

Touring *Fitness for Life*

Do you want to be healthy and fit? Do you want to look your best and feel good?

Fitness for Life is based on the proven HELP philosophy: **H**ealth for **E**veryone for a **L**ifetime in a very **P**ersonal way.

H = Health

E = Everyone

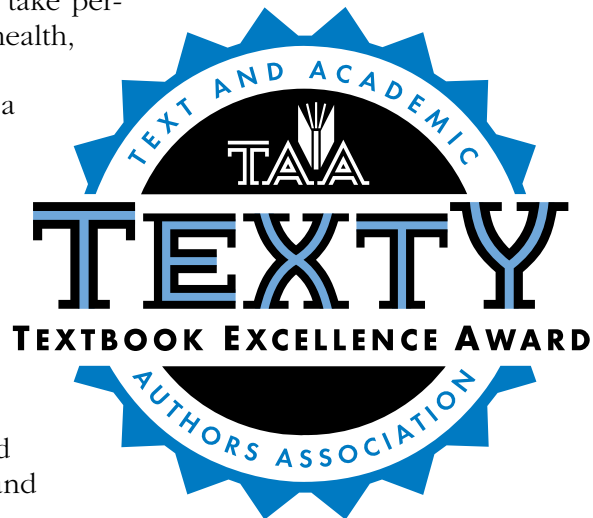
L = Lifetime

P = Personal

The HELP philosophy allows you to take personal control of your future fitness, health, and wellness.

Fitness for Life helps you become a physically literate person so that you can

- understand and apply important concepts and principles of fitness, health, and wellness;
- understand and use self-management skills that promote healthy lifestyles for a lifetime;
- be an informed consumer and critical user of fitness, health, and wellness information; and
- adopt healthy lifestyles now and later in life.

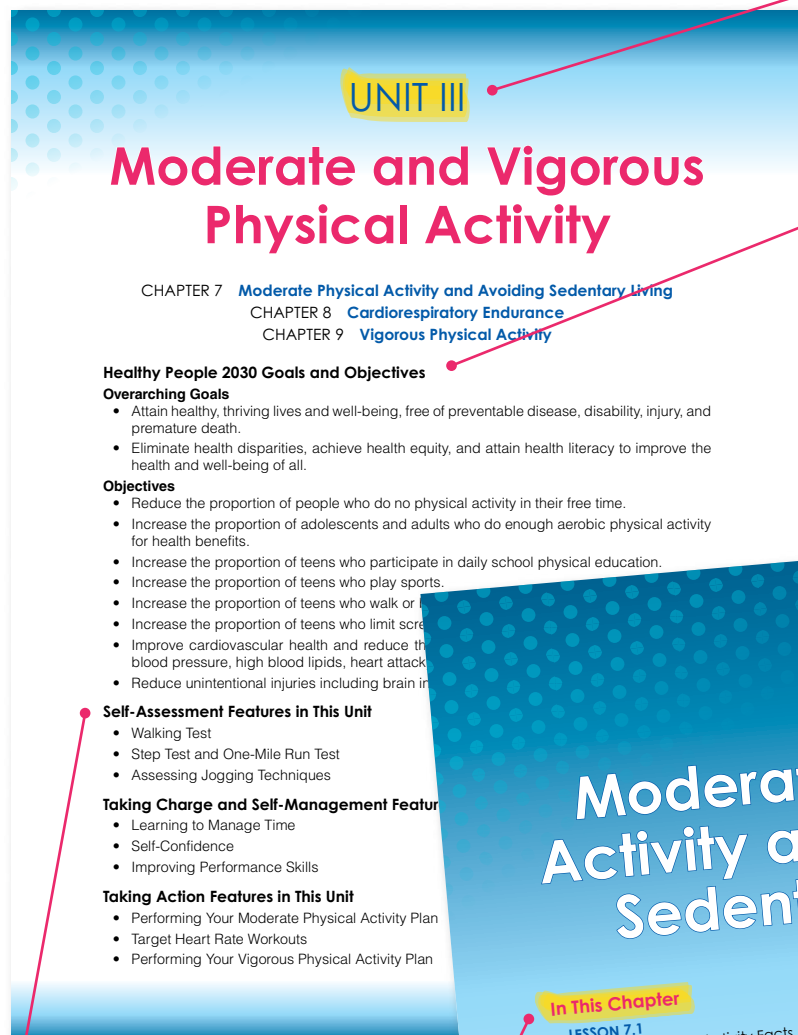


Fitness for Life is the winner of the Texty Award for textbook excellence.



Fitness for Life will help you meet your fitness and physical activity goals. Take this guided tour to learn about all of the features of this textbook.

Two lessons are included in each chapter to help you learn key concepts relating to fitness, health, and wellness.



Unit Opener:

Provides a brief overview of the content in each unit.

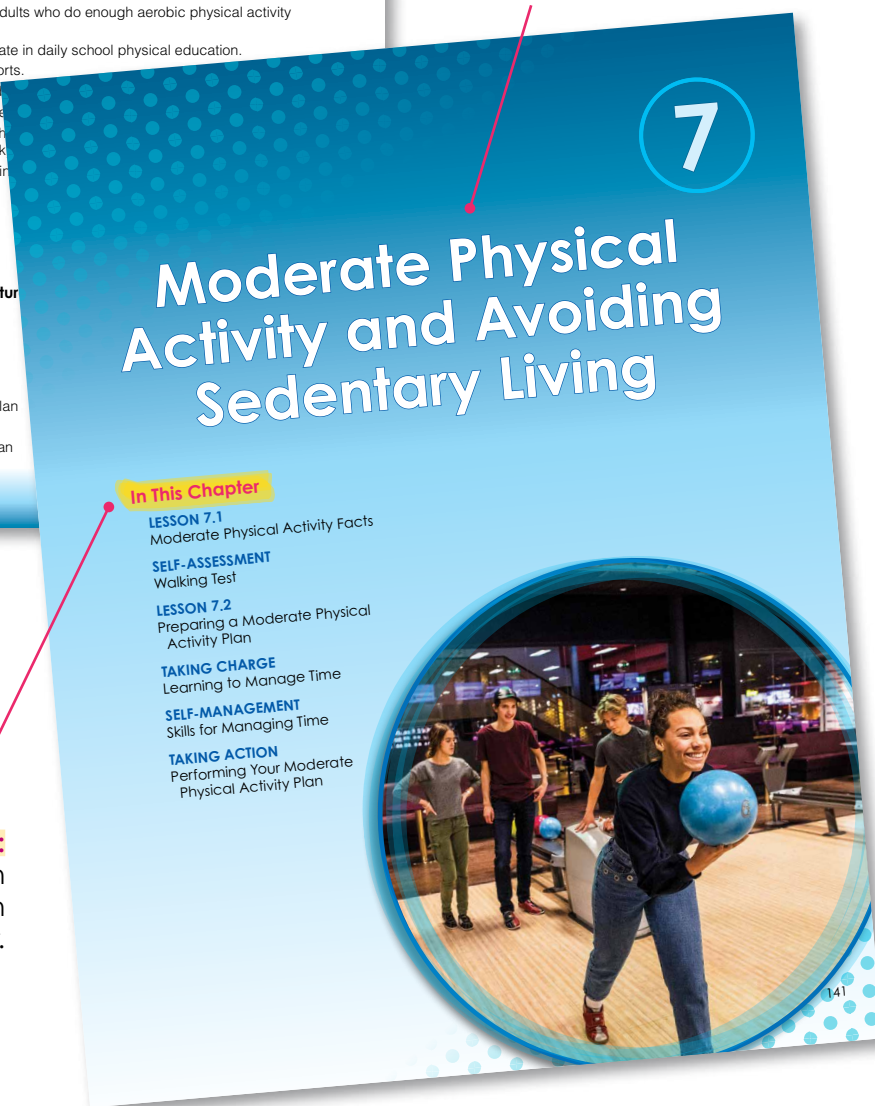
Healthy People 2030 Goals and Objectives:

Lists national health goals and objectives covered in each unit.

Chapter Opener: Provides a brief overview of the content of the chapter.

Features: Lists the Self-Assessment, Taking Charge and Self-Management, and Taking Action features in each unit.

In This Chapter: Lists the main elements of each chapter.



In This Chapter

LESSON 7.1
Moderate Physical Activity Facts

SELF-ASSESSMENT
Walking Test

LESSON 7.2
Preparing a Moderate Physical Activity Plan

TAKING CHARGE
Learning to Manage Time

SELF-MANAGEMENT
Skills for Managing Time

TAKING ACTION
Performing Your Moderate Physical Activity Plan

LESSON 1.1

Lifelong Fitness, Health, and Wellness

Lesson Objectives:

Describes what you will learn in each lesson.

Lesson Objectives

After reading this lesson, you should be able to

1. define *health* and *wellness* and describe how they are interrelated;
2. define *physical fitness* and describe the six parts of health-related fitness and the five parts of skill-related fitness;
3. define *functional fitness* and explain why it is important; and
4. describe the warm-up, the workout, and the cool-down and explain why each is important.

Lesson Vocabulary:

Lists key terms in each lesson, which are defined in the glossary and on the student website.

Lesson Vocabulary

agility
balance
body composition
body fat level
calisthenics
cardiorespiratory endurance
cool-down
coordination
dynamic warm-up
flexibility
functional fitness
general warm-up
health
health-related physical fitness
hypokinetic condition
muscular endurance
physical fitness
power
quality of life
reaction time
skill-related physical fitness
skill warm-up
speed
state of being
strength
stretching warm-up
warm-up
wellness
workout

Web Icon:

Reminds you that additional information is available on the web resource for each lesson.

If you were granted one wish, what would it be? Some people might wish for material things, such as money, a new car, or a new house. But after some consideration, most people would wish for good health for themselves and their families. With health, fitness, and wellness, you can enjoy life to its fullest. Without them, no amount of money will allow you to do everything you would like to do. More than 90 percent of all people, including teens, agree that good health is important because it helps you feel good, look good, and enjoy life with the people you care about most.

As you read this book, you'll learn more about good lifestyle choices that can help you be fit, healthy, and well. You'll learn how to prepare a healthy personal lifestyle plan and how to use self-management skills to stick with your plan. The goal of this book is to help you become an informed consumer who makes effective decisions about your lifelong fitness, health, and wellness.

Before you can start developing a plan, you need some basic information. In this lesson, you'll learn definitions for some key words used throughout this course. You'll better understand the meaning of the words *fitness*, *health*, and *wellness*, and you'll learn about each of their components.

I look good health for granted until my dad had a heart attack. Then health became very important to me.

Jamie Abernathy

Teen Quotes:

Statements from teens about fitness, physical activity, and healthy lifestyles.



IN ACTION: The Warm-Up

Experts have studied the warm-up for nearly 100 years, and over that time, ideas about what constitutes a good warm-up have changed. For many years a stretching warm-up was the preferred method of getting ready for a

workout, but the current evidence suggests that the type of warm-up you use depends on the type of activity you plan to perform (see tables 1.1 and 1.2).

STUDENT ACTIVITY

List the three activities that you most commonly do as part of your workout, then use the information in this section to choose the best type of warm-up for each activity.

The cool-down usually consists of slow to moderate activity, such as walking or slow jogging, to allow the muscles to gradually recover and heart rate and blood pressure to return to normal. This also helps prevent dizziness and fainting. If you suddenly stop running, for example, the blood can pool in your legs, leaving your heart with less blood to pump to your brain. But if you continue moving after a hard run, your muscles will squeeze the veins of your legs, helping the blood continue to circulate. The following list provides some more cool-down guidelines.

- Do not sit or lie down immediately after vigorous activity.
- Gradually reduce the intensity of activity during the cool-down (for example, if you were running, slow to a jog, then a walk, and then consider gentle stretching).
- Walk or do other moderate total body movements.
- You may choose to do some of the stretching exercises presented in chapter 12, Flexibility, after your general cool-down while your muscles are still warm.

Lesson Review:

Helps you review and remember the information you learned in the lesson.

LESSON REVIEW

1. How are health and wellness defined, and how are the two interrelated?
2. How do you define physical fitness, the six parts of health-related fitness, and the five parts of skill-related fitness?
3. How do you define functional fitness, and why is it important?
4. What are the warm-up, the workout, and the cool-down, and why each is important?

Science in Action:

Helps you understand how new information is generated using the scientific method.

Fitness Quotes:

Provide quotes from famous people about fitness, health, and wellness.

Academic Connection:

Relates concepts from other academic subject areas to fitness, health, and wellness.

LESSON 3.1 Fitness for Life

SCIENCE IN ACTION: Optimal Challenge

Scientists in many fields have collaborated to find ways to help people stay active, eat well, and stick with other healthy lifestyle behaviors. They have discovered that in order to be successful, you must set goals that provide optimal challenge. If a challenge is too easy, there's no need to try hard—it's not really a challenge. On the other hand, if a goal is too hard, we fail, which may lead us to give up because our effort seems hopeless (see figure 3.2).

An optimal challenge requires reasonable effort. Meeting an optimal challenge allows us to experience success and makes us want to try again. In fact, optimal challenge is one reason that video games are so popular. They challenge you by making the task more difficult as you improve, which makes you want to play again and again. You can use optimal challenge when setting your own goals to help you succeed.

STUDENT ACTIVITY

Imagine that you want to help a friend learn a skill—for example, hitting a tennis ball. How could you use optimal challenge to help your friend learn the skill?



Figure 3.2 Some challenges can lead to boredom or failure, but optimal challenges can lead to success.

If you want to live a happy life, tie it to a goal, not to people or things.

Albert Einstein,
Nobel Prize-winning physicist

appropriate long-term goals because it may take you a fair amount of work and time to reach them.

The Taking Charge and Self-Management features in this chapter focus on setting goals for nutrition and fitness. Elsewhere in the book, you'll get the chance to set long-term goals for making healthy lifestyle changes (product goals). You'll also get the chance to set short-term goals (process goals) that help you move toward achieving your long-term goals.

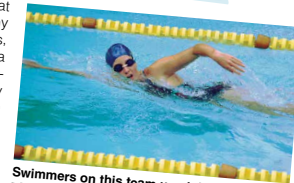
LESSON 3.1 Fitness for Life

ACADEMIC CONNECTION: Mnemonics and Acronyms

A **mnemonic** (pronounced ni-mon'-ik) is a tool that helps you remember something. There are many types of mnemonics. Examples include rhymes, songs, and patterns of letters. For example, a rhyme is commonly used as a mnemonic to remember how many days there are in each month ("Thirty days hath September, April, June, and November") and the alphabet song is a mnemonic that helps children learn their ABCs. An **acronym** is a type of mnemonic that uses the first letter of several words to form a new word. Two examples used in this book are SMART and FIT. SMART helps you remember the characteristics of goal setting and activity is already established).

STUDENT ACTIVITY

Create a mnemonic or an acronym related to your study in *Fitness for Life*. Briefly describe the mnemonic or acronym and explain how it might be useful.



Swimmers on this team used the acronym **TEAM** (Together Everyone Achieves More) to help them achieve their goals.

new goal of continuing to work for five hours a week for the next eight weeks. Over the next eight weeks, Anna met her goal and was able to save \$240. At this point she had saved \$340 and felt confident about setting a long-term goal of saving \$100 per month over the next nine months if she sticks to her schedule. If Anna meets her long-term goal, she will have saved at least \$1,240 for the year (\$340 + \$900), more than half of what she needs for college. Now let's see whether this would be a SMART long-term goal for Anna.

Specific. Saving \$100 a month for nine months is a very specific long-term goal.

Measurable. The goal of saving \$100 a month is measurable. Anna can count her money every month to see how close she is to reaching the long-term goal.

Attainable. Anna set short-term goals and met them twice, so the long-term goal is likely to be attained.

Realistic. For someone else, the goal of \$100 a month might not be realistic, but for Anna it is not unreasonable. She has saved at least \$100 a month for three months, and if she continues to save at that rate she will meet the long-term goal as scheduled.

Timely. The goal of saving \$100 a month for nine months (\$900 total) has a specific and workable time line, fits her schedule, and over two years will provide the funds that she will need for college.

Product and Process Goals

Process goals involve performing a behavior, such as working a certain number of hours to earn money. *Process* refers to what you do rather than to the product resulting from what you do. Examples of process goals for fitness, health, and wellness include exercising for 60 minutes every day (figure 3.1a). Process goals make good short-term goals because you can easily monitor your progress. In contrast, product goals do not make especially good short-term goals, because they typically take a while to achieve and can be discouraging, especially for a person who is just beginning to change. For example, if you chose a product goal of being able to perform 25 push-ups, it might (depending on your current fitness level) take you so long to meet the goal that you would give up. But a short-term process goal—such as performing 5 to 10 push-ups each day for two weeks—would be possible for you

EXERCISE CHART 3: Elastic Band Exercises

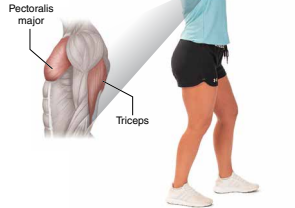
Choose an exercise band that offers enough resistance so that you are fatigued after the last repetition in the last set. Band length should be adjusted to allow the exercise to be performed as described. Check your bands regularly for wear and tear. If a band breaks while you are exercising it can cause injury.

Arm Press

This exercise is best performed with a tube-type band with handles. The band length should be adjusted to allow the exercise to be performed as described.

1. Anchor the band at shoulder height or higher using a secure hook (avoid hooks that may damage the band). Stand close to the anchor so that the band is not tight.
2. Face away from the anchor. Hold a handle in each hand, palm facing down. With your hands and grips in front of your shoulders, walk forward until the band is tight. Stand with one foot about two feet in front of the other.
3. Press straight forward with your hands and arms until your arms are extended. Return slowly to the starting position.

Caution: Keep the core muscles tight and limit movement to your arms.



This exercise uses the muscles at the top of your shoulders, between your shoulder blades, and on the back of your arms.

Biceps Curl

This exercise is best performed with a tube-type band with handles.

1. Stand with both feet on the band with feet shoulder-width apart. Grab the handles with the arms extended and the palms facing up.
2. Flex the elbow until the handles are at shoulder level. Lower to the starting position.
3. You can also perform this exercise with your palms down.

Caution: Do not move other joints, especially in your back.



Exercise Chart:

Provides instructions and pictures to teach you correct technique for exercises.

LESSON 7.1

Fitness for Life

SELF-ASSESSMENT: Walking Test

Many of the self-assessments you perform in this course require very intense physical activity. If you're active and fit, the mile run or PACER may be the best way to estimate your cardiorespiratory endurance, but the walking test is especially good for beginners, those who haven't done a lot of recent activity, or those who are regular walkers but do not regularly get more vigorous activity. The walking test is also good for older people and for those who cannot do running tests due to joint or muscle problems. As directed by your teacher, record your scores and fitness ratings for the walking test. You can then use the information in preparing your personal physical activity plan. If you're working with a partner, remember that self-assessment information is confidential and shouldn't be shared without the permission of the person being tested.

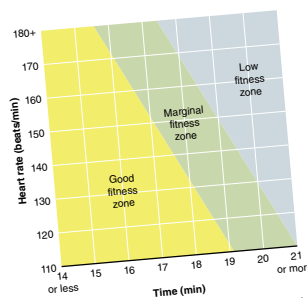
1. Walk a mile at a fast pace (as fast as you can go while keeping approximately the same pace for the entire walk).
2. Immediately after the walk, count your heartbeats for 15 seconds. (For information about counting heart rate, see chapter 8.) Multiply the result by four to calculate your one-minute heart rate.
3. Use the appropriate chart to determine your walking rating.



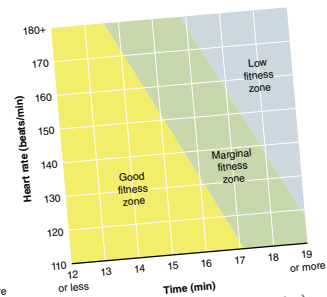
The walking test is a good assessment for beginners or people who don't do a lot of vigorous activity.

Self-Assessment:

Helps you learn more about your fitness and behaviors that affect your health and wellness and helps you prepare a personal plan for improvement.



Rating chart for the walking test (for females). Adapted from the One Mile Walk Test with permission of author James M. Rippe, M.D.



Rating chart for the walking test (for males). Adapted from the One Mile Walk Test with permission of author James M. Rippe, M.D.

Taking Charge and Self-Management:

Provide guidelines for learning self-management skills that help you adopt healthy behaviors.

For Discussion:

Helps you take charge by making good decisions.

LESSON 3.2 Fitness for Life

TAKING CHARGE: Setting Goals

You probably know people who are sedentary or who eat a lot of unhealthy food. They may have tried to make lifestyle changes but been ineffective because they failed to set good goals. This feature highlights SMART goals for nutrition.

Ms. Booker, a physical education teacher, noticed that Kevin seemed a bit listless in class. She stopped by his desk and asked, "Are you all right, Kevin? You seem a bit tired."

Kevin said, "I'm okay. I was in a hurry this morning so I missed breakfast."

Later, as she passed through the cafeteria, Ms. Booker couldn't help noticing

that Kevin was eating food from a vending machine for lunch. They were sitting by themselves at an isolated table.

Ms. Booker walked over, sat down, and asked, "Are you feeling better now?"

Kevin replied, "Yes, but I know I need to eat better."

Ms. Booker said, "Maybe you need to make a plan to eat better. Do you remember the SMART formula we

learned in class? Maybe you could use the formula to set some goals." Kevin agreed that this was a good idea.

FOR DISCUSSION

How could Kevin use the SMART formula to set good nutrition goals? What might be some good long-term goals for them? What might be some good short-term goals? What kinds of advice do you think Ms. Booker gave Kevin about goal setting? What advice would you have for Kevin? Consider the guidelines in the following Self-Management feature as you answer these discussion questions.

SELF-MANAGEMENT: Skills for Setting Goals

Now that you know more about different types of goal setting, you can begin developing some goals of your own. Use the following guidelines to help you as you identify and develop your personal goals.

- **Know your reasons for setting your goals.** People who set goals for reasons other than their own personal improvement often fail. Ask yourself, *Why is this goal important to me?* Make sure you're setting goals based on your own needs and interests.
- **Choose a few goals at a time.** As you work your way through this book, you'll establish goals for fitness, physical activity, food choices, weight management, stress management, and other healthy lifestyle behaviors. But rather than focusing on all of them at once, you'll choose a few goals at a time. Trying to do too much often leads to failure.
- **Use the SMART formula.** The SMART formula helps you to set goals that are

specific, measurable, attainable, realistic, and timely.

- **Set long-term and short-term goals.** The SMART formula helps you establish both long-term and short-term goals. When setting short-term goals, focus on process goals—that is, focus on making good lifestyle changes, not on results.
- **Put your goals in writing.** Writing down a goal represents a personal commitment and increases your chances of success. You'll get the opportunity to write down your goals as you do the activities in this book.
- **Self-assess and keep logs.** Doing self-assessments helps you set your goals and determine whether you've met them. Focus on improvement by working toward goals that are slightly beyond your current results.
- **Reward yourself.** Achieving a personal goal is rewarding. Allow yourself to feel

68

Taking Action:

Lets you try out activities that can help you become fit and active for a lifetime.

be afraid to revise it. It's better to revise your goal than to quit.

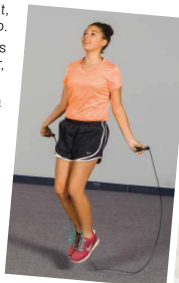
- **Consider maintenance goals.** Improvement is not always necessary. Once you reach the highest level of change, setting

continue to improve in fitness forever, and following a regular workout schedule to maintain good fitness is a reasonable goal. Likewise, once you achieve the goal of eating well, maintaining your healthy eating pattern is a worthwhile goal.

Taking Action: Exercise Circuits

An exercise circuit consists of several stations, each of which features a different exercise. Typically, you move from one station to the next without resting. They also have the advantage of not requiring a lot of equipment, though you might enjoy bringing some music to listen to while working out. Exercise circuits are popular because the variety of exercises helps make the workout interesting. Circuits can be designed to focus on either health-related or skill-related fitness components, and they can be performed in a variety of places—indoors or outdoors, at home or elsewhere. **Take action** to create an exercise circuit using the following tips:

- Before starting the circuit, perform a dynamic warm-up.
- Plan stations that address all parts of your body: lower, middle, and upper.
- Avoid having two stations in a row that challenge the same body part.
- Pace yourself so that you can move continuously through the stations without stopping.
- Use correct technique at each station; if your technique fails due to fatigue, take a break.
- After doing the circuit, perform a cool-down.



Exercise circuits use a variety of exercises at several stations.

Chapter Review:

Helps you reinforce what you've learned in the chapter's two lessons.

Thinking Critically:

Requires the use of critical-thinking skills to apply chapter information.

Project: Provides an enrichment activity for use outside the classroom.

CHAPTER REVIEW

Reviewing Concepts and Vocabulary

Answer items 1 through 5 by completing each sentence with a word or phrase.

1. Illness is the negative component of health. The positive component of health is called _____.
2. A hypokinetic condition is a health problem caused by _____.
3. The component of fitness that refers to the ability to move joints through a wide range of motion without injury is called _____.
4. The _____ is a series of steps that can help you make good decisions and solve problems.
5. The science that uses principles of physics to understand the motion of the human body is called _____.

For items 6 through 10, match each term in column 1 with the appropriate phrase in column 2.

- | | |
|-----------------------|---|
| 6. muscular endurance | a. movement of the body using larger muscles |
| 7. agility | b. component requiring both strength and speed |
| 8. pedagogy | c. ability to change body position quickly |
| 9. physical activity | d. art and science of teaching |
| 10. power | e. ability to use muscles continuously without tiring |

For items 11 through 15, respond to each statement or question.

11. What is physical fitness?
12. How do health-related physical fitness and skill-related physical fitness differ?
13. What are the characteristics of physical literacy?
14. What are some important factors to consider when choosing a warm-up before your workout?
15. What are some guidelines for effective communication?

Thinking Critically

Write a paragraph to answer the following question.

You are asked to make an important decision about your fitness, health, or wellness. How would you use the scientific method to make that decision?

Project

Interview several healthy older adults about their fitness, health, and wellness, then present the information to a group such as your class or family members. Ask questions such as these: How would you rate your health? How would you rate your wellness? How would you rate your health-related physical fitness? (Ask the person to use ratings such as good fitness, marginal fitness, and poor fitness.) How do you think teens rate their fitness, health, and wellness compared to people your age?

In addition to all the textbook features, the *Fitness for Life* program includes several other components:

- **Student Web Resource:** You have access to a variety of resources in the *Fitness for Life, Seventh Edition, Web Resource*. These resources will aid your understanding of the textbook content and include video clips that demonstrate how to do the self-assessment exercises in each chapter

and the exercises in chapters 10, 11, and 12, chapter reviews, and vocabulary terms with English and Spanish definitions and audio pronunciations.

- **Teacher Resources:** Your teacher has access to lessons and activities that you can do to better learn and understand the information in this textbook.

Now read on, and enjoy *Fitness for Life*!