Getting Started

Healthy People 2010 Goals
- Increase daily physical activity for all people.
- Increase quality of life and fitness through physical activity.
- Increase years of healthy life.
- Reduce risk of chronic disease.
- Reduce back pain.
- Reduce incidence of overweight.

Unit Activities
- Starter Workout
- Health- and Skill-Related Fitness Stunts
- Fitness Games
- Safe Exercise Circuit
- Cooperative Games
- Back Exercise Circuit
Activity 1
Starter Workout

Lesson 1.1
Fitness for Life
Self-Assessment
Exercise Basics

Lesson 1.2
Fitness Through Physical Activity
Taking Charge
Learning to Self-Assess
Self-Management Skill
Learning to Self-Assess

Activity 2
Health- and Skill-Related Fitness Stunts

In this chapter...

STARTER WORKOUT
This starter workout is designed to help you begin exercising. You will find the instructions for it on the sheet provided by your teacher. The workout can help you prepare for more advanced activities in the book. You probably will not find it to be difficult if you already do regular physical activity, but if you don’t exercise regularly, it can be a good workout to get you started.
Lesson 1.1

Fitness For Life

Lesson Objectives
After reading this lesson, you should be able to
1. Define physical fitness, health, and wellness.
2. Describe some of the benefits of fitness, health, and wellness.

Lesson Vocabulary
exercise (p. 4), health (p. 4), physical activity (p. 4), physical fitness (p. 3), wellness (p. 4)

Physical fitness. What is it? Do you need it? And how can you achieve it? As you read this book, you will find answers to these and many more questions. This book will help you decide which types of physical activities you need. Early in the book you will learn how to prepare for safe, smart physical activity. You will learn about each type of physical fitness and which physical activities are best for developing them. You will learn how physical activity and other healthy lifestyle choices improve your health and wellness as well as your physical fitness. Later in the book you will learn how to plan a personal physical activity program that will help you to improve your current fitness and your fitness throughout life. You will also learn how to use self-management skills to help you stick with your plan. The goal of this book is to help you to become an informed consumer who can make informed and effective decisions about fitness, health, and wellness.

Before you get started on your physical activity plan, you need some basic information about fitness. In this lesson you will learn the definitions of some words you will use throughout this course. You will better understand the meaning of the words fitness, health, and wellness. You will also learn how physical activity provides fitness, health, and wellness benefits.

www.fitnessforlife.org/student/1/1

What Is Physical Fitness?

Physical fitness is the ability of your body systems to work together efficiently to allow you to be healthy and effectively perform activities of daily living. Being efficient means being able to do daily activities with the least amount of effort. A fit person is able to perform schoolwork as well as responsibilities at home and still have enough energy and vigor to enjoy school sports and other leisure activities. A fit person has the ability to respond to normal life situations such as raking the leaves at home, stocking shelves at a part-time job, or marching in the band at school. A fit person also has the ability to respond to emergency situations such as running to get help or aiding a friend in distress.

As a child you were probably very active and thought little about improving or maintaining your fitness. However, most people become less active as they grow older. Developing a personal plan for regular physical activity can help you keep your activity level high and avoid sedentary living. The activities you choose can be those that you like doing best and those that are best for you. Getting fit and staying fit can be fun when you choose activities that you enjoy.

Look at the picture at the bottom of this page. The biker is doing physical activity that promotes physical fitness. There are many other types of activity, and each has its own benefits. You might wonder what some of those benefits are.
But as medical and public health experts received better training, they began to focus on prevention of illness and disease as well as on the treatment of people who were already sick. This new focus led world health experts to define health as more than absence from disease.

In recent years the definition of health has been expanded to include wellness, a state of being that enables you to reach your fullest potential. Wellness includes intellectual, social, emotional, physical, and spiritual aspects. It has to do with feeling good about yourself and with having goals and purposes in life. Wellness is more likely to be present in individuals who assume responsibility for their own health. So illness is the negative component of health that we want to treat or prevent, while wellness is the positive component of health that we want to promote.

Physical Activity and Exercise

Good physical fitness, health, and wellness are all states of being that a person possesses. One of the principal ways that you achieve these states of being is by performing regular physical activity. The people in the pictures in this lesson are all engaged in physical activity—movement using the large muscles of the body. Physical activity is a general term that includes sports, dance, and activities done at home or work, such as walking, climbing stairs, or mowing the lawn. You may do physical activity to complete a specific job, to enjoy recreation, or to improve your physical fitness. Sometimes you do physical activity with a specific purpose in mind; other times you just do it with no real purpose other than enjoyment.

When people do physical activity especially for the purpose of getting fit, we say they are doing exercise. Even though the terms physical activity and exercise have slightly different meanings, they are sometimes used interchangeably. What you should remember is that physical activity and exercise are important to your fitness, health, and wellness.

Physical activities not only help you to be physically fit but also they help promote wellness. The Surgeon General’s Report on Physical Activity and Health indicates that physical inactivity is a major risk factor for many diseases. Increasing physical activity should be a major health goal for people of all ages.

www.fitnessforlife.org/student/1/3

Health and Wellness

So what are some specific benefits of regular physical activity? Understanding the meaning of some basic words may help you answer this question.

Health is a word often associated with good fitness. Early definitions of health focused on illness. The first medical doctors concentrated on helping sick people get well; they treated illnesses. Health was considered as nothing more than absence from disease (the World Health Organization [WHO] uses this term). But as medical and public health experts received better training, they began to focus on prevention of illness and disease as well as on the treatment of people who were already sick. This new focus led world health experts to define health as more than absence from disease.

In recent years the definition of health has been expanded to include wellness, a state of being that enables you to reach your fullest potential. Wellness includes intellectual, social, emotional, physical, and spiritual aspects. It has to do with feeling good about yourself and with having goals and purposes in life. Wellness is more likely to be present in individuals who assume responsibility for their own health. So illness is the negative component of health that we want to treat or prevent, while wellness is the positive component of health that we want to promote.

Physical Activity and Exercise

Good physical fitness, health, and wellness are all states of being that a person possesses. One of the principal ways that you achieve these states of being is by performing regular physical activity. The people in the pictures in this lesson are all engaged in physical activity—movement using the large muscles of the body. Physical activity is a general term that includes sports, dance, and activities done at home or work, such as walking, climbing stairs, or mowing the lawn. You may do physical activity to complete a specific job, to enjoy recreation, or to improve your physical fitness. Sometimes you do physical activity with a specific purpose in mind; other times you just do it with no real purpose other than enjoyment.

When people do physical activity especially for the purpose of getting fit, we say they are doing exercise. Even though the terms physical activity and exercise have slightly different meanings, they are sometimes used interchangeably. What you should remember is that physical activity and exercise are important to your fitness, health, and wellness.

Fitness, Health, and Wellness Benefits

Performing physical activity has many benefits. Regular exercise leads to improved physical fitness. Both regular physical activity and good fitness provide benefits to health and wellness. As the diagram on page 5 shows, being active provides you a double benefit: The first benefit is improved physical fitness. Good fitness leads to the second benefit—improved health and wellness. Good health and wellness, in turn, make you
more likely to be physically active. This cycle is called the Cycle of Physical Activity Benefits. A goal of this book is to help you find ways to keep the cycle going throughout your life.

You might not be concerned with the fact that physical activity has been shown to be effective in preventing and treating various illnesses. You might assume that because illness and disease are most common later in life, you don’t have to worry about them now. You might even share a common attitude among many teenagers that “I am young and healthy; it can’t happen to me.” But evidence indicates that the disease process begins early in life. Choosing and adopting healthy life-styles such as performing regular physical activity early in your life can do much to prevent disease and illness. You will learn more about the benefits of physical activity in preventing illness in chapter 3.

The benefits derived from physical activity not only help you later in life—you can enjoy many benefits now. These benefits include those associated with fitness and wellness such as looking good, feeling good, meeting emergencies, and being physically fit. Making healthy lifestyle choices, including choosing to be physically active and to eat well, is necessary for achieving the benefits described in the following section. As you will learn throughout this book, healthy lifestyle choices have positive consequences that are in your control.

**Looking Good**

Do you care about how you look? Most people do. In fact, one study showed that 94 percent of all men and 99
percent of all women would change some part of their appearance if they could. People are most concerned with weight (weighing too much or too little); the size of their waist or thighs; and their muscles, teeth, and hair. Experts agree that regular physical activity is one healthy lifestyle choice that can help you look your best. Others are proper nutrition, good posture, and good body mechanics.

**Feeling Good**
Besides looking better, people who do regular physical activity feel better. If you are active and therefore more physically fit, you can resist fatigue, are less likely to be injured, and are capable of working more efficiently. National surveys indicate that active people sleep better, do better in school, and are less depressed than people who are less active.

www.fitnessforlife.org/student/1/4

**Enjoying Life**
Like most people, enjoying life is important for your personal wellness. But what if you are too tired on most days to participate in activities you really enjoy? Regular physical activity results in physical fitness, which is the key to being able to do more of the things you want to do.

**FIT FACTS**
The national health goals (Healthy People 2010) are established every decade and reviewed every five years. The review in 2005 resulted in changing some goals and eliminating others. The good news is that there has been a decrease in deaths from three of the most deadly diseases (heart disease, cancer, and stroke) since the Healthy People 2010 goals were established. Also, the number of Americans who are totally sedentary (inactive) has decreased in the last few years. While more American adults are doing some activity, most do not get enough physical activity to promote optimal health benefits. Continued effort is necessary if we are to reach our national health goals by the year 2010.

**Fitness Technology**
In recent years new technology has been developed to help athletes improve performance and to help nonathletes to become more active. The World Wide Web (Internet) allows the average person to get immediate access to all kinds of health and fitness information. As you will learn later in this book, some of this information is good, but much of it is inaccurate. In each chapter of this book you will find Internet addresses that will lead you to sound information about fitness, health, and wellness. Special Web symbols are included throughout the book. Type in the address by the Web symbol and you will find good, reliable information. At these special Web sites you will also find links to other good sources of fitness and health information.

**Meeting Emergencies**
Another important health and wellness benefit of physical activity is that it allows you to be fit enough to meet emergencies and day-to-day demanding situations. If you are physically fit and active, you will be able to run for help, change a flat tire, and offer assistance to others when needed.

**The Warm-Up and Cool-Down**
In addition to your learning in the classroom, you will be participating in many different physical activities. Before you participate in these activities, it is important to learn about warming up and cooling down. It is also important for you to learn how to count your heart rate at rest and immediately after performing physical activity. The self-assessment on the following pages will show you how to perform a simple set of exercises that you can do before and after the physical activities that you will do later in this class. You will also learn to count your heart rate.

**Lesson Review**
1. What is physical fitness?
2. What are some benefits of being physically active?
Self-Assessment

Exercise Basics

In each chapter of this book, you will find a self-assessment to help you determine your own fitness level. The record sheet that your teacher will provide for each self-assessment will help you record and analyze your assessment results.

This self-assessment will teach you some basics you will need to know to do activities in the following chapters. You will learn how to count your heart rate and how to do a warm-up and cool-down. In chapter 2 you will learn some of the reasons why a warm-up and cool-down are recommended before and after your physical activity sessions. You also will learn how to plan your own personal warm-up and cool-down. However, because you will be doing some physical activities before reading chapter 2, you can use the following general warm-up and cool-down before and after most physical activities.

PART 1: The Warm-Up and Stretch

Try the warm-up activities described here. You can use them to warm up for future activities. Keep these guidelines in mind:

- Do the stretching exercises on a soft but firm surface, such as carpeting, a mat, a towel, or grass. Do not do them on a very soft surface, such as a bed.
- Do each stretch 1 to 3 times. Hold each stretch for 15 to 30 seconds.
- It is best to stretch the muscles while they are warm. That is why you walk or jog several minutes before stretching. A longer and more general warm-up period is even better and is recommended when possible.

Heart Warm-Up

1. Walk slowly for 1 minute, then jog slowly for 1 minute.
2. If you do not have enough room to jog or walk, jog in place for 2 minutes.
3. It is best to complete the heart warm-up before your muscle stretch warm-up.
**Side Stretch**

1. Stand with your feet about shoulder-width apart.
2. Lean to your left.
3. Reach down to your left foot with your left hand. Reach over your head with your right arm. Hold for a count of 15.

**Caution:** Do not twist or lean your body forward.

4. Repeat the exercise on your right side.

**Safety Tips:** Stretch slowly. Try to stretch the muscles slightly, but do not stretch too far. Avoid stretching until you feel pain. Do not bounce or jerk.

---

This exercise stretches the muscles of the arms and shoulders as well as the side of the body.

---

**Knee-to-Chest Stretch**

1. Lie on your back. Lift one leg off the floor with the knee bent.
2. Reach behind your knee and hug the thigh of the lifted leg with your hands. Pull further with your arms only if you can fully straighten your leg.
3. Try to keep your other leg straight and flat on the floor. Hug the bent leg for 15 seconds.
4. Repeat the exercise with your other leg.

This exercise stretches the muscles of the lower back and buttocks.

---

**Back and Hip Stretch**

1. Lie on your back. Bend your knees and bring them up to your chest.
2. Reach behind your knees and hug your thighs with your arms.
3. Lift your head and shoulders off the floor as you pull your legs to your chest. Hold for 15 seconds.

This exercise stretches the lower back and buttocks muscles.
Two-Leg Calf Stretch

1. Face a wall and stand 2 or 3 feet away from it.
2. Reach forward and touch the wall with your hands.
3. Slowly bend your arms and let your body lean forward. Keep your knees straight and your heels on the floor.

Caution: Do not arch your back.

4. Turn your toes in slightly. Hold for 15 seconds.

Note: The single-leg calf stretch can also be used (see page 172).

PART 2: Counting Heart Rate

To perform many of the activities that you will do in future weeks, you will need to be able to determine your one-minute heart rate. These activities will teach you how.

Counting Resting Heart Rate

Your resting heart rate is the number of times your heart beats when you are relatively inactive. Follow these instructions to learn how to determine your resting heart rate:

1. Sit and take your heart rate by using the first and second fingers of your hand to find a pulse at your wrist. Do not use your thumb. This is your radial pulse. Practice so that you can locate the pulse quickly.

2. Count the number of pulses for 1 minute. Record your one-minute heart rate on your record sheet.

3. Take your resting (seated) heart rate again, this time counting the pulse at your neck. This is your carotid pulse. If you use your right hand count your neck pulse on the left side, and if you use your left hand count your pulse on the right side of the neck. Be careful not to press too hard. Record your results.

4. Try taking your pulse using a 15-second count. First, count the heart rate for 15 seconds; then multiply

(continued)
**Counting Resting Heart Rate (continued)**

1. **Counting Exercise Heart Rate**

   Counting your pulse during activities such as jogging can be difficult, but you can get a good estimate of your exercise heart rate during a physical activity by determining your heart rate immediately after exercising. To estimate your heart rate during exercise using your after-exercise pulse count, follow these instructions:

   1. Walk at a fast pace for 1 minute.
   2. Immediately after the walk, locate your pulse (within 5 seconds) and use one of the methods described to determine your heart rate. You may want to continue to walk slowly while you count your heart rate because slow walking can help you recover faster. If you have trouble counting your heart rate while walking, stand still when you count then begin moving after the count. Your heart rate should be faster than it was at rest. Record your results on your record sheet.
   3. Jog or run at a moderate pace for 1 minute. Immediately after the jog, determine your heart rate while you continue to walk slowly or stand still. Your heart rate should be faster than it was at rest. Record your results on your record sheet.
   4. Play an active fitness game. Immediately after the game, count your heart rate. If it was a vigorous game, your heart rate will be higher than after the run. Record your results on your record sheet.
PART 3: The Cool-Down

A cool-down after activity helps you recover. Until you learn to plan your own cool-down, you can use the same exercises as you used for the warm-up to cool down. Repeat the exercises again to get additional practice in doing them properly.

Table 1.1
Heart Rate in 15-Second Intervals

<table>
<thead>
<tr>
<th>15-s rate</th>
<th>1-min rate</th>
<th>15-s rate</th>
<th>1-min rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>60</td>
<td>33</td>
<td>132</td>
</tr>
<tr>
<td>16</td>
<td>64</td>
<td>34</td>
<td>136</td>
</tr>
<tr>
<td>17</td>
<td>68</td>
<td>35</td>
<td>140</td>
</tr>
<tr>
<td>18</td>
<td>72</td>
<td>36</td>
<td>144</td>
</tr>
<tr>
<td>19</td>
<td>76</td>
<td>37</td>
<td>148</td>
</tr>
<tr>
<td>20</td>
<td>80</td>
<td>38</td>
<td>152</td>
</tr>
<tr>
<td>21</td>
<td>84</td>
<td>39</td>
<td>156</td>
</tr>
<tr>
<td>22</td>
<td>88</td>
<td>40</td>
<td>160</td>
</tr>
<tr>
<td>23</td>
<td>92</td>
<td>41</td>
<td>164</td>
</tr>
<tr>
<td>24</td>
<td>96</td>
<td>42</td>
<td>168</td>
</tr>
<tr>
<td>25</td>
<td>100</td>
<td>43</td>
<td>172</td>
</tr>
<tr>
<td>26</td>
<td>104</td>
<td>44</td>
<td>176</td>
</tr>
<tr>
<td>27</td>
<td>108</td>
<td>45</td>
<td>180</td>
</tr>
<tr>
<td>28</td>
<td>112</td>
<td>46</td>
<td>184</td>
</tr>
<tr>
<td>29</td>
<td>116</td>
<td>47</td>
<td>188</td>
</tr>
<tr>
<td>30</td>
<td>120</td>
<td>48</td>
<td>192</td>
</tr>
<tr>
<td>31</td>
<td>124</td>
<td>49</td>
<td>196</td>
</tr>
<tr>
<td>32</td>
<td>128</td>
<td>50</td>
<td>200</td>
</tr>
</tbody>
</table>

Find your 15-second heart rate in a blue column; your one-minute heart rate is in the white column to the right of it.
Lesson 1.2

Fitness Through Physical Activity

Lesson Objectives
After reading this lesson, you should be able to

1. Name and describe the five parts of health-related physical fitness.
2. Name and describe the six parts of skill-related physical fitness.
3. Explain how to use the Stairway to Lifetime Fitness.

Lesson Vocabulary
agility (p. 13), balance (p. 13), body fatness (p. 13), cardiovascular fitness (p. 12), coordination (p. 13), flexibility (p. 13), health-related physical fitness (p. 12), hypokinetic conditions (p. 13), muscular endurance (p. 12), power (p. 13), reaction time (p. 13), skill-related physical fitness (p. 12), speed (p. 13), strength (p. 12)

www.fitnessforlife.org/student/1/5

The Parts of Physical Fitness
When you see a person who is good at sports, such as the runner in the photo, do you assume that the person is physically fit? You might be surprised to know that this assumption is not always true. It is true that a person who excels in sports needs a certain degree of physical fitness. However, being good at a specific skill such as running may not be a good indicator of total physical fitness; some sports require only certain parts of physical fitness.

Physical fitness is made up of 11 different parts; 5 parts are health related and 6 parts are skill related. As the terms imply, health-related physical fitness helps you to stay healthy, while skill-related physical fitness helps you perform well in sports and activities that require certain skills. The activity at the end of this chapter will help you better understand the differences among the 11 parts. Each part of physical fitness is described in more detail later in this chapter.

Health-Related Physical Fitness
Think about the runner again. He probably can run a long distance without tiring. He has good fitness in at least one area of health-related physical fitness. But does he have good fitness in all five parts? Running is an excellent form of physical activity but it does not guarantee that he will be fit in all areas of health-related physical fitness. Like the runner, you may be more fit in some parts of fitness than in others. As you read about each part of health-related physical fitness next, ask yourself how fit you think you are in each.

- Cardiovascular fitness is the ability to exercise your entire body for long periods of time without stopping. Cardiovascular fitness requires a strong heart, healthy lungs, and clear blood vessels to supply the cells of your body with the oxygen they need.

- Strength is the amount of force your muscles can produce. Strength is often measured by how much weight you can lift or how much resistance you can overcome. People with good strength can perform daily tasks efficiently—that is, with the least amount of effort.

- Muscular endurance is the ability to use your muscles many times without tiring. People with good muscular endurance are likely to have better posture and fewer back problems.
Reaction time is the amount of time it takes to move once you realize the need to act. People with good reaction time are able to make fast starts in track or swimming or to dodge a fast attack in fencing or karate. Good reaction time is necessary for your own safety while driving or walking.

Speed is the ability to perform a movement or cover a distance in a short period of time. People with good leg speed can run fast, while people with good arm speed can throw fast or hit a ball that is thrown fast.

Remember, most sports require different parts of skill-related fitness. For example, a skater might have good agility but may not possess good power. Some people have more natural ability in some areas than in others. No matter how you score on the skill-related parts of physical fitness, you can enjoy some type of physical activity. Keep in mind that good health does not come from being good in skill-related physical fitness; it comes from doing activities designed to improve your health-related physical fitness and can be had by people who consider themselves poor athletes as well as by those who see themselves as great athletes.

The Stairway to Lifetime Fitness

You are probably quite active now; most teens are. But will you be as active as you grow older? Will you do the same kinds of activities you do now? If you answered “no” to either of these questions, you need to begin learning now for lifetime fitness and activity. One way to accomplish this goal is to climb the Stairway to Lifetime Fitness. As you can see in the diagram, when you climb the stairway, you move from a level of dependence to a level of independence, allowing you to make good decisions about lifetime physical activity.
Step 1: Doing Physical Activity
Think about the various physical activities you are involved in. If you are like many people your age, much of your activity results from community or school activities. You also have other opportunities to do physical activity, such as in physical education classes. As you become an adult, school programs will no longer serve as your incentive to exercise, and other opportunities for physical activity will probably decrease. Doing activity planned by others is a good first step, but it is important to keep climbing the stairway.

Step 2: Getting Fit
Because getting fit depends on physical activity and exercise patterns, fitness is something that people often planned for you when you were young. For example, coaches prescribe exercises to get kids fit for sports, and physical education teachers plan activities to get students fit. But when do young people learn to get or keep fit without depending on others? Moving up the stairway means learning to become responsible for your own physical fitness. When you move to the third step in the stairway, you begin to make your own decisions.

Step 3: Self-Assessment
Before you can make good decisions about your own personal fitness and activities, you need to know your own personal fitness level. No doubt you have had your fitness tested before, but probably it was something someone else did for you, rather than something you did for yourself. When you learn to assess your own fitness you will have reached the third step on the Stairway to Lifetime Fitness. You can use the skills of self-assessment all your life to help in self-planning for lifetime activity and fitness. You will find a self-assessment in each chapter of this book.

Step 4: Self-Planning
When you have learned to assess your own fitness, you are ready to progress to self-planning. You use your own fitness results (a personal fitness profile) to help plan your own fitness and activity program. No two people will have identical fitness needs and no two people will have exactly the same program. The information you learn from this book and in this class will help you self-plan.
Taking Charge: Learning to Self-Assess

Testing yourself to see what you can do is referred to as a self-assessment. Many kinds of self-assessments exist. For example, you can assess your physical fitness, your health, your knowledge, and your ability in sports. The self-assessments in this book focus on physical fitness and health.

Julia and Troy are friends who want to know more about their current health-related physical fitness levels. They have taken fitness tests in school in the past, but they learned little about why they were doing the tests or how to test themselves in the future. They wanted to learn how to assess their own fitness.

Julia remembered some of the tests she took in elementary school, such as running a 50-yard dash, seeing how far she could jump, and performing something called a shuttle run. Troy had not taken a fitness test in physical education, but he had been tested for his baseball team to see how many push-ups and jumping jacks he could do.

Julia and Troy thought about doing a self-assessment that included all of the tests Julia had been given in school and all of the tests that Troy had done for his baseball team. But they were not sure how to do the tests the correct way, and they were not sure that these were the best tests. They especially wanted to learn self-assessments for health-related physical fitness.

For Discussion
Discuss a plan of self-assessment that Julia and Troy can follow to determine their current levels of health-related physical fitness. Did the tests Julia performed in elementary school assess health-related physical fitness? Did the tests Troy performed for his baseball team measure health-related physical fitness? What do you think the tests they performed really measured? Fill out the self-assessment questionnaire (provided by your teacher) for this chapter to learn more about self-assessments for health-related physical fitness. Consider the guidelines on page 16. You will get a chance to practice many fitness self-assessments as you do the activities in this book.

Step 5: Lifetime Activity
When you climb to step 5, you will have moved from the level of decision making and problem solving to the level of lifetime activity. This means you have learned why activity is important, what your fitness needs are, and how to plan for a lifetime. You will be a lifetime activity participant. This step is much like step 1 in the stairway, but now you are making your own decisions.

Step 6: Lifetime Fitness
When you reach the top level of the stairway, you will have taken responsibility for your own lifetime fitness. You will have moved from dependence on others to keep you fit. Throughout your life, you will use the skills you learned to reevaluate your fitness needs and to adjust your physical activity program as needed to maintain your fitness.

A major purpose of this book and this class is to help you to achieve lifetime fitness as a result of healthy lifestyle choices, including regular lifetime physical activity. In the chapters that follow, you will learn how to climb the stairway and reach this highest step.
Learning to Self-Assess

Before you go on a trip you use a map to make plans. The map helps you decide where you want to go. Assessing your own fitness is much like using a map. You can assess your current fitness and physical activity levels to help you learn what you need to improve and determine the direction of your future plans.

The following guidelines will be useful as you learn to do personal fitness and activity self-assessments.

1. **Try a wide variety of tests.** There are many different parts of fitness and many types of physical activity. It is important to try a variety of ways to self-assess so that you can get a total picture of your fitness and activity needs. In this class you will get the opportunity to learn various self-assessment techniques.

2. **Choose self-assessments that work best for you.** You will try all the self-assessments you learn in this book, but ultimately you will not need to use them all. You should choose at least one assessment for each type of health-related physical fitness and one assessment to determine your current activity level. After you have tried many self-assessments, you will have the opportunity to select the ones that are best for you.

3. **Practice.** When you first drive a car it is not easy, but the more you practice, the better you get. And the first time you do self-assessments you will make mistakes, but the more you practice, the better you will get. When you decide which assessments you will use on a regular basis, it is essential that you practice using them.

4. **Use self-assessments for personal improvement.** Once you have learned to use self-assessments, repeat them from time to time to monitor your progress. Avoid making assessments too often, but check yourself periodically to see how you are doing.

5. **Use health standards rather than comparisons to others.** Sometimes people are discouraged when they get test results. Often this is because they have set unrealistic standards. Rather than comparing yourself to others, it is wise to compare yourself to health standards and to your own previous performances. This type of comparison helps you stay realistic. You will learn more about health-based standards for fitness in chapter 4. *The standards used in this book are not based on comparisons of one person to another; they are based on the level of fitness needed for good health and wellness.*
Activity 2

Health- and Skill-Related Fitness Stunts

At the end of each chapter of this book, you will find an activity, such as the one that follows, which will help you apply what you learned in the chapter. Your teacher will provide you with a record sheet for each activity where you can record your results. Many of these activities can be used as part of your lifetime fitness plan.

In this activity you will try 11 different stunts. They are called stunts because they are not meant to be tests of fitness nor are they meant to be exercises that you do to get fit. The stunts are designed to help you see the differences among the various parts of fitness. It is important that you do not draw conclusions about your fitness based on your performance on these stunts. Later in the book you will learn to make many different self-assessments to determine your fitness level. Trying these stunts is a fun way to get a better understanding of the various parts of physical fitness. Remember to warm up before and cool down after doing the activity.

PART 1: Health-Related Physical Fitness Stunts

Run in Place (Cardiovascular Fitness)

1. Determine your one-minute heart rate at rest.
2. Run 120 steps in the same place for 1 minute. A step is every time a foot hits the floor.
3. Rest for 1 minute. Count your heart rate for 30 seconds. People with good cardiovascular fitness recover quickly after exercise. Is your heart rate less than 15 beats above your resting heart rate?

Two-Hand Ankle Grip (Flexibility)

1. With your heels together, bend forward and reach with your hands between your legs and behind your ankles.
2. Clasp your hands in front of your ankles.
3. Interlock your hands for the full length of your fingers. You must keep your feet still.
4. Hold the position for 5 seconds.

This activity focuses on cardiovascular fitness.

This activity focuses on flexibility.
Single-Leg Raise (Muscular Endurance)

1. Position your upper body on a table so that your feet touch the floor. Extend one leg straight out.
2. Complete several leg raises. Performing more than 8 is an indicator of muscular endurance. For this stunt, stop when you reach 25.

Arm Pinch (Body Fatness)

1. Let your right arm hang relaxed at your side. Have a partner pinch the skin and fat under the skin on the back of your arm, halfway between your elbow and shoulder.
2. Have your partner use a ruler to measure the skinfold thickness. Thicker skinfolds generally mean greater total body fatness.

90-Degree Push-Up (Strength)

1. Lie facedown on a mat or carpet with your hands under your shoulders, your fingers spread, and your legs straight. Your legs should be slightly apart and your toes should be tucked under.
2. Push up until your arms are straight. Keep your legs and back straight. Your body should form a straight line.
3. Lower your body by bending your elbows until they are each parallel to the floor (at a 90-degree angle), then push up until the arms are fully extended. Do one push-up every 3 seconds. You may want to have a partner say “up-down” every 3 seconds to help you.
4. Stronger people can do more repetitions. Once you are able to do 10 push-ups, this stunt becomes an indicator of muscular endurance.
PART 2: Skill-Related Physical Fitness Stunts

Line Jump (Agility)
1. Balance on your right foot on a line on the floor.
2. Leap onto the left foot so that it lands to the right of the line.
3. Leap across the line onto the right foot; land to the left of the line.
4. Leap onto the left foot, landing on the line.

Double Heel Click (Speed)
1. Jump into the air and click your heels together twice before you land.
2. Your feet should be at least 3 inches apart when you land.

Backward Hop (Balance)
1. With your eyes closed, hop backward on one foot for 5 hops.
2. After the last hop, hold your balance for 3 seconds.
**Knees to Feet (Power)**

1. Kneel so that your shins and knees are on a mat. Hold your arms back. Point your toes straight backward.
2. Without curling your toes under you or rocking your body backward, swing your arms upward and spring to your feet.
3. Hold your position for 3 seconds after you land.

**Double-Ball Bounce (Coordination)**

1. Hold a volleyball in each hand. Beginning at the same time with each hand, bounce both balls at the same time, at least knee high.
2. Bounce both balls three times in a row without losing control of them.

**Coin Catch (Reaction Time)**

1. Point your right elbow in front of you. Your right hand, palm up, should be by your right ear. If you are left-handed, do this activity with your left hand.
2. Place a coin as close to the end of your elbow as possible.
3. Quickly lower your elbow and grab the coin in the air with your right hand before it touches the ground.
Chapter Review

Reviewing Concepts and Vocabulary

Number your paper from 1 to 5. Next to each number, write the word (or words) that correctly completes the sentence.

1. Physical activity done for the purpose of getting fit is called __________.
2. The __________ is a series of steps to help you achieve lifetime fitness.
3. Cardiovascular fitness is one part of ____________ fitness.
4. A hypokinetic condition is a health problem caused by ____________.
5. Body fatness is a ____________.

Number your paper from 6 to 14. Next to each number, write the letter of the best answer.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. muscular endurance</td>
<td>a. movement of body using larger muscles</td>
</tr>
<tr>
<td>7. flexibility</td>
<td>b. ability to use body parts together</td>
</tr>
<tr>
<td>8. agility</td>
<td>c. ability to cover a distance quickly</td>
</tr>
<tr>
<td>9. balance</td>
<td>d. positive component of health</td>
</tr>
<tr>
<td>10. coordination</td>
<td>e. ability to use joints through a wide range of motion</td>
</tr>
<tr>
<td>11. reaction time</td>
<td>f. ability to change body position quickly</td>
</tr>
<tr>
<td>12. speed</td>
<td>g. ability to keep an upright position</td>
</tr>
<tr>
<td>13. physical activity</td>
<td>h. ability to use muscles continuously without tiring</td>
</tr>
<tr>
<td>14. wellness</td>
<td>i. amount of time to start moving</td>
</tr>
</tbody>
</table>

Number your paper from 15 to 20. Write a short answer for each statement or question that follows.

15. What is physical fitness?
16. Why is fitness important for everyone?
17. How do health-related physical fitness and skill-related physical fitness differ?
18. Explain why a sports star may not possess the same levels of fitness in all areas of physical fitness.
19. What is the difference between power and strength?
20. Explain how the definition of health has changed over time.

Thinking Critically

Write a paragraph to answer the following question.

A friend of yours tells you she sees no reason to develop a plan for lifetime physical activity because she gets plenty of activity in school. She is on the basketball team and the track team. She also has physical education class five times a week. What would you tell her? Explain your answer.