

## **Sports, Fitness and Physical Education: Expansion and Growth during the Postwar Years**

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### **INTRODUCTORY DISCUSSION**

When the former Soviet Union successfully launched Sputnik 1 on October 4, 1957, history changed forever. The Russian Sputnik, meaning “satellite” but translated as “fellow traveler”, was the world’s first manmade satellite. Sputnik-1 was launched from Tyuraatam near Baikonur in Russia.

The Post-Sputnik years in school physical education and sports saw a considerable expansion of curricula. The new physical education had dominated curriculum philosophy for most of the century. Lifetime sports (for example, tennis, bowling, and golf) had come into the curriculum after World War II and were fully incorporated into existing philosophies and models. The academic reform movement that followed Sputnik in the early 1960s resulted in a countermovement in which competition was downplayed in favor of cooperation. Physical education programs participated in this general trend by including activities such as new games and cooperative initiatives within its curricula.

There is no doubt that television became the major influencing factor on the growth of sports in the 1950s and 1960s. At the outset, many people within the television industry doubted that viewers would watch sport on television. People around the world and throughout the nation were able to enjoy sports because of television. Many sports were celebrated nationally: the World Series, the NCAA basketball finals in the 1960s, the 1967 Super Bowl, the Kentucky Derby, the Rose Bowl and Monday Night Football.

The launching of the space satellite Sputnik in 1957 by the Russians marketed the Sputnik era. When the Americans came out of World II they were thought to be number one in everything. America had confidence and was unshakable in its ability to compete. Because of Sputnik that idea was changed and it set off an era of educational reform designed to regain our competitive edge over the Communist powers. It was during the Sputnik era that America entered into, fought and eventually withdrew from the war in Vietnam. This war caused the nation to examine its role and purpose in world affairs.

### **FITNESS COUNCIL**

John F. Kennedy expressed an interest in physical fitness for American youth even before he assumed the presidency. One of the first conferences was called in February, 1961 by President Kennedy. The American Association of Health, Physical Education, and Recreation was asked to assist in the preparation of materials to promote an effective national fitness program. The President’s Council on Youth Fitness along with the

AAHPER and representatives of the NEA developed a plan of action on youth fitness. A pamphlet entitled *Youth Fitness; Suggested Elements of School-Centered Programs*, recommended that school should provide a daily period of fifteen minutes of vigorous exercise for developmental purposes. A thirty-minute period was recommended five days a week, exclusive of the recess period for grade 1-6. The recommendations for junior and senior high schools that a regular class period of physical education should be offered five days a week. Actual physical education instruction in the nations schools, at this time was most inadequate as measured against the recommendations of the President's Council on Youth Fitness.

This extraordinary amount of activity and publicity concerning fitness began to bring to the attention of professionals and the public some of the real facts about physical fitness, particularly its relationship to health and, more specifically, to prevention of cardiovascular disease. Many school programs began to emphasize physical fitness. There was also, however, a strong effort within physical education to resist making entire programs fitness oriented and to continue to focus on a wide range of educational goals. Nonetheless the Cold War developed in the 1950s and 1960s, the idea that the American youths needed to be more fit stirred a substantial amount of activity at the national, state, and local levels.

#### SPORT IN THE POST-SPUTNIK ERA – 1957-1964

The growth in sport in the postwar era was merely a prelude to the even more startling expansion in more recent times. Some of the trends cataloged during this time were as following:

- Youth sports expanded to include many sports other than football, baseball, and basketball; in fact youth soccer may now be the largest program for boys and girls.
- During this time sport training started to become more specialized. Not too long ago, most high-school athletes competed in a different sport each season, but now they tend to specialize with year-round training and competition.
- Sport camps were developed for summer participation and became highly specialized.
- The money made by elite athletes increased astronomically. Golf and tennis players were taking home huge purses after winning and contracts were worth millions of dollars.
- Sports-equipment business expanded and participation along with spectators was on the rise. Fashions in sport clothing, athletes signing endorsement contracts with equipment and clothing companies was considered a big issue during this time.

Because of the rapid growth and economic overtones of sports during the Post-Sputnik years, sports are thought to have had its share of problems. Some of those problems include the following recruiting violations, point shaving, poor graduation rates for university athletes, betting scandals and drug involvement.

## PERSONAL FITNESS

*Foundations of Personal Fitness* were implemented during the fall of 1997 and are a requirement for all high school freshman students in the Houston Independent School District. Some upper classman are allowed to take this course, in many instances the student need to fulfill an elective requirement and the Personal Fitness class will aid in fulfilling this need without interfering with any of the necessary core courses. *Foundations of Fitness* represent a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills of this course includes teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone if this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

*Foundations of Personal Fitness* at the high school level provide an opportunity for students to experience lifetime activities that promote the concept of fitness for life. Instructional units focus on basic conditioning, advantages of weigh training, proper nutrition, and the appraisal of individual fitness levels. The ultimate goal of this course is to empower students to understand that total fitness is an individual responsibility. Students will be equipped with all the necessary components needed to evaluate and assess their current level of fitness. Through participation in a variety of fitness-related activities, students will examine their own individual needs in order to maintain a desired level of fitness.

## OBJECTIVES

1. The students will be able to analyze the cultural factors affecting sports, fitness, and physical education in the post- Sputnik years, 1957-1964.
2. The students will be able to discuss the President's Fitness Council and its purpose based on individual research.
3. The students will be able to will be able to compare the Olympic games during the early sixties and those of the late sixties.
4. The students will be able to outline relevant issues concerning physical education as an academic discipline according to Franklin Henry.
5. Each student will design a personal fitness program using a physical activity pyramid.

## STRATEGIES

The students will be able to complete research topics concerning the different eras in history and share the information with the class. Information may be obtained from class lectures, reading materials, audiovisual aids, special aids, professional personnel, community activities, and clinics. The use of the following strategies will be used along

with the above mentioned and will overlap and combine within daily lessons throughout the unit.

- debate - helps students to examine arguments from other points of view, helps students analyze their own ideas
- panel – allows students to practice research, organize thoughts, and present materials. Fosters responsibility and cooperation among team members
- round robin – allows all students to participate. Encourages attentive listening and reflection
- peer tutoring – students sometimes see ways to communicate a concept to their peers that the teacher does not
- recall – have students restate information in their own words
- students to clarify learning
- reciprocal teaching – exchange of roles between the student and teacher, enables reflection – allotment of time for students to reexamine and analyze what they have learned or how they learned it. May be writing (diary, journal) or thinking time. Encourages higher – level thinking and assimilation of knowledge.

The students will be given a quiz after the completion of each topic for that particular week. At the end of the unit each student will be required to select one of the strategies used during the unit and make a short presentation based on the topic that interest them most. Below is a weekly outline.

Week 1: Physical Education and the Sputnik Years, 1957-1964

Week 2: President Kennedy's Fitness Council and its Purpose

Week 3 & 4: The Olympic Games in the 1960s and Civil Rights

Week 5: Academic Discipline Movement (Franklin Henry)

### **WEEK I: Physical Education and the Sputnik Years**

The students will engage in round robin discussion concerning the lifetime sports that were included in the curriculum during this era. The growth in activities at this time was called the “discipline of physical education” which created a new emphasis on knowing, as well as on doing. Students will be asked to research and discuss martial arts and adventure education and how it made its way into the physical education curriculum. The class will also be responsible for a fitness article in which each student will read and list five facts, five details and the main idea. This will be done weekly and presentations of their findings will be given.

Week 1: Activities

*Monday:* Introduction to the Course: Issue textbooks, course syllabus and discuss course requirements. Issue handouts and pertaining to the Sputnik years and beyond. Assignment will be to research information concerning Physical Education during the post-Sputnik years.

*Tuesday:* Discuss handouts, and sports that were popular during the post-Sputnik years.

*Wednesday:* Discuss trends during the post-Sputnik years and writes a summary.

*Thursday:* Students will share summaries and review for weekly quiz.

*Friday:* Written quiz on the rules of a given game played during the post-Sputnik years. The students will also participate in a lifetime sport that was a part of the curriculum during the Sputnik years (self-assessment).

**MATERIALS NEEDED:** Notebook, notebook paper, pencils/pens, and gym clothes. The teacher will supply handouts, needed films/videos and other equipment.

## **WEEK 2: President Kennedy's Fitness Council**

In 1955 President Eisenhower suffered a heart attack, which he survived and because of this much focus was placed on cardiovascular fitness. In 1956 an executive order to form the President's Council on Youth Fitness was the result of the national youth fitness conference. In 1960 President Kennedy published an article in *Sports Illustrated*, entitled "*The Soft American*." In his article it was stated that the first indication of a decline in the physical strength and ability of young Americans became apparent among United States soldiers in the early stages of the Korean War. The second indication was noticeable when one out of every two Americans was rejected by the Selective Service as mentally, morally or physically unfit.

*Monday:* Discuss the article written by President Kennedy entitled, "*The Soft America*" and discuss the President's Council on Physical Fitness and Sports and its purpose. See attachments 1 & 2.

*Tuesday:* Discuss and compare the "Presidential Physical Fitness Test" to the "Prudential Fitness Gram"

*Wednesday:* Students will dress and participate in activities selected from the "Presidential Physical Fitness Test." Ex. (flexed arm hang, shuttle run, standing long jump, sit-ups, etc.) See attachments 3, 4, & 5.

*Thursday:* Students will dress and participate in activities selected from the "Prudential Fitness Gram." Ex. (sit and reach, curl-up, push up, the pacer and one mile run/walk, etc.)

*Friday:* Write a short summary (recall) from the article "Soft American."

**Materials needed:** The article "*The Soft American*", a copy of the "Presidential Physical Fitness Test" and "The Prudential Fitness Gram." See attachments 3, 4, and 5.

## **Weeks 3 & 4: The Olympic Games in the 1960s and Civil Rights**

Each student will be responsible for research on the Olympic games during the 1960s. Books, articles, and/or videos must be obtained by each student as proof of research and shared with the class. The class will then be divided into groups according to the type of research found. (All film in one group, all books in one group etc.)

During the Olympic games in Rome some of the old Roman sites were used. This was 1,567 years after the Emperor Theodosius the Great had ended the ancient Olympic Games. For Tokyo this was a first in 1964 when the Games were held in Asia. A vast amount of money was spent by the Japanese on the game, which was beautifully organized and enjoyed by all that took part. The choice to hold the 1968 Olympic Games in Mexico was a very controversial issue. The concern was because of the effects the altitude of 2,240 metres above sea level would have on the participants in the game.

Weeks 3 & 4: The Olympic Games in the 1960s and Civil Rights.

*Monday:* Discuss the Olympic game, events and participants during the Games in Rome based on research and view the Olympic film.

Men's Track Events and participants

Men's Field Events and participants

Women's Events and participants

*Tuesday:* Discuss the Olympic game, events, and participants during the Tokyo Games in 1964 based on research and view the Olympic film.

Men's Track Events and participants

Men's Field Events participants

Women's Events participants

*Wednesday:* Discuss the Olympic game, events and participants during the Mexico Games in 1968 based on research and view the film.

Men's Track and participants

Men's Field Events and participants

Women's Events and participant

*Thursday:* Discuss how the Civil Rights Movement provided the collapse of racial barriers in sports on the university level and professional level.

*Friday:* The students will participate in activities chosen from each Olympic Game during the 1960s. A leader will be chosen to teach the class the activity being presented or demonstrated.

Materials needed- Film from the 1960, 1964, and 1968 Olympic Games. Game equipment will be provided for activities chosen by the class, physical education uniforms, and athletic shoes.

Week 5: Academic Discipline Movement (Franklin Henry, 1964).

The academic discipline movement of physical education was seen as a logical outcome of the post-Sputnik reformist movement in education that had developed during World War II. This movement in education was aimed at producing more scientists and increasing the rigor of educational programs at all levels. In California a bill was passed in 1961, that required all departments in the state university system have an academic base. During this time physical education was considered to be an applied, professional

field (rather than an academic discipline), and the faculty displayed at the universities displayed great concern.

According to Henry (1964) an academic discipline is an organized body of knowledge collectively embraced in a formal course of learning. The acquisition of such knowledge is assumed to be an adequate and worthy objective as such, without any demonstration or requirement of practical application. Physical education has a scholarly basis for knowledge and is constituted of certain portions of such diverse fields as anatomy, physics and physiology, cultural anthropology, history and sociology, as well as psychology. Fitness is to the human body what fine-tuning is to an engine; it enables us to perform up to our potential. Fitness can be described as a condition that helps us look, feel and do our best. More specifically, it is the ability to perform daily tasks vigorously and alertly, with energy left over for enjoying leisure-time activities and meeting emergency demand. Physical fitness is also the ability to endure, to bear up, to withstand stress, to carry out on in circumstances where an unfit person could not continue, and is a major basis for good health and well being. The students will use the textbook entitled, *Fitness for Life* to aid in completing assignments on for week five.

#### Week 5: Academic Discipline Movement by Franklin M. Henry

*Monday:* Discuss with the class the article by Franklin M. Henry and fitness fundamentals (define terms, weight control, measuring the heart rate, fitness principles, workout schedule, and clothing).

*Tuesday:* Discuss health-related and skill-related fitness stunts.

*Wednesday:* All students will participate in activities selected from the health and skill related assessment activity sheet. See attachments 6 & 7.

*Thursday:* Class will discuss the physical activity pyramid and the components necessary to include when planning activities for an exercise program.

*Friday:* Each student will plan a 3-day program using the physical activity pyramid.

Materials needed: Handouts on health - related and skill- related fitness stunts, physical activity pyramid, *Fitness for Life* textbook, physical education uniform, tennis, exercise mats, basketballs, coins and caliper.

#### Reference List for Instructors

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Buckner, Charles (1983). *Administration of Physical Education and Athletic Programs*. Eighth Edition, New York, N. Y.

Buckner, C. & Wuest, D. (1987). *Physical Education and Sports*. Tenth Edition, New York, N.Y.

- Clayton, I., Leibee, H., Messersmith, L. & Seaton, D (1974). *Physical Education Handbook*. Prentice-Hall, Inc., Englewood Cliff, NJ
- Hockensmith, C.W. (1965). *History of Physical Education*. Harper and Row, New York, N.Y.
- Houston Independent School District. (1998). *Physical Fitness Booklet*.
- Sandra, Perimutter (1999). Office of Public Health and Science. Washington, D.C.
- Schaap, Richard (1963). *The Olympics*. New York, N.Y.
- Siedentop, D. (1998). *Introduction to Physical Education, Fitness, and Sport*. Third Edition, Mayfield Publishing Co., Mountainview, California.

### Reference List for Students

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- Grolier Inc. (1979). *New World Book of Knowledge*. New York, N.Y.
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**Attachment 1**

# OPHS

*President's Council on Physical Fitness and Sports*

**Mission:**

- To coordinate and promote opportunities in physical activity, fitness, and sports for all Americans, as directed by Executive Order 12345

**Maior Functions:**

- Promoting community and school physical activity and fitness programs;
- Information dissemination and public awareness about the importance of physical activity and fitness;
- Leadership of Healthy People 2000 priority area on physical activity and exercise;
- Development of a major Youth Fitness Campaign with the Advertising Council;
- Conduct of the school-based President's Challenge Physical Fitness Awards Program, the President's Fitness Awards Program,
- Conduct of Healthy American Fitness Leaders recognition program and the Silver Eagle Corp program for older Americans.

Executive Order 11074

**ESTABLISHING THE PRESIDENT'S COUNCIL ON PHYSICAL FITNESS**

WHEREAS recent studies, both private and public, have revealed disturbing deficiencies in the physical fitness of American youth; and

WHEREAS, since the youth of our Nation is one of our greatest assets, it is imperative that the physical fitness of our youth be improved and promoted to the greatest possible extent; and

WHEREAS there also are evidences of deficiencies in the physical fitness of American adults; and

WHEREAS there is a close relationship between physical fitness and intellectual vigor and moral strength; and

WHEREAS the physical fitness of its citizens is a concern of the government at all levels, as well as a responsibility of the family, the school, the community, and other groups and organizations; and

WHEREAS it is necessary that the activities of the Federal Government in this area be coordinated and administered so as to assure their maximum effectiveness and to provide guidance and stimulation:

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States, it is hereby ordered as follows:

**SECTION 1. *President's Council of Physical Fitness.*** There is hereby established the President's Council on Physical Fitness (hereinafter referred to as the Council), which shall be composed of the Secretary of Health, Education, and Welfare, who shall be the Chairman of the Council, the Secretary of Defense, the Attorney General, the Secretary of the Interior, the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor, and the Housing and Home Finance Administrator.

**SEC. 2. *Functions of the Council.*** (a) The Council shall foster improvements in existing programs and promote additional efforts to enhance the physical fitness of Americans. The Council shall seek to coordinate, stimulate, and improve the functions of Federal agencies with respect to physical fitness.

(b) The Council shall enlist the active support and assistance of individual citizens, civic groups, professional associations, private enterprise, voluntary organizations, and other groups in a vigorous effort to promote and improve the physical fitness of all Americans.

**SEC. 3. *Federal Agencies.*** (a) Nothing in this order shall be construed to abrogate, modify, or restrict any function vested bylaw in, or assigned pursuant to law to, any executive department or other agency of the Government or any officer thereof.

(b) Each executive department the head of which is referred to in section I of this order shall, as may be necessary for the purpose of effectuating the provisions of this order, furnish assistance to the Council in accordance with section 214 of the act of May 3, 1945, 59 Stat. 134 (31 U.S.C. 691).

## Attachment 2A

SEC. 4. *Continuity.* The Council established by this order shall be deemed to be a continuation of the President's Council on Youth Fitness.

SEC. 5. *Seal.* Executive Order 10830 of July 24, 1959, prescribing a seal for the President's Council on Youth Fitness, is hereby amended by substituting the word "Physical" wherever the word "Youth" appears in said order.

SEC. 6. *Revocations.* Executive Order 10673 of July 16, 1956, Executive Order 10772 of June 30, 1958, and Executive Order 10931 of March 29, 1961, are hereby revoked.

# Qualifying Standards

## The Presidential Physical Fitness Award

\* Participants must at least reach these levels in all 5 events in order to qualify for the Presidential Physical Fitness Award. These levels represent the 85 th percentile based on the 1985 School Population Fitness Survey.

### BOYS

AGE	CURL-UPS (# 1 min.) OR	PARTIAL CURL-UPS (#)	SHUTTLE RUN (seconds)	V-SIT REACH (inches) OR	SIT AND REACH (centimeters)	ONE-MILE RUN (min:sec) OR	DISTANCE OPT. 1/4 MILE (min:sec)	DISTANCE OPT. 1/2 MILE (min:sec)	PULL-UPS (#) OR	RT. ANGLE PUSH-UPS (#)
6	33	22	12.1	+3.5	31	10:15	1:55	N/A	2	9
7	36	24	11.5	+3.5	30	9:22	1:48	N/A	4	14
8	40	30	11.1	+3.0	31	8:48	N/A	3:30	5	17
9	41	37	10.9	+3.0	31	8:31	N/A	3:30	5	18
10	45	35	10.3	+4.0	30	7:57	N/A	N/A	6	22
11	47	43	10.0	+4.0	31	7:32	N/A	N/A	6	27
12	50	64	9.8	+4.0	31	7:11	N/A	N/A	7	31
13	53	59	9.5	+3.5	33	6:50	N/A	N/A	7	39
14	56	62	9.1	+4.5	36	6:26	N/A	N/A	10	40
15	57	75	9.0	+5.0	37	6:20	N/A	N/A	11	42
16	56	73	8.7	+6.0	38	6:08	N/A	N/A	11	44
17	55	66	8.7	+7.0	41	6:06	N/A	N/A	13	53

## GIRLS

AGE	CURL-UPS (# 1 min.) OR	PARTIAL CURL-UPS (#)	SHUTTLE RUN (seconds)	V-SIT REACH (inches) OR	SIT AND REACH (centimeters)	ONE-MILE RUN (min:sec) OR	DISTANCE OPT. 1/4 MILE (min:sec)	DISTANCE OPT. 1/2 MILE (min:sec)	PULL-UPS (#) OR	R.T. ANGLE PUSH-UPS (#)
6	32	22	12.4	+5.5	32	11:20	2:00	N/A	2	9
7	34	24	12.1	+5.0	32	10:36	1:55	N/A	2	14
8	38	30	11.8	+4.5	33	10:02	N/A	3:58	2	17
9	39	37	11.1	+5.5	33	9:30	N/A	3:53	2	18
10	40	33	10:8	+6.0	33	9:19	N/A	N/A	3	20
11	42	43	10.5	+6.5	34	9:02	N/A	N/A	3	19
12	45	50	10.4	+7.0	36	8:23	N/A	N/A	2	20
13	46	59	10.2	+7.0	38	8:13	N/A	N/A	2	21
14	47	48	10.1	+8.0	40	7:59	N/A	N/A	2	20
15	48	38	10.0	+8.0	43	8:08	N/A	N/A	2	20
16	45	49	10.1	+9.0	42	8:23	N/A	N/A	1	24
17	44	58	10.0	+8.0	42	8:15	N/A	N/A	1	25

## The National Physical Fitness Award

\* Participants must at least reach these levels in all 5 events in order to qualify for the Presidential Physical Fitness Award. These levels represent the 50th percentile based on the 1985 School Population Fitness Survey.



## One Mile Run/Walk Individual Score Sheet

Runner Name: \_\_\_\_\_

Scorer Name: \_\_\_\_\_

Laps Completed *(cross-off each lap number as your runner completes it)*

1      2      3      4      5      6      7      8      9      10

11      12      13      14      15      16      17      18      19      20

Finish Time: \_\_\_\_\_

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## One Mile Run/Walk Individual Score Sheet

Runner Name: \_\_\_\_\_

Scorer Name: \_\_\_\_\_

Laps Completed *(cross-off each lap number as your runner completes it)*

1      2      3      4      5      6      7      8      9      10

11      12      13      14      15      16      17      18      19      20

Finish Time: \_\_\_\_\_



Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

**HEALTH- AND SKILL-RELATED FITNESS STUNTS**

**Objective:** To learn about health-related fitness and skill-related fitness.

**Part 1:** Health-Related Fitness

**Procedure**

1. Try each of the activities\*
2. As you do each activity, think about how one part of health-related fitness differs from another. These activities are not tests of your fitness but are intended to give you a general idea of the nature of each fitness part. See how close you come to doing each activity.
3. After you have tried each activity, place a check on the line to show that you have attempted the exercise.

**Part 1: Health-Related Fitness**

<u>Activity</u>	<u>Attempted</u>
Run in Place (Cardiovascular Fitness)	_____
Two-Hand Ankle Grip (Flexibility)	_____
Single Leg Raise (Muscular Endurance)	_____
Arm Pinch (Body Fatness)	_____
Half Push-Up (Strength)	_____

**Discuss Your Results**

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

**HEALTH- AND SKILL-RELATED FITNESS STUNTS****Part 2: Skill-Related Fitness****Procedure**

1. Try each of the activities.
2. As you do each activity, think about how one part of skill-related fitness differs from another. These activities are not tests of your fitness but are intended to give you a general idea of the nature of each fitness part. See how close you come to doing each activity.
3. After you have tried each activity, place a check on the line to show that you have attempted the exercise.

**Part 2: Skill-Related Fitness**

<u>Activity</u>	<u>Attempted</u>
Line Jump (Agility)	_____
Double Heel Click (Speed)	_____
Backward Hop (Balance)	_____
Double-Ball Bounce (Coordination)	_____
Knees to Feet.(Power)	_____
Coin Catch (Reaction time)	_____

**Discuss Your Results**

1. Which of the above activities did you have the most difficulty performing? Which gave you the least difficulty?

2. How might improving skill-related fitness benefit someone not interested in sports?

