

Review nutritional components of the snack and drink.

Investigate elements of food needs for effective competition in a sport (fuel, quick energy, fluids, precompetition meals, and recovery foods).

Discuss the concept of carbohydrate loading, including benefits and to whom!

As a summary strategy or "ticket to leave" this session, write down one important thing you learned during the class today.

Session VI

STAGE ONE PLANNING

Guest speaker describes how to plan a large-scale community race event.

Establish committees.

Review further group processing that will be needed.

Committees must work on their own.

Session VII

STAGE TWO PLANNING

Committees report.

Develop and refine communication forms.

Construct a tentative schedule for events.

Summarize work by submitting forms and schedule.

Introduce elements of fitness training for race participants.

Session VIII

Review important elements of precompetition nutrition.

Plan a precompetition menu for a meal to be served the session before the race.

Discuss possible menu selections, nutrient contributions, cost analysis, and plans or concerns for preparing. Training:

(1) Introduction—how to set your own reasonable long- and short-term goals for training; basis of fitness/aerobic activity; capacity for warm up and cool downs; heart rate; principles of training; and (2) Activity—warm up; jogging/plyometrics; and cool down.

Session VIX

Training: key components of power, speed and agility; pretest activities; and design plyometric stations and practice.

Review menu for precompetition meal.

Discuss impact of nutrition supplements and sport drinks on the performance of athletes.

SCHEDULE

(B)	Friday	5/26	Plan
(C)	Tuesday	5/30	Plan
(D)	Wednesday	5/31	Plan
(A)	Thursday	6/1	Plan
(B)	Friday	6/2	Video/Train
(D)	Tuesday	6/6	Training
(B)	Thursday	6/8	Event

COMMITTEES

ROUTES:

- 3 possibilities/ present to class for selection
- determine all equipment and arrangements necessary for the events
- talk to Mr. Lyons or /and Mr. Barker
- develop publicity

VOLUNTEERS/ STAFF (Human Resources):

- WHAT do we need help with?
- HOW will we use the volunteers?
- WHO is available to help/ make contacts?
- List of job titles associated with the committees.

PARTICIPANTS:

- List of people and how to contact them
- Give information on schedule training dates, time and place.
- Place/ time/ equipment needed for competition.

RESOURCES(Non-Human Resources):

- TIME– plan a schedule for the event
- MATERIALS -what is needed
 - a. event/activities
 - b. maintenance of participants
 - c. organization of race (cones, jump ropes, balls, etc.)

Review current literature to determine information relevant to supplements and drinks.
With a partner, have a five minute summary discussion on what information is important to consider regarding performance in the race.

Session X

Prepare food items for precompetition dinner.
Store properly and clean up.
Training: warm ups, plyometrics, and cool down.

Session XI

Serve precompetition dinner to all participants.

Session XII

Race Day; set up the course and run the race!

Session XIII

Project Evaluation.
Brainstorm career/job possibilities that are identifiable from any aspect of planning and preparing for this race project.
Examine each career for the general postsecondary education and training needed.
Have students complete comments and recommendations for improving the experience.
Staff should summarize the outcome of the project.

Assessment

ASSESSMENT

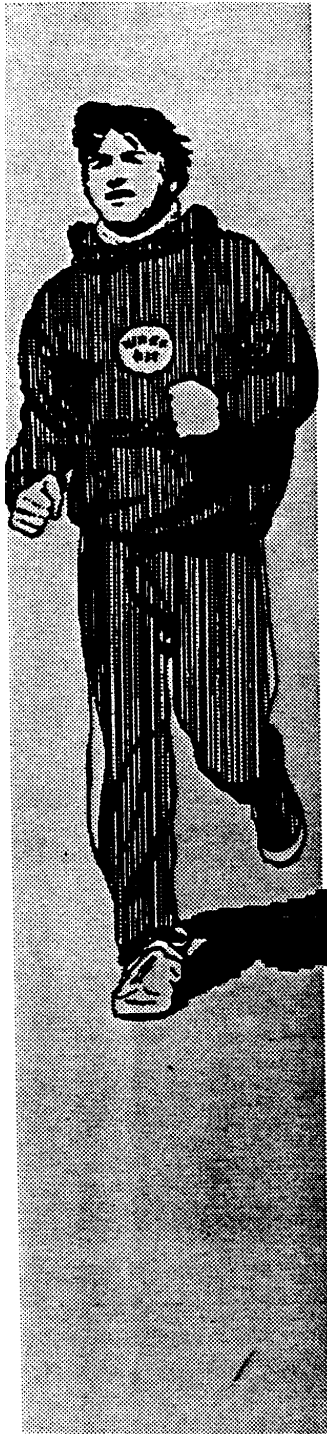
Techniques used to collect evidence of student progress toward meeting the learning standards include:

- group project rubric
- reflection synopsis on project experience
- teacher observation
- group discussion
- perceived success of the event

REFLECTION: REFLECTION:

REFLECTION

After two runnings of the project, we realized that additional time is needed to assure that the learning standards are thoroughly covered and explored. With this project our intent was to involve as many participants from the school population as possible. This dimension will be emphasized during the third run of the project. We hope to include a “community service credit” component to the requirements needed to graduate. This would encourage students to volunteer and participate in community sponsored events similar to this project.



What to **Eat & Drink**

ON THE DAY OF AN ATHLETIC EVENT

“RACE
TO
WIN”

RECIPES

MODIFYING RECIPES FOR SUGAR, SALT, FAT AND FIBER CONTENT

GUIDELINES FOR RECIPE MODIFICATION:

1. Appropriate for most yeast breads, quick breads, cookies and bars.
2. Decrease shortening or oil by up to 1/4 of the total amount in the original recipe.
3. Decrease sugar by up to 1/3 of the total amount in the original recipe.
4. Replace up to 1/2 of the flour with whole wheat flour (affects texture so modify according to personal preference).
5. Reduce 1/2 of all of the salt (not appropriate for yeast breads).
6. Add nutritious ingredients such as raisins, nuts, and bran.

EXAMPLE: OATMEAL COOKIES

ORIGINAL QUAKER OATS "FAMOUS OATMEAL COOKIES"

INGREDIENTS:

3/4 cup shortening
1 cup brown sugar, packed
1/2 cup white sugar
1 egg
1/4 cup water
1 tsp. vanilla
3 cups oats, uncooked
1 cup white flour
1 tsp. salt
1/2 tsp. soda



MODIFIED OATMEAL COOKIE-REDUCED SUGAR AND FAT

2/3 cup shortening
1 cup brown sugar, packed
omit white sugar
1 egg
1/4 cup water
1 tsp. vanilla
3 cups rolled oats, uncooked
1/2 cup unbleached white flour
1/2 cup whole wheat flour
1/2 tsp. salt
1/2 tsp. soda
1/2 to 1 cup raisins
1/2 to 1 cup chopped nuts

METHOD FOR MODIFIED RECIPE:

1. Combine shortening, sugar and egg, beat well until smooth and creamy, about 1 minute with mixer.
2. Add remaining ingredients, blend well. Drop by spoonfuls onto lightly oiled baking sheet.
3. Bake at 350° for 12-15 minutes.

YIELD: approximately 3 dozen

On a separate sheet of paper modify your favorite cookie recipe.

VI. Leader Nutrient - Carbohydrates

114

MEXICAN LASAGNA

1 28oz. can tomato sauce
1 pkg. Taco Mix
1 12oz. jar Salsa
1 lbs, ground turkey or beef
1 15 oz. refried beans
1 pkg. FLOUR or WHOLE WHEAT tortillas (do not heat or cook)
4 oz. low-fat cheese

Lightly brown meat, add taco mix, tomato sauce, salsa and heat until mixture is well mixed and taco mix is dissolved.

In 9x13 pan spread a small amount of sauce- layer tortilla- cover with sauce and shredded cheese. MAKE 3 LAYERS

On the third layer spread refried beans, cover with sauce and cheese. Continue 3 MORE LAYERS.

Top with sauce and cheese.

Bake at 350 degrees for 30-40 minutes.

COMPLEX CARBOHYDRATES: 14 g.

CALORIES: 187

OATMEAL-RAISIN COOKIES

(See attached recipe with low-fat modification)

LOW-FAT RECIPE

COMPLEX CARBOHYDRATES _____

CALORIES _____

POLISH GOLUMKI

(CABBAGE ROLL CASSEROLE)

4 cups shredded cabbage	1 1/2 lbs. gd. beef
1 small onion, chopped	1/2 cup raw rice
10 oz. can tomato soup	1 can water
1 tsp. salt	1/2 tsp. pepper

Brown meat, add onion, salt, pepper and rice. Mix and continue cooking 5 minutes. Add soup and water, mix well.

Grease 2 quart casserole and add cabbage. Pour meat mixture over cabbage. Cover and bake 1 1/2 hours at 350 degrees.

PER SERVING

COMPLEX CARBOHYDRATES: 16.8g

CALORIES: 149.8 cal

SLOPPY JOE CASSEROLE

8 oz. shell macaroni, cooked
1 envelop Sloppy Joe Mix
1 lbs. ground beef
1 8 oz. tomato sauce
1 6 oz. tomato paste
1 lbs. low-fat cottage cheese, small curd
1/2 cup grated Parmesan cheese

Prepare seasoning mix with ground chuck, tomato paste and tomato sauce PLUS 1 1/2 cup WATER as mix directs. Heat oven to 350 degrees. Layer half the macaroni, half the cottage cheese and half the mix sauce in a 2 1/2 qt. casserole. Repeat and top with Parmesan cheese. Bake uncovered 40-45 minutes.

COMPLEX CARBOHYDRATES: 18.8g

CALORIES: 145 cal

"Race To Win Project"

Pre-Competition Meal Plan

High Complex Carbohydrate Recipes

The following recipes are examples of foods that could be included in a pre-competition meal or a "carbohydrate loading" regiment. We will include all of these items in our project but suggest that you select only one of the main dishes as an option before a competition.

MEXICAN RICE

- 1 cup white rice, uncooked
- 2 T. vegetable oil
- 4 cups tomato juice
- 1/2 tsp. ground cumin
- 1 tsp. salt
- 1/2 green pepper, cleaned out and chopped
- 2 garlic cloves, finely chopped
- 1 1/2 cups chopped onion
- 2 large tomatoes, chopped OR
1-8oz. can (1cup) tomatoes, cut up with a spoon

1. Rinse and drain rice. Dry on paper towels.
2. In a large frying pan, heat oil and fry raw rice until it becomes brown.
3. In a saucepan, heat tomato juice. Add to rice in the frying pan.
4. Add rest of ingredients, cover and cook over low heat until tomato juice is absorbed and rice is soft (about 20 minutes).

PER SERVING:

COMPLEX CARBOHYDRATES: _____

CALORIES: _____

"RACE TO WIN " PROJECT

PARTICIPANT REFUEL SNACK

BANANA BREAD LOAF

2 eggs or 4 egg whites
3/4 cup gran. sugar
1/4 cup veg. oil
1/4 cup unsweetened applesauce
1 cup mashed banana (2 or 3 bananas)
1 3/4 cup sifted flour
2 tsp. baking powder
1/2 tsp. baking soda
1/2 tsp. salt

1. In a bowl combine flour, baking powder, baking soda and salt.
2. In another bowl combine sugar, oil and eggs. Beat vigorously until frothy.
3. Add bananas and blend thoroughly.
4. Fold into flour mixture until well blended.
5. Pour into a greased bread pan.
6. Bake at 325 for 1 hour until crust is browned . Use a toothpick to test for doneness. Remove from pan to rack. Cool . Cut in 1 inch slices.

COMPLEX CARBOHYDRATES. _____

CALORIES: _____

PROJECT ASSESSMENT SHEET

Date _____

Names of Participants Assessing Project _____

As a participant, what parts of the "Race to Win" did you think went well

As a participant, what parts of the "Race to Win" would you like to see improved for next time and how would you improve it?

Names of Organizers assessing project _____

As an organizer, what parts of the "Race to Win" did you think went well

As an organizer, what parts of the project could be done better next year

PERFORMANCE ASSESSMENT

Circle 1 2 3 4

1- almost always

2- often

3- sometimes

4- rarely

Circle Yes or No

A. GROUP PARTICIPATION

- | | | | | | | | |
|----|--|----|--|---|---|---|---|
| 1. | Yes | No | Participated in group discussion without prompting | | | | |
| 2. | Yes | No | Did his or her fair share of the work | | | | |
| 3. | Yes | No | Tried to dominate the group-interrupted others, spoke too much | | | | |
| | Participated in the group's activities | | | 1 | 2 | 3 | 4 |

B. STAYING ON TOPIC

- | | | | | | | |
|----|---------------------|----|--|---|---|---|
| 4. | Yes | No | Paid attention, listened to what was being done and said | | | |
| 5. | Yes | No | Made comments aimed at getting the group back to the topic | | | |
| 6. | Yes | No | Got off the topic or changed the subject | | | |
| | Stayed on the Topic | | 1 | 2 | 3 | 4 |

C. OFFERED USEFUL IDEAS

7. Yes No Gave ideas and suggestions that helped the group
8. Yes No Offered helpful criticism and comments
9. Yes No Influenced the group's decisions and plans
- Offered Useful Ideas 1 2 3 4

D. CONSIDERATION

- | | | | | | | | |
|---------------------------|-----|----|--|---|---|---|---|
| 10. | Yes | No | Made positive, encouraging remarks about group members and their ideas | | | | |
| 11. | Yes | No | Gave recognition and credit to others for their ideas | | | | |
| 12. | Yes | No | Made inconsiderate or hostile comments about a group member | | | | |
| Was Considerate of Others | | | | 1 | 2 | 3 | 4 |

E. INVOLVING OTHERS

- | | | | | | | | |
|-----|-----------------|----|--|---|---|---|---|
| 13. | Yes | No | Got others involved by asking questions requesting input or challenging others | | | | |
| 14. | Yes | No | Tried to get the group working together to reach group agreements | | | | |
| 15. | Yes | No | Seriously considered the ideas of others | | | | |
| | Involved Others | | | 1 | 2 | 3 | 4 |

F. COMMUNICATING

16. Yes No Spoke clearly. Was easy to hear and understand
17. Yes No Expressed ideas clearly and effectively.
Communicated Clearly 1 2 3 4

COMMITTEE ASSESSMENT SHEET

Names of committee members _____

Name of Committee _____

Date _____

List the things your committee did well: _____

What could your committee do better next time

Project Related Jobs/Careers

Nurse

EMT

Trainer

Physical Education Teacher

Health Club Director

Sporting Goods Manager

Food Service Vendor

Food Service Worker

Sports Announcer

Public Relations Worker

Photographer

Journalist

Supermarket Manger

Word Processor

Financial Manager

Security Guard

HEALTH
PE
F&CS

2

- ▲ assess/demonstrate risk avoidance
- ▲ personal involvement in improving environment

This activity encourages students to analyze situations and synthesize solutions for bleeding emergencies.

This lesson is the final step in evaluating students on their knowledge of bleeding emergencies. Each student works with a partner to perform first aid skills to control bleeding in mock emergency situations. There are 14 stations set up around the room and each station has a bleeding situation which requires the use of learned first aid skills. Student pairs are assigned to a station and instructed that one will be the first aider while the other is the victim. The teacher explains that there is an index card at each station to describe the emergency. When the bell sounds the index card is read by the victim and the first aider has approximately five minutes to do the correct first aid procedure. The victim will have a second card which is used to evaluate if their partner did do all the steps correctly. Partners change roles at each alternate station when the timer rings.

Controlling Bleeding Emergencies

Marie L. Pollot

Rochester City Schools

Douglass Middle School

940 Fernwood Park

Rochester, NY 14609

716-482-2000

Grade 7

Students need to know that a person can bleed to death in less than one minute and that knowing how to control bleeding can make the difference between life and death for a victim.



At each station are supplies and equipment needed to accomplish the first aid technique. Students will get through about half the situations in a 45 minute period. Five minutes is given at the beginning of the period to explain the stations and five minutes for evaluating each first aid team.

The teacher sets up fourteen situations and stations.

Stations can be combined to include many problems.

Situations:

1. shock victim
2. bee sting
3. laceration on the forearm
4. puncture wound on bottom of the foot
5. blood spill on a table
6. sent to call 911
7. incision above the knee
8. earlobe cut off
9. gun shot wound in upper arm
10. abrasion on knee
11. avulsion of little finger
12. bad bruise on lower shin
13. glass stuck in hand and bleeding badly
14. nosebleed

Materials:

1. index cards with bleeding situations listed
2. index cards which list correct first aid procedures to follow at each station
3. large index cards that mark stations
4. 25 triangular bandages
5. roller gauze
6. plastic gloves
7. pretend ice cube
8. blankets
9. plastic card tweezers
10. telephone
11. plastic bags
12. bell
13. timer

Station #1

Problem

Victim is pale, pulse is rapid, skin is clammy and feels weak.

Stations # 1 Response

First Aider Should determine that the victim is in shock and follow the steps below:

1. Place the victim in a lying down position on a blanket.
2. Elevate the feet about six inches.
3. Cover the victim if chilled
4. Talk to the victim in a reassuring voice and explaining what is being done to help.

Station # 3 Problem

Victim has a deep laceration on the forearm. It is bleeding badly.

Station # 3 Response

1. Apply direct pressure to the wound.
2. Elevate.
3. Apply Artery pressure
4. Seek medical help
5. Remember to use Universal Precautions.

**Station # 5
Problem**

Blood is in a puddle on a table after an accident.

**Station # 5
Response**

To reduce the risk of disease transmission when controlling bleeding, you should:

1. Avoid touching or being splashed by body fluids when possible.
2. Place a barrier between you and the victim's blood.
3. Use a 10% chlorine bleach solution with water to clean up the blood
4. Wash your hands thoroughly with soap and water after providing care or cleaning up.



**Station # 6
Problem**

You are sent into the school building to call 911 to report a car accident. Three people are hurt badly.

**Station # 6
Response**

1. Dial 911
2. Tell the exact location of the accident
3. Tell the telephone number from which the call is being made.
4. Tell what happened
5. Tell how many people are involved
6. Tell the conditions of the victims
7. Tell what help is being given
8. Remember don't hang up until the dispatcher says to do it.

Name _____ Date _____
Grade _____ Bleeding Emergencies Quiz

Answer the following questions using your knowledge of first aid in treating bleeding emergencies. Make sure to be as detailed as possible.

1. You are sent to call 911 for an emergency situation. There has been a bus accident in front of your school. Three students have been injured. Student #1 has a bloody nose. Student # 2 has a deep incision on his knee. Student # 3 has an avulsion of his little finger. Explain what you should tell the 911 operator and how should you treat each of these emergencies.

2. A child that you are baby sitting is stung by a bee. Tell the first aid procedures that should be done.

3. A victim has cut her leg badly above the knee with a knife. She is pale and breathing fast. She has lost a lot of blood.

Name _____ Date _____
Grade _____ Bleeding Emergencies Quiz

Answer the following questions using your knowledge of first aid in treating bleeding emergencies. Make sure to be as detailed as possible.

1. You are sent to call 911 for an emergency situation. There has been a bus accident in front of your school. Three students have been injured. Student #1 has a bloody nose. Student # 2 has a deep incision on his knee. Student # 3 has an avulsion of his little finger. Explain what you should tell the 911 operator and how should you treat each of these emergencies.

2. A child that you are baby sitting is stung by a bee. Tell the first aid procedures that should be done.

3. A victim has cut her leg badly above the knee with a knife. She is pale and breathing fast . She has lost a lot of blood.

REFLECTION

The learning experience met the needs of the students and was enjoyable to watch. Students worked as teams to accomplish as many stations as possible and were a positive influence on one another.

Special education students were paired with a partner so that the lesson could meet their IEP needs.

REFLECTION:
REFLECTION: