

Diocese of Superior

Physical Education Curricular Guide



Grades 4K-8

2016

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Introduction

Philosophy

*Or do you not know that your body is a temple of the Holy Spirit who is in you,
whom you have from God, and that you are not your own?*

For you have been bought with a price: therefore glorify God in your body.

(1 Corinthians 6:19-20)

Physical education helps students develop the knowledge, skills, attitudes, values, and behaviors to initiate and maintain a physically active lifestyle. Students will be taught movement, strategies, teamwork, problem solving and health related fitness to build social, psychomotor and cognitive skills for a future of healthy living and a sense of care for others and the community in relation to the teachings of the Catholic Church.

Rationale

This PK-8 Physical Curricular Guide respects the entity of the individual schools within the diocese. Rather than a mandate of what is to be learned and when, the Diocese of Superior Physical Education Curricular Guide provides the overall content of what is recommended to be learned. Local schools are invited to use this curricular guide to create a school specific curriculum that is more comprehensive and sensitive to the needs of their students.

History

Until the writing of this curriculum, schools in the Diocese of Superior have used the Wisconsin Model Academic Standards for Physical Education as their guide for instruction with no Catholic integration.

Acknowledgements

All teachers in the schools during the review and implementation of this document are thanked and respected for their input, time and energy in helping to establish these standards and skills for each grade level. The Wisconsin Standards for Physical Education were used in writing this document.

Reading this Document

The document is divided into 6 main parts. The Catholic components are integrated within the standards. Catholic principles of mental, spiritual and physical health are listed prior to the standards. It is expected that the Catholic components will be used in teaching the aspects of this guide.

The format of this curriculum is arranged by grade bands of 4K-2, 3-5 and 6-8 indicating specific skills to be addressed by the end of the specific grade band.

CATHOLIC PRINCIPLES OF MENTAL, SPIRITUAL AND PHYSICAL HEALTH

Adopted from the Diocese of La Crosse 2014 Health Curriculum

1. God has revealed to us that He is the Creator of all that exists (*Rom 1:19-20*). Everything that God creates is good (*Gen 1:31*) and has a design which reveals a purpose (*Acts 17:24-28*). We conclude from the patterns of the human person whom God designed that certain functions, and not others, are fitting to human behavior.
2. God creates human persons in His image and likeness with a body and a soul (*Gen 1:26-27*). The human body is animated by a spiritual soul at the moment of the person's conception (*Ps 129:13-16*). It is the whole person that is intended to become a temple of the Holy Spirit (*1 Cor 6:19-20*). The unity of soul and body is profound. "Spirit and matter in man are not two natures united, but rather their union forms a single nature (*1 Cor 6:19-20, CCC 364-365*)." That single nature, which is referred to as human nature, has a spiritual dimension and is common to all persons (*CCC 1934*).
3. God has a plan for the human person created in His image (*Jer 29:11-24*): to be united with Him (*Jn 12:32*). This reality – that human persons are called to participate by knowledge and love in God's own life – is the foundation for the dignity of the human person (*CCC 356-357*).
4. The soul, with its spiritual powers of intellect and will, allows a human person to understand the natural order of things established by the Creator (*CCC 1704-1405*). The intellect requires formation in order to arrive at the truth about the world and about itself (*Jn 8:31-32*). Human free will is a force for growth and maturity in truth and goodness. Thus the human person is able to know the good and choose it. Misuse of freedom guarantees the loss of freedom and leads to misery (*Dt 30:15-20, CCC 1730-31*).
5. A human person is created to be in relationship with God (*Jn 17:20-24*). A human person is the only creature on earth whom God willed for Himself (*CCC 1703*). All other creatures were created for man (*Gen 1:28-30*). Only humans have rights, which are derived from their dignity as persons made in God's image. Only humans have responsibilities, because their intellect can comprehend the good and their will can choose it freely (*Rom 6:15-23*).
6. God created the human person as either male or female. "Being man or being woman is a reality which is good and willed by God" (*Gen 1:27, CCC 369*). Man and woman share the same human nature and an equally exalted dignity. There exists a complementarity between uniquely male and uniquely female gifts which serves the transmission of life (*Gen 2:20-25, CCC 372*).
7. The human person is created to be in relationship with other persons (*Gen 2-18*). "Man cannot fully find himself except through a sincere gift of self" (*Jn 15:13, Gaudium et Spec, n. 24*). Sexuality, which affects all aspects of the human person, is a way of relating and being open to others. It has love as its intrinsic end, more precisely, love as donation and acceptance, love as giving and receiving. Sexuality oriented, elevated, and integrated by love acquires a truly human quality (*Eph 5:1, 21-32, CCC 2332, Truth & Meaning of Human Sexuality, n. 11*).
8. In God's plan, man and woman are created for each other (*Gen. 2:22-23*). "Physical, moral and spiritual difference and complementarity are oriented towards the goods of marriage and the flourishing of family life" (*CCC 2333*). In marriage God unites a man and a woman in such a way that by forming 'one flesh' they can transmit human life (*CCC372*). God is the architect of marriage and family life (*Mk 10:6-9, Mt 19:3-8, CCC 1603*). History confirms that, "the future of humanity passes by way of the family" (*On the Family, John Paul II, 86*).
9. The relationship between God and the human person was severed through the Original Sin of Adam and Eve (*Gen 3:8-10*). Likewise, the relationship between man and woman was also harmed through the fall (*Gen 3:6-7, 16*). Since the fall and the breaking of these relationships, man and woman require the gift of grace to regain union with God and to live in a properly ordered relationship with one another and with the rest of creation (*Rom 5:12-21*).
10. "Human nature, through wounded and weakened by the effects of original sin (*Ps 51:7*), continues to participate in the goodness of God's creative work" (*Gen. 3:23-4:1, CCC p. 890*). Though personal sins further weaken our capacity to choose the good and to act virtuously, graces, especially those that flow through the Sacraments, restore our relationship with God and strengthen our capacity for recognizing and performing ordered actions in the light of a natural law that is "written on the human heart" (*Address of John Paul II to the U.N., Oct. 1995*).
11. We best participate in God's goodness when we live in a way consistent with our God-given nature. This is the meaning of good health: body, mind and will working in unison with God's created order. We gain integrity and can be truly happy and healthy when we live in a way consistent with our nature (*Rom 8:1-13, Gaudium et Spec., n. 22*). Following God's plan brings joy and peace (*Ps 5:12-13*).
12. We know from Divine Revelation that human life is a gift from God and is sacred (*Jer 1:4-5*). As stewards of creation, we must safeguard the dignity of every person from conception to natural death by fostering healthy lifestyles consistent with God's design (*1 Pet 4:10*).

A. Motor Skills and Movement

Goal:
Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Grades 4K-2

By the end of Grade 2, students will be able to...

Develop, refine, and apply fundamental motor patterns.	
A.4K2.1	Skip, hop, gallop, slide, jump and land, run, jog, leap
A.4K2.2	Travel fast and slow using different pathways, changing directions in response to a signal or obstacle
A.4K2.3	Repeat a dance pattern without cues
A.4K2.4	Perform tumbling activities such as roll, jump and weight transfer
A.4K2.5	Throw a ball underhand and overhand
A.4K2.6	Control an object using feet, hands or an implement (dribble, throw, catch, kick, strike)
A.4K2.7	Perform a variety of jump rope skills
A.4K2.8	Balance a variety of body parts or objects in a creative way – round, twisted, narrow and symmetrical

Grades 3-5

By the end of Grade 5, students will be able to...

Refine, combine and vary motor skills.	
A.35.1	Jump vertically and land, throw, catch and balance with mature form
A.35.2	Strike an object using feet, hands or implement while participating in volleyball, soccer, baseball, hockey, golf or tennis
A.35.3	Perform a combination of movement, sport or leisure skills – dribble, pass, receive, shoot, juggle, rhythm pattern, jump rope
A.35.4	Create, refine and perform a gymnastic, tumbling, dance or jump rope sequence
A.35.5	Throw a ball overhand and hit a moving target

Grades 6-8

By the end of Grade 8, students will be able to...

Demonstrate basic and specialized skills, as well as apply those skills tactically, in increasingly complex environments and in combination with other skills.	
A.68.1	Serve a ball underhand and demonstrate correct position in net/wall sports using mature form (volleyball, pickle ball, tennis)
A.68.2	Dribble a ball while preventing an opponent from stealing the ball in invasion sports (basketball, soccer)
A.68.3	Demonstrate correct alignment in form and application of force in a target sport to control direction (archery, golf, curling)
A.68.4	Design and perform dance or gymnastics sequences that combine traveling, rolling, balancing, weight transfer, and change in speed and direction
A.68.5	Demonstrate correct balance techniques in a variety of activities
A.68.6	Demonstrate use of technology (GPS, compass) in outdoor pursuits (hiking, backpacking, snowshoeing, cross country skiing)

B. Movement Concepts

Goal:

Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Grades 4K-2

By the end of Grade 2, students will be able to...

Develop a cognitive understanding of a skill so as to improve performance.

B.4K2.1	Identify correctly body planes (front/back, right/left, upper/lower) and various body parts
B.4K2.2	Recognize appropriate safety practices with and without physical education equipment
B.4K2.3	State that "best effort" is shown by trying new or hard tasks by referring to Luke 1:37, <i>For nothing will be impossible with God.</i>
B.4K2.4	Repeat cue words for skills being taught and demonstrate/explain what is meant by each
B.4K2.5	Correct movement errors in response to corrective feedback
B.4K2.6	State the short-term effects of physical activity on the heart, lungs and muscles by referencing 1 Corinthians 6:19-20, <i>Do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own? For you were bought with a price; therefore glorify God in your body.</i>
B.4K2.7	Explain that appropriate practice improves performance by referencing Philippians 4:9, <i>Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.</i>
B.4K2.8	Participate in games and activities that use academic and health skills to enhance learning (math, reading, nutrition)

Grades 3-5

By the end of Grade 5, students will be able to...

Develop a cognitive understanding of a skill so as to improve performance.

B.35.1	Explain that warm-up prepares the body for physical activity
B.35.2	Locate heart rate and describe how it is used to monitor exercise intensity
B.35.3	Identify and demonstrate key elements of skill being taught
B.35.4	Participate in games and activities that use academic and health skills to enhance learning (math, reading, nutrition)

Develop the ability to transfer complex motor skills they have learned into new skills/games.

B.35.5	Recognize accurately the critical elements of a skill demonstrated by a fellow student and provide feedback to the student
B.35.6	Correct movement errors in response to corrective feedback given by teacher or peer
B.35.7	Design a new game incorporating at least two motor skills and rules
B.35.8	Explain how appropriate practice improves performance by referencing Philippians 4:9, <i>Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.</i>

Grades 6-8

By the end of Grade 8, students will be able to...

Apply cognitive understanding to improve skill development and performance.

B.68.1	Select appropriate practice procedures to learn and master skills and movement patterns
B.68.2	Describe basic principles of conditioning and how they improve fitness and performance (overload, progression, specificity, regularity, variety, recovery, balance)
B.68.3	Identify proper warm-up and cool down procedures as they affect performance and injury prevention
B.68.4	Describe the critical elements of a sport-specific skill (e.g. basketball free throw, forearm pass, etc.)
B.68.5	Detect and correct errors in alignment in target sports (e.g. archery, golf) based on knowledge of results
B.68.6	Explain force application and how it affects flight path of object
B.68.7	Devise and perform a skill after explaining the significance of a biomechanical principle ¹ that enhances performance
B.68.8	Explain at least two game tactics involved in playing net/wall sports (e.g. tennis, badminton, volleyball, etc.)
B.68.9	Explain at least two game tactics involved in invasion sports (e.g. soccer, basketball, handball, etc.)
B.68.10	Identify similarities in body position when receiving a serve (e.g. volleyball, badminton, tennis, etc.) and when defending a player (e.g. basketball, soccer, etc.) and reasons why they are similar
B.68.11	Demonstrate an understanding of team play in invasion sports (e.g. basketball, soccer, handball, etc.) by proper positioning, team communication and team support by referencing the message of St. John Paul II to athletes in 2000. ²

C. Physical Activity

Goal:

Participate regularly in physical activity.

Grades 4K-2

By the end of Grade 2, students will be able to...

Choose to be physically active.	
C.4K2.1	Engage in moderate to vigorous physical activity on an intermittent basis
C.4K2.1	Participate in a variety of physical activities outside of school, with and without objects
C.4K2.1	Participate in a variety of non-structured and minimally-organized physical activities outside of physical education, such as at recess time

Grades 3-5

By the end of Grade 5, students will be able to...

Regularly participate in activities that provide enjoyment and health benefits.	
C.35.1	Identify physical and psychological benefits that result from long-term participation in physical education (CCC 2288) ³
C.35.2	Choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.
C.35.3	Choose to participate in structured and purposeful activity.
C.35.4	Monitor his or her physical activity by using a pedometer to count the number of steps taken or the distance traveled.
C.35.5	Maintain a physical activity log ⁴ or calendar.
C.35.6	Identify one personal movement goal for use outside of physical education class
C.35.7	Identify two personal fitness goals to improve personal fitness

Grades 6-8

By the end of Grade 8, students will be able to...

Develop and implement an individual physical activity plan.	
C.68.1	Complete a survey to determine personal interests and increase awareness of a broad range of opportunities existing within the community
C.68.2	Set realistic goals of his or her choosing based on interest as well as fitness assessment results
C.68.3	Develop a physical activity plan using practice procedures and training principles appropriate to personal goals, as well as the physical activity pyramid ⁵ guidelines
C.68.4	Maintain a pedometer log for a minimum of two weekdays and one weekend day
C.68.5	Maintain a physical activity log ⁴ , possibly using an app, documenting progress toward attaining their personal goals
C.68.6	Document practice time as specified by the physical education teacher
C.68.7	Regulate physical activity behavior by using appropriate practice procedures and training principles

D. Health Enhancing Physical Fitness

Goal:

Achieve and maintain a health enhancing level of physical fitness.

Grades 4K-2

By the end of Grade 2, students will be able to...

Develop knowledge, skills and attitudes toward achieving physical fitness.	
D.4K2.1	Participate in muscular strength activities to improve upper body strength to participate in activities such as climbing, hanging, momentary body support on the hands, horizontal ladder, monkey bars or traverse wall
D.4K2.2	Engage in a series of physical activities without tiring easily
D.4K2.3	Sustain activity for increasingly longer periods of time while participating in various activities in physical education
D.4K2.4	Begin to identify muscle groups used in activities
D.4K2.5	Participate in a variety of activities and games that increase breathing and heart rate
D.4K2.6	Recognize that health-related physical fitness consists of several different components ⁶

Grades 3-5

By the end of Grade 5, students will be able to...

Develop healthy habits that address the various components of physical fitness.	
D.35.1	Participate in selected activities that develop and maintain each component ⁶ of physical fitness
D.35.2	Recognize that physiological responses to exercise are associated with their own levels of fitness
D.35.3	Identify at least one muscle for each physical fitness test ⁷ used
D.35.4	Describe the five health-related fitness components, ⁶ what they measure and at least one benefit of each
D.35.5	Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity
D.35.6	Meet the age- and gender-specific health-related fitness standards ⁷
D.35.7	Identify his or her strengths and weaknesses based upon the results of physical fitness testing ⁷ and set goals to show improvement in at least two fitness tests.

Grades 6-8

By the end of Grade 8, students will be able to...

Acquire and apply knowledge of the fitness components for overall fitness.	
D.68.1	Know the various principles of training ⁸ and how these principles are applied
D.68.2	Explain the FITT guidelines ⁹ as they apply to a training program
D.68.3	Define health-related fitness terminology (e.g. physical fitness, aerobic fitness, body composition, muscle strength, muscle endurance, flexibility)
D.68.4	Perform physical fitness test ⁷ with correct form and/or technique
D.68.5	Formulate meaningful personal fitness goals based on fitness test results
D.68.6	Develop, with teacher assistance, an individual plan for improving fitness levels
D.68.7	State the difference between moderate and vigorous physical activity as it relates to perceived exertion
D.68.8	Demonstrate knowledge of current guidelines for physical activity (60 minutes daily)
D.68.9	Demonstrate knowledge of all major muscle groups
D.68.10	Participate in activities designed to improve or maintain all health-related fitness components both during and outside of school
D.68.11	Document individual physical activity in relation to all the health-related components ⁶ of fitness
D.68.12	Assess (manually or mechanically with heart rate monitors) and maintain heart rate in a target heart rate zone for the recommended time while participating in aerobic physical activity
D.68.13	Demonstrate appropriate training principles ⁸ and exercise techniques during participation in activities designed to improve physical fitness
D.68.14	Complete a total body stretching routine with safe stretching techniques

E. Responsible Personal and Social Behavior

Goal:
Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Grades 4K-2

By the end of Grade 2, students will be able to...

Apply safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction as it relates to the guidance of the Catechism CCC 2288³, Catholic virtues and the Gifts and Fruits of the Holy Spirit.¹⁰

E.4K2.1	Practice specific skills as assigned until the teacher signals the end of practice
E.4K2.2	Follow directions given to the class for an all-class activity
E.4K2.3	Use safety procedures
E.4K2.4	Report the results of work honestly, reflecting on Catholic virtues and the Holy Spirit ¹⁰
E.4K2.5	Enjoy participating alone while exploring movement tasks
E.4K2.6	Follow rules, procedures and etiquette in class
E.4K2.7	Work independently, productively and demonstrate a willingness to challenge self
E.4K2.8	Show cooperation and fair play for others by helping, sharing and taking turns
E.4K2.9	Participate in a variety of cooperative activities while demonstrating charity, self-control, generosity and patience ¹⁰
E.4K2.10	Work in a diverse group setting without interfering with others by demonstrating patience and self-control ¹⁰
E.4K2.11	Accept all playmates without regard to personal differences while demonstrating fortitude, understanding and generosity ¹⁰
E.4K2.12	Demonstrate the elements of socially acceptable conflict resolution during class activity through wisdom and understanding ¹⁰
E.4K2.13	Regularly encourage others and refrain from negative statements by demonstrating charity, joy, and peace ¹⁰

Grades 3-5

By the end of Grade 5, students will be able to...

Apply safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction as it relates to the guidance of the Catechism CCC 2288³, Catholic virtues and the Gifts and Fruits of the Holy Spirit.¹⁰

E.35.1	Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others by demonstrating wisdom and temperance ¹⁰
E.35.2	Assess and take responsibility for own behavior without blaming others by reflecting on the Gifts of the Holy Spirit ¹⁰
E.35.3	Demonstrate safe control of body and equipment
E.35.4	Follow class, activity or game rules respectfully
E.35.5	Cooperate with all class members by taking turns and sharing equipment while demonstrating charity, self-control, generosity and patience ¹⁰
E.35.6	Participate in a variety of team building activities
E.35.7	Work productively with a partner to improve performance
E.35.8	Recognize and appreciate similar and different activity choices of peers
E.35.9	Take seriously the role of teaching an activity or skill to own team
E.35.10	Show respect for the views of a peer during class discussion by demonstrating self-control, goodness, patience, fortitude and temperance ¹⁰
E.35.11	Participate in low-level challenges, team building, adventure, and cooperative activities that encourage working together to solve problems in a game or activity
E.35.12	Regularly encourages others and refrains from negative statements by demonstrating peace, kindness, and temperance ¹⁰

Grades 6-8

By the end of Grade 8, students will be able to...

Demonstrates safe practice, follows rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction as it relates to the guidance of the Catechism CCC 2288³, Catholic virtues and the Gifts and Fruits of the Holy Spirit.¹⁰	
E.68.1	Use time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring
E.68.2	Identify the importance of following class and procedures
E.68.3	Make responsible decisions for personal safety regarding appropriate dress for weather and/or physical activity, use of equipment, and any health concerns (allergies, asthma, etc.)
E.68.4	Follow and listen to all directions and asks for help when needed
E.68.5	Communicate to teacher and/or peers when problems are observed and use the problem-solving model to solve to find a solution through the practices of peace, patience, self-control, courage and temperance ¹⁰
E.68.6	Demonstrate self-control during conflict ¹⁰
E.68.7	Identify and practice moral and ethical behavior based on the Catechism (CCC 1749-1756) ¹¹
E.68.8	Handle situations in an appropriate manner when participating in team sports
E.68.9	Demonstrate cooperation and support of students of different gender, race, ethnicity and ability in a physical activity setting through acts of fortitude, understanding and generosity ¹⁰
E.68.10	Demonstrate appropriate etiquette in activity settings through acts of patience, goodness, self-control and charity ¹⁰
E.68.11	Demonstrate positive social interaction while in a physical activity setting by acts of charity, joy, kindness, and generosity ¹⁰
E.68.12	Demonstrate respect and concern for the safety of others in word and actions in adventure and team building activities
E.68.13	Demonstrate cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities

F. Value of Physical Activity

Goal:
Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Grades 4K-2

By the end of Grade 2, students will be able to...

Participate in new movements and skills for enjoyment.

F.4K2.1	Share verbal and nonverbal indicators of enjoyment
F.4K2.2	Attempt new movements and skills willingly
F.4K2.3	Participate even when not successful
F.4K2.4	Identify several activities that are enjoyable
F.4K2.5	Express personal feelings on progress made while learning a new skill

Grades 3-5

By the end of Grade 5, students will be able to...

Demonstrate an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

F.35.1	Identify positive feelings associated with participation in physical activities
F.35.2	Select and practice a skill on which improvement is needed
F.35.3	Develop a movement sequence or game that is personally interesting, such as tumbling, jump rope, rhythms, or sports specific play
F.35.4	Work independently, productively and demonstrate a willingness to challenge self
F.35.5	Explain that skill competency leads to enjoyment of movement and physical activity
F.35.6	Defend the benefit of physical activity and stress relieving outdoor pursuits
F.35.7	Interact with others by helping with their physical activity challenges
F.35.8	Choose to participate in group physical activities

Grades 6-8

By the end of Grade 8, students will be able to...

Demonstrate an awareness of the intrinsic value and benefits of participation in physical activity that provides personal meaning.

F.68.1	Recognize that regular physical activity improves the student's fitness level in both skill-related and health-related fitness components
F.68.2	Analyze selected physical experiences for social, emotional, mental and physical health benefits
F.68.3	Recognize that participation in regular physical activity reduces the risk of disease and injury
F.68.4	Recognize the value of physical activity to reduce stress and improve mood
F.68.5	Recognize the importance of physical activity to keep body systems working together efficiently
F.68.6	Seek personally-challenging experiences in physical activity settings
F.68.7	Describe the mental benefits of physical activity
F.68.8	Recognize physical activity as an opportunity for social and group interaction and to form new relationships
F.68.9	Describe the impact of physical activity and the results of improved fitness and performance on self-confidence and self-esteem

Patron of Athletes

St. Sebastian

Feast: January 20
Death: 268

Nothing is known about St. Sebastian's youth other than the fact he may have come from southern France and he was educated in Milan. He joined the Roman Army in 283 AD, ostensibly to be of service to other Christians who were being persecuted by the Romans. St. Sebastian distinguished himself and for his excellent service, he was promoted to serve in the Praetorian Guard to protect Emperor Diocletian.

While serving as a Praetorian Guard, Marcus and Marcellian, twin brothers, were imprisoned for refusing to make public sacrifices to the Roman gods. The brothers were deacons of the Christian Church. During their imprisonment, their parents visited them to implore them to renounce Christianity. However, St. Sebastian convinced both parents to convert to Christianity. St. Sebastian also converted several other prominent individuals, including the local prefect.

This led to his discovery and he was reported as a Christian to Emperor Diocletian in 286. The Emperor, who was already infamous for ordering the deaths of hundreds of Christians, scolded Sebastian and ordered him to be killed by having him tied to a stake on a training field and used as target practice.

Archers riddled his body with arrows, his body was described as, "full of arrows as an urchin." Believed to be dead, the archers left his body for retrieval and burial. He was recovered by Irene of Rome, whose Christian husband was a servant to Diocletian and also martyred. Irene discovered that Sebastian was still living and she hid him and nursed him back to health.

Once well, Sebastian went in search of Diocletian to surprise him. He managed to catch Diocletian by a stairwell and proceeded to criticize him loudly and publically for his persecution of the Christians. Diocletian, surprised that Sebastian was still alive, was immediately taken aback, but recovered his composure. This time, he would not permit Sebastian to escape with his life. He ordered his former guard to be beaten to death with clubs, then thrown into the sewers.

His body was recovered by a Christian woman, named Lucina, and she secretly buried him in the catacombs beneath Rome.

Nearly 80 years after his death, around 367, his remains were moved to a basilica in Rome, built by Pope Damasus I. His body, or at least some relics from his body were reportedly removed and shared with a community of monks in France. His cranium was sent to a German monastery where it was placed in a special silver case in 934. The relic remains in its case today in a special reliquary in Ebersberg.

St. Sebastian was commonly invoked as a protector against the plague. According to historical records, he defended the city of Rome against the plague in 680. His association with the plague could be because he survived being shot full of arrows and in pagan belief, pestilence was delivered by arrows shot by the gods above. Even Christian Romans would appreciate this symbolism. That symbolism is even captured in artwork as late as the Renaissance, where artists painted plague victims with black arrows in their body.

In artwork, St. Sebastian is depicted with arrows shot into his body, often tied to a post or a tree. His second execution is virtually never depicted.

St. Sebastian is the patron saint of soldiers, athletes, and those who desire a saintly death.



Source: http://www.catholic.org/saints/saint.php?saint_id=103

Resources and Endnotes



<http://www.catholicfit.com/>

In the spirit of Matthew 28:19, to make disciples of faith and fitness by creating programs for moments in a Catholic person's life: i.e. primary and secondary education, CYC/CYO, scouts, marriage prep and others. A "disciple of faith and fitness" is a student, inspired by his or her new-found physical and spiritual awareness, guided by the Catholic Church, supported by its supernatural family and exists in a state where a belief that more physical and spiritual health and fitness is always possible.



<http://rosaryworkout.blogspot.com/>

The Rosary Workout is a means to care for body and soul together. It is a goal-centered program focused on the integration of exercise, prayer and meditation to work the muscles of the spirit in harmony with the muscles of the body.

¹ Biomechanical Principles

Stability

1: The lower the center of gravity, the larger the base of support, the closer the line of gravity to the center of the base of support, and the greater the mass, the more stability increases.

Maximum Effort

2: The production of maximum force requires the use of all the joints that can be used.

3: The production of maximum velocity requires the use of joints in order – from the largest to the smallest.

Linear Motion

4: The greater the applied impulse, the greater the increase in velocity.

5: Movement usually occurs in the direction opposite that of the applied force.

Angular Motion

6: Angular motion is produced by the application of force acting at some distance from an axis (or a torque).

7: Angular momentum is constant when an athlete or object is free in the air.

² Address of the Holy Father John Paul II to the International Convention on the Theme: "During the Time of the Jubilee: The Face and Soul of Sport", Saturday, 28 October 2000, https://w2.vatican.va/content/john-paul-ii/en/speeches/2000/oct-dec/documents/hf_jp-ii_spe_20001028_jubilsport.html

Dear Ladies and Gentlemen!

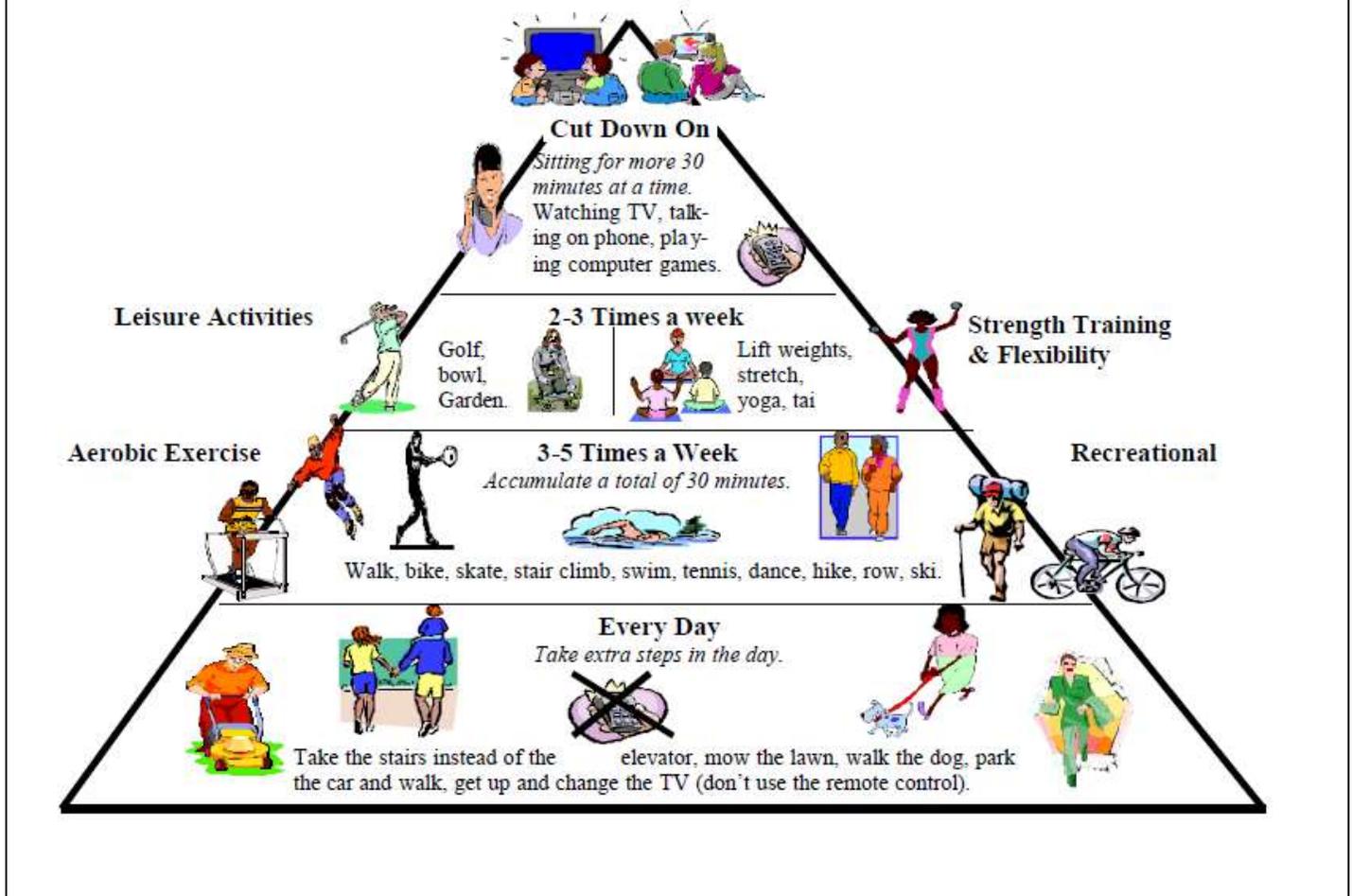
1. I am pleased to take part in this international convention on the significant theme: "During the time of the Jubilee: the face and soul of sport". Today I have the welcome opportunity to greet you, who in various capacities are the distinguished representatives of sport, as I wait to meet the entire world of sport, which will celebrate its Jubilee tomorrow at the Olympic Stadium.

I greet the organizers of this meeting, especially the President of the International Olympic Committee, Mr Juan Antonio Samaranch, and the President of the Italian Olympic Committee, Mr Giovanni Petrucci, and I extend my greeting to the various speakers and representatives of the varied dimensions of sport in the world. I thank, in particular, Archbishop Crescenzo Sepe, who expressed your common sentiments, while explaining the meaning of this meeting.

The theme that you chose for your reflection calls attention to the nature and aims of playing sports in our time, which is marked by a great variety of important social changes. Sport is certainly one of the prominent phenomena which, in a language understandable to all, can communicate very profound values. It can be a vehicle of high human and spiritual ideals when it is practised with full respect for its rules; but it can also fail in its true aim when it leaves room for other interests that ignore the centrality of the human person.

2. The theme speaks of the "face" and "soul" of sport. Athletic activity, in fact, highlights not only man's valuable physical abilities, but also his intellectual and spiritual capacities. It is not just physical strength and muscular efficiency, but it also has a soul and must show its complete face. This is why a true athlete must not let himself be carried away by an obsession with physical perfection, or be enslaved by the rigid laws of production and consumption, or by purely utilitarian and hedonistic considerations.

PHYSICAL ACTIVITY PYRAMID



6 Components of Health Related Fitness

There are five areas of health related fitness. They are heart and lung endurance or cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

1. Heart and lung endurance or cardiovascular endurance is the ability to exercise the entire body for long periods of time. It requires a strong heart, healthy lungs, and clear blood vessels to supply the body with oxygen. Activities to improve fitness in this area include running, swimming and aerobic dance. A person must do the activity continuously for a minimum of 20 minutes within their target heart rate zone. Endurance/cardiovascular activity should be done a minimum of 3 days per week. Every other day is preferable. The mile or the pacer will measure fitness testing in this area.
2. Muscular Strength is the amount of force you can put forth with your muscles. It is often measured by how much weight you can lift. People with strength have fewer problems with backaches and can carry out their daily tasks efficiently. Examples of muscular strength include push-ups, weight lifting heavy weight with few repetitions, and pull-ups. Fitness testing will be measured by doing push-ups.
3. Muscular Endurance is the ability to use the muscles, which are attached to the bones, many times without getting tired. People with good muscular endurance are likely to have better posture, have fewer back problems, and be better able to resist fatigue than people who lack muscular endurance. You can improve muscular endurance by lifting weights with many repetitions or doing sit-ups. Measuring the number of sit-ups you can do correctly is used for fitness testing.
4. Flexibility is the ability to use your joints fully. You are flexible when the muscles are long enough and the joints are free enough to allow movement. People with good flexibility have fewer sore and injured muscles. Stretching before and after activities will help to improve flexibility. The sit-and-reach and the trunk lift are two tests used to measure flexibility.

5. Body Composition is the percentage of body weight that is fat compared to other body tissue, such as bone and muscle. People who have a high percentage of fat are more likely to be ill and have a higher death rate than lean people. Exercise and eating the right foods in the proper amounts can improve body composition. Body composition can be measured using an instrument called calipers, a specialized scale, or it can be calculated by using the body mass index (BMI) which uses height and weight to determine your BMI.

7 **Presidential Youth Fitness Program** - <https://pyfp.org/get-training/teaching-tools>
 Physical Educator Resource Guide to the Presidential Youth Fitness Program - <https://www.pyfp.org/doc/teacher-guide.pdf>

8 **Training Principles**

- Specificity = Training activity must be specific for the event & position
- Progression = Must increase some aspect of training, distance, time, weights etc
- Overload = Apply added resistance when running etc to improve power
- Regression or Reversibility = If you stop training your fitness level will decrease. (Not \$ in bank).
- Time = How long is each training session. Ideal = 40 to 90 mins
- Frequency = How frequently you train. Minimum should be 3-4 times / week.
- Intensity = How hard is the training session. Do you push your comfort zone.
- Target Heart Rate = Aerobic athletes should spend most of the session at 70% HR(max)

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	Cardiovascular Endurance	Muscular Endurance	Muscular Strength	Flexibility
Frequency	Exercise 3-5 times per week	Exercises 2-4 times per week	Weight train 2-4 times per week.	Daily stretching.
Intensity	Train at 60-80% of target heart rate.	Add or maintain weight and repetitions.	60-75% of max 3 sets of 8-12 repetitions.	Stretch muscles and hold beyond its normal length.
Time	20-60 minutes per session.	About 30-60 minutes.	About 30-60 minutes.	Hold each stretch 10-15 seconds.
Type	Any aerobic activity keeping the heart rate within the target zone.	Resistance training yoga, Pilates, light weights.	Anaerobic activities such as weight lifting and sit ups.	Stretches that allow the body to move through the full range of motion.

10 **CCC 1803-1832**



11 CCC 1749-1756

THE MORALITY OF HUMAN ACTS

1749 Freedom makes man a moral subject. When he acts deliberately, man is, so to speak, the father of his acts. Human acts, that is, acts that are freely chosen in consequence of a judgment of conscience, can be morally evaluated. They are either good or evil.

I. THE SOURCES OF MORALITY

1750 The morality of human acts depends on:

- the object chosen;
- the end in view or the intention;
- the circumstances of the action.

The object, the intention, and the circumstances make up the "sources," or constitutive elements, of the morality of human acts.

1751 The object chosen is a good toward which the will deliberately directs itself. It is the matter of a human act. The object chosen morally specifies the act of the will, insofar as reason recognizes and judges it to be or not to be in conformity with the true good. Objective norms of morality express the rational order of good and evil, attested to by conscience.

1752 In contrast to the object, the intention resides in the acting subject. Because it lies at the voluntary source of an action and determines it by its end, intention is an element essential to the moral evaluation of an action. The end is the first goal of the intention and indicates the purpose pursued in the action. The intention is a movement of the will toward the end: it is concerned with the goal of the activity. It aims at the good anticipated from the action undertaken. Intention is not limited to directing individual actions, but can guide several actions toward one and the same purpose; it can orient one's whole life toward its ultimate end. For example, a service done with the end of helping one's neighbor can at the same time be inspired by the love of God as the ultimate end of all our actions. One and the same action can also be inspired by several intentions, such as performing a service in order to obtain a favor or to boast about it.

1753 A good intention (for example, that of helping one's neighbor) does not make behavior that is intrinsically disordered, such as lying and calumny, good or just. The end does not justify the means. Thus the condemnation of an innocent person cannot be justified as a legitimate means of saving the nation. On the other hand, an added bad intention (such as vainglory) makes an act evil that, in and of itself, can be good (such as almsgiving).³⁹

1754 The circumstances, including the consequences, are secondary elements of a moral act. They contribute to increasing or diminishing the moral goodness or evil of human acts (for example, the amount of a theft). They can also diminish or increase the agent's responsibility (such as acting out of a fear of death). Circumstances of themselves cannot change the moral quality of acts themselves; they can make neither good nor right an action that is in itself evil.

II. GOOD ACTS AND EVIL ACTS

1755 A morally good act requires the goodness of the object, of the end, and of the circumstances together. An evil end corrupts the action, even if the object is good in itself (such as praying and fasting "in order to be seen by men").

The object of the choice can by itself vitiate an act in its entirety. There are some concrete acts - such as fornication - that it is always wrong to choose, because choosing them entails a disorder of the will, that is, a moral evil.

1756 It is therefore an error to judge the morality of human acts by considering only the intention that inspires them or the circumstances (environment, social pressure, duress or emergency, etc.) which supply their context. There are acts which, in and of themselves, independently of circumstances and intentions, are always gravely illicit by reason of their object; such as blasphemy and perjury, murder and adultery. One may not do evil so that good may result from it.