

# **Personal Fitness**

## **Teacher's Guide**

**Course No. 1501300**

**Bureau of Instructional Support and Community Services  
Florida Department of Education**

**2002**

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# Personal Fitness

Course No. 1501300

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Exceptional Student Education

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## Foreword

*Parallel Alternative Strategies for Students (PASS)* books are content-centered packages of supplemental readings, activities, and methods that have been adapted for students who have disabilities and other students with diverse learning needs. *PASS* materials are used by regular education teachers and exceptional education teachers to help these students succeed in regular education content courses. They have also been used effectively in alternative settings such as juvenile justice educational programs and second chance schools, and in dropout prevention and other special programs that include students with diverse learning needs.

The content in *PASS* differs from standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; concise directions; less cluttered format; and presentation of skills in small, sequential steps.

*PASS* materials are not intended to provide a comprehensive presentation of any course. They are designed to *supplement* state-adopted textbooks and other instructional materials. *PASS* may be used in a variety of ways to augment the curriculum for students with disabilities and other students with diverse learning needs who require additional support or accommodations in textbooks and curriculum. Some ways to incorporate this text into the existing program are as

- a resource to supplement the basic text
- a pre-teaching tool (advance organizer)
- a post-teaching tool (review)
- an alternative homework assignment
- an alternative to a book report
- extra credit work
- make-up work
- an outside assignment
- part of an individual contract
- self-help modules
- an independent activity for drill and practice
- general resource material for small or large groups
- an assessment of student learning

The initial work on *PASS* materials was done in Florida through Project IMPRESS, an Education of the Handicapped Act (EHA), Part B, project funded to Leon County Schools from 1981–1984. Four sets of modified

content materials called *Parallel Alternate Curriculum (PAC)* were disseminated as parts two through five of *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Volume V-F: An Interactive Model Program for Exceptional Secondary Students*. Project IMPRESS patterned the PACs after curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona, Public Schools.

A series of 19 *PASS* volumes was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA, Part B, Special Project, Improvement of Secondary Curriculum for Exceptional Students (later called the Curriculum Improvement Project). This project was funded by the Florida Department of Education, Bureau of Education for Exceptional Students, to Leon County Schools during the 1984 through 1988 school years. Regular education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review, and validate the curriculum packages developed for the selected courses.

Beginning in 1989 the Curriculum Improvement Project contracted with Evaluation Systems Design, Inc., to design a revision process for the 19 *PASS* volumes. First, a statewide survey was disseminated to teachers and administrators in the 67 school districts to assess the use of and satisfaction with the *PASS* volumes. Teams of experts in instructional design and teachers in the content area and in exceptional education then carefully reviewed and revised each *PASS* volume according to the instructional design principles recommended in the recent research literature. Subsequent revisions have been made to bring the *PASS* materials into alignment with the Sunshine State Standards.

The *PASS* volumes provide some of the text accommodations necessary for students with diverse learning needs to have successful classroom experiences and to achieve mastery of the Sunshine State Standards. To increase student learning, these materials may be used in conjunction with additional resources that offer visual and auditory stimuli, including computer software, videotapes, audiotapes, and laser videodiscs.

## User's Guide

The *Personal Fitness PASS* and accompanying *Teacher's Guide* are supplementary resources for teachers who are teaching personal fitness to secondary students with disabilities and other students with diverse learning needs. The content of the *Personal Fitness PASS* book is based on the *Florida Curriculum Frameworks* and correlates to the Sunshine State Standards.

The Sunshine State Standards are made up of *strands, standards, and benchmarks*. A *strand* is the most general type of information and represents a category of knowledge. A *standard* is a description of general expectations regarding knowledge and skill development. A *benchmark* is the most specific level of information and is a statement of expectations about student knowledge and skills. Sunshine State Standards correlation information for *Personal Fitness*, course number 1501300, is given in a matrix in Appendix D.

The *Personal Fitness PASS* is divided into seven units of study that correspond to the personal fitness strands. The student book focuses on readings and activities that help students meet benchmark requirements as identified in the course description. It is suggested that expectations for student performance be shared with the students before instruction begins.

Each unit in the *Teacher's Guide* includes the following components:

- **Unit Focus:** Each unit begins with this general description of the unit's content and describes the unit's focus. This general description also appears in the student book. The Unit Focus may be used with various advance organizers (e.g., surveying routines, previewing routines, paraphrasing objectives, posing questions to answer, developing graphic organizers such as in Appendix A, sequencing reviews) to encourage and support learner commitment.
- **Suggestions for Enrichment:** Each unit contains activities that may be used to encourage, to interest, and to motivate students by relating concepts to real-world experiences and prior knowledge.

- **Unit Assessments:** Each unit contains an assessment with which to measure student performance.
- **Keys:** Each unit contains an answer key for each practice in the student book and for the unit assessments in the *Teacher's Guide*.

The appendices contain the following components:

- **Appendix A** describes instructional strategies adapted from the Florida Curriculum Frameworks for meeting the needs of students with disabilities and other students with diverse learning needs.
- **Appendix B** lists teaching suggestions for helping students achieve mastery of the Sunshine State Standards and Benchmarks.
- **Appendix C** contains suggestions for specific strategies to facilitate inclusion of students with disabilities and other students with diverse learning needs. These strategies may be tailored to meet the individual needs of students.
- **Appendix D** contains a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements for *Personal Fitness*. These course requirements describe the knowledge and skills the students will have once the course has been successfully completed. The chart may be used in a plan book to record dates as the benchmarks are addressed.
- **Appendix E** lists suggested films, videotapes, and laser videodiscs for *Personal Fitness*.
- **Appendix F** lists sources for ordering materials for *Personal Fitness*.
- **Appendix G** lists help agencies and Web sites for information for *Personal Fitness*.
- **Appendix H** lists reference materials and software used to produce *Personal Fitness*.

*Personal Fitness* is designed to correlate classroom practices with the Florida Curriculum Frameworks. No one text can adequately meet all the needs of all students—this *PASS* is no exception. *PASS* is designed for use with other instructional materials and strategies to aid comprehension, provide reinforcement, and assist students in attaining the subject area benchmarks and standards.

## **To the Teacher: Personal Fitness for Students with Special Needs**

It is recommended that all students follow the Personal Fitness curriculum to the best of their ability. However, there are times when special considerations and adaptations are necessary for the student to experience maximum benefits. A student with special needs is one who would have a greater amount of success by using some type of program adaptation.

A special needs student may have one or more of the following disabilities:

- autism
- mentally handicapped
- physically handicapped
- learning disabilities
- visually impaired
- emotionally handicapped
- hearing impaired
- speech/language impaired
- other health impairments

The remainder of this section will address program accommodations and modifications which may help the Personal Fitness instructor in assisting special needs students.

### **Activity Accommodations and Modifications**

The following are special considerations and adaptations of personal fitness activities that will help to ensure maximum benefits to the student with special needs. Keep in mind that all students should be allowed to learn in the least restrictive environment; however, the activities for students with special needs do not always have to coincide exactly with

the regular physical fitness program. The first thing a teacher should do is determine what type of adaptation is needed. The adaptation is usually related to the effects of the disability. For example:

1. Place students with attention problems closer to the teacher.
2. Offer highly refined skills for students with mental handicaps.
3. Use auditory activities and larger print for students with visual impairments.
4. Modify rules so that they are easier to understand and execute for students with special needs.
5. Allow more practice time so that more motor learning can take place for students with special needs.

### **Equipment Accommodations and Modifications**

The following are ways in which equipment and learning materials can be adapted to increase success in learning for the student with special needs. The adaptations made to any equipment or learning material should be kept to a minimum to help keep the student as close to general education as possible. Remember to be creative and evaluate your students' needs correctly. Some examples of adaptations are as follows:

1. Use a Velcro glove or grip for activities that require the use of the hands for students with weaknesses in fine motor control.
2. Use visual aides in activities for students with hearing impairments.
3. Lower a bar or a target for students using a wheelchair.
4. Use different sizes of equipment to meet the needs of students with special needs.
5. Slow down the tempo of the music when teaching dance or aerobics for students with physical or mental impairments.
6. Use lower and wider pieces of equipment when working on balance skills for students with special needs.
7. Use a ball or target that involves sound for students with visual impairments.

These are just a few examples of adaptations that can be made and do not require a lot of time or money. However, there are also catalogs that have adaptive equipment included or catalogs that are specific to students with special needs. If your county has an Adaptive Physical Education Resource Teacher, please contact him or her to assist you in planning for your students with special needs.



## Unit 1: Introduction to Personal Fitness (Physical Fitness)

This unit describes physical fitness and what is required to obtain a physically fit body. Students will learn the components and benefits of physical fitness.

### Unit Focus

- benefits from achieving physical fitness
- need for physical fitness in today's world
- components of physical fitness
- basic training principles of physical fitness
- exercise safety guidelines
- effects of weather on training
- stress management
- personal fitness evaluation

### Correlation to Sunshine State Standards

#### A. Physical Education Literacy

PE.A.2.4.1	PE.A.3.4.2	PE.A.3.4.4
PE.A.2.4.2	PE.A.3.4.3	PE.A.3.4.6
PE.A.3.4.1		

#### B. Responsible Physical Activity Behaviors

PE.B.1.4.3	PE.B.1.4.6
PE.B.1.4.4	PE.B.2.4.1

#### C. Advocate and Promote Physically Active Lifestyles

PE.C.1.4.1	PE.C.1.4.3	PE.C.2.4.3
PE.C.1.4.2	PE.C.2.4.1	





## Overview

*Physical fitness* helps you look and feel better, and it helps you function at a high level in your daily living. There are numerous physical and mental benefits from being physically fit. However, Americans today are generally unfit and overweight, increasing their risk for many diseases.



Cardiovascular fitness, *muscular endurance* and strength, *flexibility*, and *body composition* are all *health-related fitness components*.

Cardiovascular fitness is the most essential component for life!

*Skill-related fitness components* of physical fitness are necessary in sports and recreational activities. They include *agility, balance, coordination, power, reaction time, and speed*.

To improve your fitness, you must periodically alter your exercise routine. The training principles used to reach fitness goals are *overload, progression, and specificity*. To overload, or improve your physical fitness level, you must apply the *F.I.T.T.* formula and increase the amount of activity or exercise. F.I.T.T. stands for *Frequency* (how often to exercise), *Intensity*, (how hard to exercise), *Type* (what kind of exercise), and *Time* (how long to exercise). The progression principle refers to doing a series of overloads by controlling the rate at which you change the F.I.T.T. formula. Specificity is the overloading of specific muscles.

Heat-related illnesses can occur when a person becomes extremely overheated and dehydrated, or loses a great amount of bodily fluids. *Heat cramps, heat exhaustion, and heat stroke* are serious heat-related illnesses that can occur when the body becomes too dehydrated. If life-threatening heat stroke occurs, emergency medical help should be called immediately.

*Stress* is the response of the body to any demands made upon it. Stress is a natural part of life. Our bodies respond the same to both good (eustress) and bad (distress) stress. Learning to recognize our individual sources of stress and using positive coping strategies will reduce our overall stress.

Safety measures should be taken upon starting an exercise program. Among these are a medical checkup, appropriate attire, exercising at your own fitness level, and warming up and cooling down.

Additional precautions must be taken when exercising in high heat and humidity. To prevent heat-related illnesses, it is important to drink plenty of water, avoid wearing rubberized suits, avoid alcohol and caffeine, and get used to the climate gradually.



## Suggestions for Enrichment

### Student Book Activity Extensions

1. **Fitness Image Activity.** After students have listed characteristics and habits a healthy and fit person possesses on the *Fitness Image Activity* in student book on page 16, choose volunteers to write their list on the board. Have students verbally defend their answers. Then have students work in large groups to analyze how the media influences our ideas about health and fitness. Use television and magazine advertisements as examples. Have students include discussion on differences of body types.
2. **Pre-Exercise Health History Form.** Have students take home the *Pre-Exercise Health History Form* in the student book on pages 23-24 to complete with help from their parents. As a class, go through each question on the form. Hold a class discussion on how individual lifestyles directly affect our health now, as well as in our later years. Have students list reasons for practicing good health habits. Explain how heredity influences their own personal health.
3. **Progressive Relaxation.** Using exercise mats from the physical education department, have students take off their shoes, lie down on their backs, and get comfortable. With the lights off or dimmed, read the *Progressive Relaxation Activities* in the student book on pages 36-37 very slowly with a soft voice. Repeat each exercise two to three times. Optional: Play relaxing music in the background.
4. **Lifestyle Appraisal.** After students have answered and scored themselves on the *Lifestyle Appraisal* in the student book on pages 43-47, place them in small groups. Assign each group one or two topics from the self-test. Have students converse about the relevance of each statement in regard to good health. Have them report to the class, supporting their findings.

### Unit Extensions

5. Discuss and involve students in The President's Challenge—Physical Activity and Fitness Awards Program. The Physical Fitness Program recognizes students' physical fitness levels in five events: curl-ups or partial curl-ups; shuttle run; endurance run/walk; pull-ups, right angle push-ups, or flex-arm hang; and V-sit reach or sit and reach. The Health Fitness Award (HFA) recognizes students



who achieve ratings in the healthy fitness zone in five events: partial curl-ups; endurance run/walk; right angle push-ups, or pull-ups; V-sit reach or sit and reach; and body mass index (BMI). The Presidential Active Lifestyle Award (PALA) recognizes students and adults who participate regularly in physical activity. Each program has specific requirements. Write or call for more information.

The President's Challenge  
400 E. 7th Street  
Bloomington, IN 47405-3085  
1-800-258-8146  
preschal@indiana.edu  
www.indiana.edu/~preschall

Units 2, 3, 4, and 5 explore some of the health levels, fitness levels, and activities covered in these events. However, the execution of the activities and the qualifying standards will differ from the requirements for The President's Challenge.

6. Invite a certified personal trainer from a local health or athletic training center to come to speak to the class on fitness counseling. Have students develop a list of five questions for the speaker, addressing health issues for athletes, older Americans, children, unfit and overweight individuals, persons with disabilities, beginners, etc.
7. Have students list three positive effects of exercise on mental health.
8. Have students work in pairs to discuss how they handle stress in positive, healthy ways in their everyday lives. As a class, discuss and list the positive, healthy stress relievers others have found to be effective.

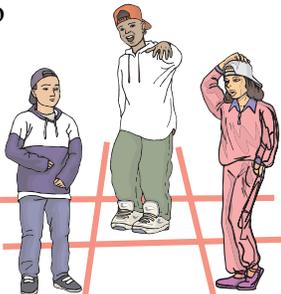
Lead a class discussion about stress, stressors, and the body's reaction to stress-producing situations. Brainstorm with the class on common stressors in the lives of teens. Discuss signs that indicate another person is stressed. Discuss ways to deal with people who are experiencing maximum stress. Allow students to work in pairs to list situations that have produced stress for them in recent weeks.

9. Ask students to work in small groups to design a poster that promotes physical activity as a stress reliever.



10. Have students make a collage illustrating various healthy lifestyle choices.
11. Ask students to make an “infomercial” about one or several healthy lifestyle choices. Put the “infomercial” on videotape and share with other students or schools.
12. Have students create and implement a survey of exercise habits of students in their class. Ask students to graph the results.
13. Have students produce a video that demonstrates how health risk factors can be reduced by regular exercise.
14. Have students write five positive qualities about themselves.
15. Discuss the broad categories of influence on physical health such as diet, exercise, rest, medical care, etc., and how and why each one influences physical health. Have groups brainstorm and list on a chart components of good physical health for each major category. Using that information, have the class develop a definition of physical health. With that definition in mind, ask students to choose a picture from a magazine of a person who represents good physical health and share what they think makes the person physically healthy. Discuss any misconceptions. Ask students to list at least four components of a physically healthy person that their chosen person possesses.
16. Have students research a famous fitness expert and write an article about him or her, or conduct a fictitious interview.
17. Pick an issue of interest and ask students to find information supporting their views. List arguments on both sides of the issue. Draw an imaginary line on the floor, with one end representing “for” and the other “against.” Ask students literally to “take a stand” on the line where they feel they belong, depending on the strength of their belief. (If all students stand on one side, play “devil’s advocate” and stand on the other side.) When everyone is standing along the line, open a debate with spokespersons on each side. The goal is to have students move closer to one point of view. At the end, students may stand anywhere but in the “undecided” middle position. After students are seated, have them write their views on the above issue in an editorial.



18. Set up an inner circle and an outer circle of chairs. Have students in the inner circle debate a content-related issue for 10 minutes. Then have students in the outer circle respond to what they have heard.
19. To review unit using a *Jeopardy* format, divide topics into five subtopics and students into five groups. Have each group write five questions and the answers with a specific colored marker on index cards and assign point values from easiest (100) to hardest (500). Ask students to tape cards on the board under their subtopic. The first group to finish taping cards goes first. Then go clockwise from group to group. When a subtopic and point value is chosen by the group, read the question. If correct, assign points; if incorrect, subtract points and put card back on the board. (Students may not pick any questions submitted by their group.)
20. Play *Tic Tac Toe*. Have students work in teams to answer teacher-generated questions. To begin, teams decide to use either Xs or Os for the game. If the team answers the question correctly, they are allowed to place their chosen marking on the grid. The first team to get three of their marks on a row wins.  
*Variation:* Instead of a drawn Tic Tac Toe grid on the board, make a large Tic Tac Toe board with masking tape on the floor. Have team members stand or sit in the square of his or her choice.  

21. Have students use vocabulary and definitions to create crossword puzzles. Have them trade with other students and solve each other's puzzles.
22. Have students select content-related activities and write the processes used to complete each activity. Have students scan the Sunshine State Standards and identify all standards that apply to the student behavior demonstrated in completing the selected activities. Ask students to then revise their written explanations to describe how each activity developed or reinforced each identified standard. Collect the students' work samples and the written reflections to form a student portfolio.
23. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.





## Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- |           |  |                                      |
|-----------|--|--------------------------------------|
| _____ 1.  | an exercise rate that is steady and sustained and at which the heart can supply the oxygen needed by the body  | A. body composition                  |
| _____ 2.  | body's response to any situation that makes a demand on it   | B. cardiovascular exercise           |
| _____ 3.  | the parts of physical fitness the body must improve and develop to achieve well-being  | C. flexibility                       |
| _____ 4.  | a training principle that says you must work the body harder than it is normally worked to improve physical fitness; to <i>increase</i> frequency, intensity, type, or time ( <i>F.I.T.T.</i> formula) | D. health-related fitness components |
| _____ 5.  | ability to move joints and muscles through a full range of motion without pain or injury   | E. heat stroke                       |
| _____ 6.  | ability of the whole body to perform at maximum capability   | F. muscular endurance                |
| _____ 7.  | movements that help a person in any physical activity, particularly sports and recreation  | G. overload                          |
| _____ 8.  | body stops sweating and exhibits a dangerously high temperature; considered a medical emergency  | H. physical fitness                  |
| _____ 9.  | ability to use certain muscles repetitively for a long period of time without tiring   | I. skill-related fitness components  |
| _____ 10. | percentage of body weight that is fat compared to lean body tissue such as muscle, bone, and other tissues and organs  | J. stress                            |



Circle the letter of the correct answer.

11. Physically fit people have enough energy to \_\_\_\_\_ .
  - a. respond to any emergency situations
  - b. enjoy leisure time
  - c. complete their daily work
  - d. all of the above
  
12. Most Americans live a \_\_\_\_\_ lifestyle spending their time sitting rather than being active.
  - a. balanced
  - b. power
  - c. sedentary
  - d. cardiovascular
  
13. Major risk factors for heart disease that you *can* control through a healthy lifestyle include \_\_\_\_\_ .
  - a. obesity, high blood pressure, high stress, and physical inactivity
  - b. obesity, age, sex, and high cholesterol
  - c. overweight, age, and heredity
  - d. age, sex, and heredity
  
14. \_\_\_\_\_ is a positive form of stress and can serve to motivate us and keep us from becoming bored.
  - a. Poststress
  - b. Eustress
  - c. Distress
  - d. Agility
  
15. Positive coping strategies for managing stress include \_\_\_\_\_ .
  - a. exercising regularly and practicing relaxation techniques
  - b. eating a healthy diet, denying your feelings, and behaving aggressively
  - c. exercising regularly, procrastinate, and blaming others for your failures
  - d. using alcohol to relax, behaving aggressively, and talking badly about yourself



Write **True** if the statement is correct. Write **False** if the statement is not correct.

- \_\_\_\_\_ 16. When exercising, rely on your thirst to know when to drink fluids.
- \_\_\_\_\_ 17. Decrease the intensity and length of exercise in extreme heat and humidity.
- \_\_\_\_\_ 18. Exercise should be painful—remember: “No pain, no gain!”
- \_\_\_\_\_ 19. Becoming physically fit will help improve your cardiovascular endurance, but it will *not* make you look or feel better.
- \_\_\_\_\_ 20. Relaxation methods such as meditation, yoga, progressive muscular relaxation, and massage therapy can help in reducing stress.
- \_\_\_\_\_ 21. The only way to progress in your fitness program is to gradually do more than you normally do, or to *overload*.
- \_\_\_\_\_ 22. A warm-up helps to bring the heart rate back to normal and relaxes the body.
- \_\_\_\_\_ 23. The most important muscle in the body is the heart.
- \_\_\_\_\_ 24. Cardiovascular endurance, or the body’s ability to continuously pump oxygen-rich blood to the muscles, is the most important fitness component for health.
- \_\_\_\_\_ 25. Low weight is more important for health than a low percentage of body fat.





## Keys

### Practice (p. 15)

1. G
2. I
3. C
4. D
5. E
6. A
7. B
8. F
9. H

### Practice (p. 16)

Answers will vary.

### Practice (pp. 25-26)

1. skill-related fitness components
2. agility
3. balance
4. power
5. coordination
6. reaction time
7. speed
8. overload
9. progression
10. specificity
11. F.I.T.T.
12. cross-training

### Practice (p. 27)

1. HR
2. SR
3. SR
4. SR
5. HR
6. HR
7. SR
8. SR
9. HR
10. HR
11. HR
12. SR
13. HR
14. SR
15. HR

### Practice (pp. 28-29)

1. d
2. d
3. b
4. d
5. d
6. b
7. b
8. c
9. d
10. d

### Practice (pp. 41-42)

Answers will vary.

### Practice (pp. 43-47)

Answers will vary.

### Practice (pp. 48-49)

1. True
2. False
3. True
4. False
5. True
6. False
7. False
8. False
9. True
10. True
11. False
12. True
13. False
14. False
15. True



## Keys

### Practice (pp. 50-51)

1. stress
2. eustress; distress
3. heart disease
4. self-image
5. positive coping strategies
6. negative coping strategy
7. endorphins
8. Heat exhaustion
9. heat stroke
10. heat cramp
11. flexibility
12. fluid
13. Exercise
14. warm-up
15. sedentary
16. heart

### Practice (p. 52)

1. overload
2. health-related fitness components
3. cardiovascular
4. skill-related fitness components
5. physical fitness
6. muscular endurance
7. body composition

### Unit Assessment (pp. 9-11TG)

1. B
2. J
3. D
4. G
5. C
6. H
7. I
8. E
9. F
10. A
11. d
12. c
13. a
14. b
15. a
16. False
17. True
18. False
19. False
20. True
21. True
22. False
23. True
24. True
25. False



## Unit 2: Body Composition and Nutrition

This unit describes body composition and the factors that influence it. Students will learn how to measure and test their own body composition. They will also gain an understanding of how nutrition and exercise are the key components of determining your body composition.

### Unit Focus

- the relationship between body weight and body composition
- determining your ideal body weight
- why it is important to know your body type
- methods of measuring body composition
- eating right and the food pyramid
- nutrition facts and fallacies
- eating disorders

### Correlation to Sunshine State Standards

#### A. Physical Education Literacy

PE.A.2.4.3  
PE.A.3.4.1  
PE.A.3.4.7

#### B. Responsible Physical Activity Behaviors

PE.B.1.4.3  
PE.B.1.4.4  
PE.B.1.4.6





## Overview

Many people place far too much emphasis on their body weight. Weight alone is not a sufficient measure of health. Knowing how much of your body is *lean body mass* and how much is *fat* is a much more important indicator of health. The proportion of *lean body mass* to fat in the body is known as *body composition*. Seeing the relationship between body weight, body shape, and disease has helped us understand the importance of body composition in achieving good health. Carrying an excessive amount of body fat, or being *overfat* or *obese*, puts us at high risk for many diseases.

To improve body composition, you should combine diet and regular exercise. It takes a reduction of 3500 *calories* to lose a pound of fat. To ensure that fat is lost and not muscle, it is important to exercise as well as take in fewer calories.



A low-fat diet and regular exercise are the key ingredients in achieving good health and a lean, fit body.

Over a million Americans suffer from *anorexia nervosa* or *bulimia*. These eating disorders cause various health-related problems. Victims of these disorders need professional help.

## Suggestions for Enrichment

### Student Book Activity Extensions

1. **Skinfold Measurements.** Each student will need to work with a partner or small group to do the *Skinfold Measurements* activity in the student book on pages 66-70. Demonstrate the proper measurement procedure on both the tricep and calf. Stress that this must be done without hard pinching. Discuss results and create a list of healthy ways to maintain or improve body composition.

*Optional:* If a skin caliper is not available, students may analyze their body composition using the *Finger Pinch Test*. Have students place the end of their little finger on their knee cap. Ask them to spread



out their hand, and extend their thumb as far as possible up their thigh. With their other hand, they need to pinch a fold of skin at the end of their thumb. If the skin pinch is wider than their thumb, they should consider working on improving their body composition. This is not an accurate test of body composition, but it can identify concerns for being overfat. Students may be sensitive to this issue, so provide privacy if a student desires it.

- 2. Body Mass Index (BMI).** Using the *Body Mass Index* and the *Body Mass Index Table* in the student book on pages 71-73, have students determine their BMI. Discuss this method and compare to *Skinfold Measurements* activity. **Note:** The BMI formula  $[(\text{weight in pounds} \div \text{height in inches} \div \text{height in inches}) \times 703]$  will not be accurate for students 20 years old or younger. Their body fatness changes over the years and males and females also differ in their body fatness as they mature. The charts in the student book are age and gender specific.
- 3. Ideal Body Weight According to Height and to Frame Size.** Have students complete the activities *Figuring Ideal Body Weight According to Height* and *Figuring Ideal Body Weight According to Frame Size* in the student book on pages 74-77. Discuss results. For the frame size method, demonstrate how to measure elbow girth. Discuss frame size, ideal body weight, and body types with students.
- 4. Ideal Body Weight According to Body Fat Percentage.** Have students apply their results from the *Skinfold Measurements* activity in the student book on pages 66-70 to the formula in the student book on page 78 for *Figuring Ideal Body Weight According to Body Fat Percentage*. Take students through an example step by step using a calculator. Have students take their results to figure their ideal body weight using the *Frame Size Chart* and *Height/Weight Chart* in the student book pages 76-77.
- 5. Calorie Usage.** Have the students use the *Burning Calories* chart and *Figuring Calories Usage in Activities* formula in the student book on page 82 to devise various sets of activities to meet their personal goals. Discuss combinations of activities that could be combined for variety and balance.



6. **Weight Loss Fallacies.** Discuss with students fallacies common to exercise and nutrition to go along with *Nutrition Facts and Fallacies* in the student book on pages 85-87. Have students develop a list of questions to interview three people on their beliefs concerning nutrition and fitness. Have them share their results with the class. Have students use advertisements and articles to make a bulletin board about weight loss methods. Discuss pros and cons about the methods displayed.
7. **Eating Disorders.** Invite a professional who specializes in eating disorders to speak to the class about *Eating Disorders: When Food Becomes an Enemy* in the student book on page 87. Have students develop a list of three questions to ask the speaker.

### Unit Extensions

8. Introduce and explain the Food Guide Pyramid to students. Have students keep a diary of what they eat and how much they exercise daily, for one week. This does not need to be shared with the class, but it will make the students more aware of their eating and exercise habits. After each day, have students list foods they've consumed into the proper Food Group according to the pyramid. Then have students compare their food journals to the Food Guide Pyramid. Ask students to write what they could do to change their diets to reach a better balance. A copy of the Food Guide Pyramid can be found online at the following Web site.  
<http://www.nal.usda.gov:8001/py/pmap.htm>
9. Based on the Food Guide Pyramid, have students prepare a menu for themselves for a week. All meals should be balanced.
10. Have students choose three of their favorite foods. Ask them to research and write the total grams of fat, protein, and carbohydrates in each food, plus the total calories in each food. Next have students figure out the percentage of carbohydrates in the foods by using the following calculations.  
$$4 \text{ calories} = 1 \text{ gram of carbohydrates}$$
$$4 \text{ calories} = 1 \text{ gram of protein}$$
$$9 \text{ calories} = 1 \text{ gram of fat}$$

*Example:* Multiply the total grams of carbohydrates by 4 and change the decimal answer to a percent—that number represents the total calories from carbohydrates.



11. Have students watch television for an hour on a Saturday morning and categorize foods advertised, listing all foods, including junk food, drinks, and fast food.
12. Have students use menus from various fast food restaurants to plan three meals. Then have students illustrate each meal on a chart. Using the illustrated meal charts, have students determine which meal is most nutritious and explain.
13. Have students list their preferred fast food restaurant and what they usually choose when they eat there. Using the Internet, have students research the total calories and fat grams for each food item from that restaurant and record this data. Ask students to add up the total number of calories and fat grams of their typical meal at the fast food restaurant. Discuss recommended number of calories and fat grams needed per day. Have students subtract their fast food calories and fat grams from the recommended number of calories and fat grams per day. How many calories and fat grams are left to eat after just one fast food meal?
14. Have students write an ad: "Wanted: A Healthy Eater." The advertisements should include characteristics of a healthy eater. Encourage student to think of five specific ways to be a healthy eater and include them in the advertisement. Ask the students to share the advertisements and then discuss which characteristics might be the most important in becoming a healthy eater. (*Optional:* Create a chart with the agreed upon characteristics for the students to take home. Have students fill in smiley faces or plus marks for the days in which they practice healthy eating habits.)
15. Discuss the pros and cons of vitamin supplements.
16. Use classified and other ads about fitness and health products from the newspapers to discuss fact and opinion.
17. Illustrate the use of facts and opinions in advertising aimed at the teenage consumer. Analyze how clothes, sports equipment, and other popular items are marketed. Analyze claims in advertising by researching the facts. Follow this up with an article in the school paper or even a letter to companies that students feel manipulate the facts.



18. From your local newspaper, find two articles with two different viewpoints about a particular topic. Give half the class one article and the other half of the class the other article. Then hold a discussion about the topic.
19. Have one of the students give an oral presentation on body composition or nutrition. Then ask the rest of the class to summarize that student's presentation in writing.
20. Put the students in pairs. Give one student in each pair five minutes to discuss a particular topic either of your choosing or their choosing. Then the other must paraphrase what he or she heard beginning with the words, "What I heard you say is ...". Then reverse the process. All topics should be related to this unit.
21. Have one student stand up and start a debate or discussion on a teacher-generated topic from the unit. The student can outline an opinion or write it on the board. Then select the next person to speak or write until all students have had a chance.
22. Have students play Bingo with vocabulary words. Make a transparency master of a large square divided into 25 equal squares. Give each student a copy for a blank game board. Put the vocabulary terms on the chalkboard or transparency. Ask students to fill in the game board writing one term per square in any order. Play a Bingo game by calling out the definitions or asking questions for which the terms are answers. Ask students to put markers on the terms that are the correct answers. Answers can be verified and discussed after each definition or question. When a student gets five markers in a row, have the student shout out an agreed-upon word. Keep a record of the terms used and continue to play another round.
23. Play the *\$100,000 Pyramid*. Have students work in pairs. Students give descriptive sentences to help their partners guess the correct vocabulary word.
24. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.





## Unit Assessment

Use the list below to complete the following statements.

<b>abdomen</b>	<b>fat</b>	<b>low</b>
<b>body composition</b>	<b>fry</b>	<b>muscle</b>
<b>calories</b>	<b>high</b>	<b>obese</b>
<b>exercise</b>	<b>ideal body weight</b>	

1. A person with a healthy body composition has a \_\_\_\_\_ percentage of lean body mass and a \_\_\_\_\_ percentage of fat.
2. Because \_\_\_\_\_ tissue is heavier and weighs more than an equal amount of fat tissue, a well-built and physically fit person may actually weigh more than a person who is not fit.
3. More important than a person's weight is his or her \_\_\_\_\_ .
4. Your \_\_\_\_\_ is how much you should weigh if your body fat percentage were in the proper range.
5. Having an apple-shaped body, or carrying excess weight in the \_\_\_\_\_ , is believed to increase one's risk for heart disease and certain cancers.
6. Carrying extra \_\_\_\_\_ on your body increases your energy needs and significantly raises your risk for developing health-related problems.



7. To lose a pound of fat, you must burn about 3500  
\_\_\_\_\_ .
8. The most important way to make long-term changes in your body composition is to \_\_\_\_\_ .
9. To eat healthily and control your weight, always broil, bake, boil, or steam food rather than \_\_\_\_\_ food.
10. A person who has an excessive amount of body fat is considered  
\_\_\_\_\_ .



Use the list and the **Food Guide Pyramid** below to write the correct letter of the list of **foods** and **number of daily servings** on the line provided. **One or more terms will be used more than once.**

- a. bread, cereal, rice, and pasta group
- b. fats, oils, and sweets
- c. fruit group
- d. meat, poultry, fish, dry beans, eggs, and nuts group
- e. milk, yogurt, and cheese group
- f. vegetable group

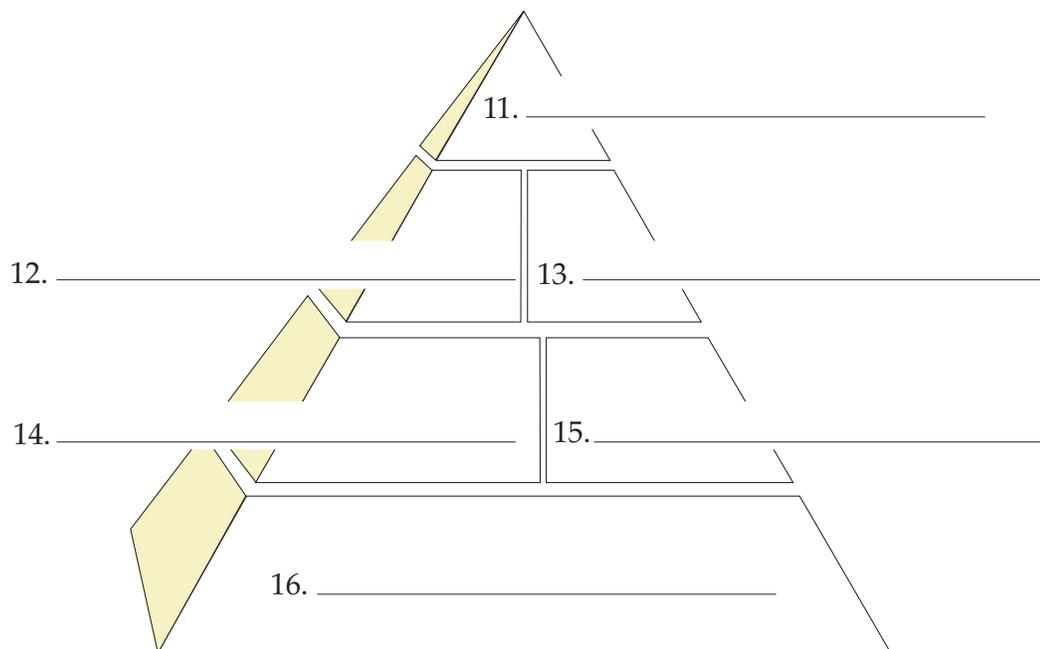
2-3 servings

2-4 servings

3-5 servings

6-11 servings

use sparingly



*Food Guide Pyramid*



Write **True** if the statement is correct. Write **False** if the statement is not correct.

- \_\_\_\_\_ 17. A good way to lose weight and keep it off is to go on a starvation diet and lose weight very quickly.
- \_\_\_\_\_ 18. Carbohydrates such as bread and pasta are more fattening than calories in fat.
- \_\_\_\_\_ 19. Diuretics will help you lose water weight, but they will not help you lose body fat.
- \_\_\_\_\_ 20. Vitamins are a good source of energy; it's okay to substitute them for food.
- \_\_\_\_\_ 21. If, no matter how thin you become, you still see yourself as fat and you refuse to eat, you should seek medical help and counseling.
- \_\_\_\_\_ 22. The best way to lose body fat and gain lean body mass is to exercise regularly and eat a nutritious diet.
- \_\_\_\_\_ 23. It is hard to lose weight when you exercise because exercising increases appetite.
- \_\_\_\_\_ 24. Eating disorders such as *anorexia nervosa* and *bulimia* can cause chronic health problems and even death.
- \_\_\_\_\_ 25. No matter how overweight you are, you should not lose more than two pounds of weight per week.



## Keys

### Practice (p. 79)

1. E
2. D
3. A
4. F
5. B
6. C

### Practice (p. 80)

1. skinfold calipers
2. somatotype
3. lean body mass
4. fat
5. ideal body weight
6. underfat
7. overfat

### Practice (p. 89)

1. G
2. B
3. D
4. F
5. E
6. I
7. A
8. C
9. H

### Practice (pp. 90-91)

1. False
2. False
3. True
4. True
5. False
6. True
7. False
8. True

9. True
10. False
11. False
12. False
13. False
14. True
15. True

### Practice (pp. 92-95)

1. c
2. b
3. c
4. a
5. a
6. d
7. d
8. b
9. b
10. d
11. b
12. a
13. d
14. c
15. a
16. a
17. d
18. c

### Practice (p. 96)

1. obese
2. body composition
3. fat
4. ideal body weight
5. diuretic
6. lean body mass
7. anorexia nervosa
8. bulimia



## Keys

### Unit Assessment (pp. 23-26TG)

1. high; low
2. muscle
3. body composition
4. ideal body weight
5. abdomen
6. fat
7. calories
8. exercise
9. fry
10. obese
11. b; use sparingly
12. e; 2-3 servings
13. d; 2-3 servings
14. f; 3-5 servings
15. c; 2-4 servings
16. a; 6-11 servings
17. False
18. False
19. True
20. False
21. True
22. True
23. False
24. True
25. True



## Unit 3: Flexibility

This unit describes flexibility and its relationship to functional health. Students will learn the benefits of a flexible body.

### Unit Focus

- what flexibility is
- factors that influence flexibility
- benefits of flexibility and how it effects our functional health
- types of stretches
- improving flexibility using training principles: overload, progression, and specificity
- guidelines for safe stretching
- measuring flexibility
- suggested stretching program

### Correlation to Sunshine State Standards

#### A. Physical Education Literacy

PE.A.2.4.2  
PE.A.2.4.3

PE.A.3.4.1  
PE.A.3.4.6

#### B. Responsible Physical Activity Behaviors

PE.B.1.4.1  
PE.B.1.4.2  
PE.B.1.4.3

PE.B.1.4.4  
PE.B.1.4.6  
PE.B.2.4.1

#### C. Advocate and Promote Physically Active Lifestyles

PE.C.1.4.2

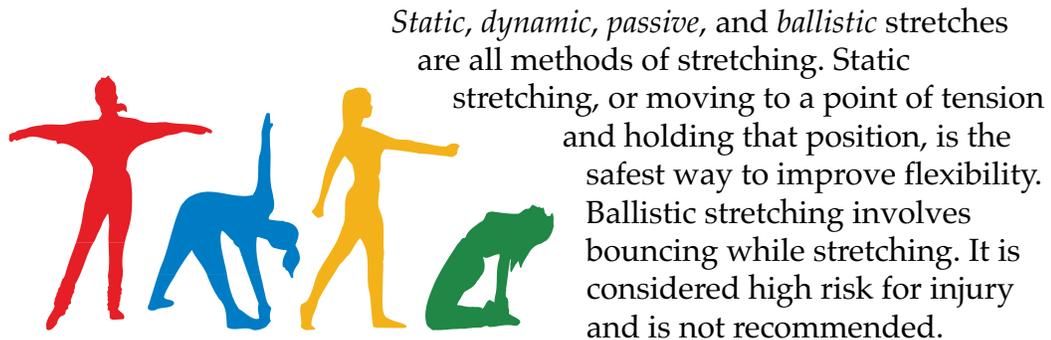
PE.C.2.4.1





## Overview

Flexibility is the ability to move muscles and joints through a full *range of motion* without causing pain or injury. Flexibility is important for good health and contributes to overall physical fitness. Proper and regular *stretching* can reduce injuries, lessen the chance of back pain, decrease *muscle* soreness, and help in daily physical activities. Stretching also helps relieve stress and enhances relaxation.



*Static, dynamic, passive, and ballistic* stretches are all methods of stretching. Static stretching, or moving to a point of tension and holding that position, is the safest way to improve flexibility. Ballistic stretching involves bouncing while stretching. It is considered high risk for injury and is not recommended.

To continually improve your flexibility, you must apply the F.I.T.T. training principles: increase the (F) frequency, the (I) intensity, the (T) type, and the (T) time you spend stretching.

Following some basic guidelines will help you improve your flexibility. Perform all stretches one to three times each, holding each stretch for 15-30 seconds. Push only to the *stretching point*, or the point of slight discomfort. Do not stretch your muscles to the point of pain, or you may overstretch your muscles. Try to stretch every day. Relax and enjoy the good feeling stretching creates!

## Suggestions for Enrichment

### Student Book Activity Suggestions

1. **Measuring Flexibility.** Students will work in pairs for the *Measuring Flexibility* assessment activities in the student book on pages 113-123. Explain to students that the four flexibility tests will give them an idea of the flexibility of their major body joints and a starting point for their personal fitness goals. After each assessment, students will interpret their ratings and critique their personal level of flexibility.



Discuss significance of tests and record final results on the flexibility chart. Students will set short- and long-term goals for improving flexibility. Discuss problems that may occur when flexibility is inadequate in various joints and muscle groups.

2. **General Stretching Program.** When using the *General Stretching Program* in the student book on pages 124-128, do the following:

- Review guidelines for proper stretching aloud.
- Analyze and discuss procedures for each stretch and have students volunteer to demonstrate the proper technique for each stretch.
- Explain the vital components of each stretch and where tension should be felt.
- Have students discover and create ways to modify stretches to make them more or less intense.
- After a demonstration of each stretch, have all students execute stretches, holding for 15-30 seconds and repeating one to three times.
- Have students describe how stretching feels and the benefits gained.

### Unit Extensions

3. Discuss with students the various health problems that can be either eliminated or reduced by consistent exercise or stretching.
4. Have students exercise and stretch at home with their parents and keep a chart of the progress made.
5. Have students teach stretching and exercises to adults at home.
6. Have students list reasons why good flexibility is important and problems that can occur from poor flexibility.
7. Brainstorm a list of stretching exercises that can be done while watching television or listening to music.



8. Invite a certified athletic trainer or physical therapist to speak to the class about the importance of stretching in preventing injuries.
9. Hold a discussion about a topic of interest to most of the students. Give each student three minutes to say his or her views. Set guidelines—no interrupting, no talking outside of the discussion. Afterwards, evaluate the class discussion, first pointing out any positive aspects of the discussion.
10. Vary the format for discussions as follows:
  - Use small groups which can then make presentations to the class.
  - Ask each small group to discuss a unique aspect of the topic. Rotate the small groups so that each new group has one member from each original group. Each group member will then represent a specific aspect of the general topic.
  - Form an inner and outer circle. Ask the outer circle to listen to the inner circle and then switch places.
  - Form an inner and outer circle. Ask the two circles to face each other. Hold one-on-one discussions, rotating one of the circles at the end of each discussion.
  - Conduct one-on-one interviews, followed by each person summarizing a partner's position to the class.
  - After students feel comfortable with one another, hold debates, forums, or mock talk shows.
11. Review concepts of the unit through a silent *Jeopardy* activity. Select 10 categories of topics (five for the first round and five for the second round). Have each student divide a piece of paper into two columns for the first and second rounds of *Jeopardy*. Assign point values of 1, 2, 3, 4, 5 for the first round and 2, 4, 6, 8, 10 for the second round. Randomly read questions from any topic and ask students to silently write the answers on the divided paper. After a set time, do a final *Jeopardy* question and allow students to wager from 0-10 points. Check papers and tally the scores.



12. Play *Wheel of Fortune*. Create a wheel and spinner with desired markings. Form teams and have students guess letters to correctly complete phrases or vocabulary words. (*Variation: Play Hangman with phrases or vocabulary words.*)
13. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



## Unit Assessment

*Circle the letter of the correct answer.*

1. The places where two or more bones connect are called \_\_\_\_\_ .
  - a. skeletons
  - b. muscles
  - c. joints
  - d. flexions
  
2. \_\_\_\_\_ your muscles can help increase your flexibility.
  - a. Tearing
  - b. Stretching
  - c. Tensing
  - d. Contracting
  
3. The four different types of stretching are \_\_\_\_\_ .
  - a. ballistic, dynamic, flexic, and static
  - b. ballistic, flexic, passive, and static
  - c. ballistic, dynamic, flexic, and passive
  - d. ballistic, dynamic, passive, static
  
4. Regular stretching can help \_\_\_\_\_ .
  - a. tighten muscles, and produce tension and stress
  - b. increase relaxation and make daily activities easier
  - c. increase athletic injuries
  - d. cause back pain and poor posture
  
5. \_\_\_\_\_ uses the body's weight to bob or bounce past the muscle's point of tension.
  - a. Ballistic
  - b. Flexic
  - c. Passive
  - d. Dynamic



6. One guideline for safe stretching is to move slowly and smoothly into each stretch and hold the position \_\_\_\_\_ .
  - a. for one minute
  - b. until you feel a slight tearing in the muscle
  - c. for 15 seconds
  - d. until you feel pain
  
7. \_\_\_\_\_ must be stretched and lengthened in order to improve flexibility.
  - a. Joints
  - b. Bones
  - c. Muscles
  - d. Warm-ups
  
8. Safe stretching does *not* include \_\_\_\_\_ .
  - a. a cool-down
  - b. locking the joints or bouncing
  - c. stretching daily
  - d. breathing naturally throughout all movements
  
9. People who are \_\_\_\_\_ tend to be flexible.
  - a. physically active and overweight
  - b. physically inactive and of average weight
  - c. physically inactive and overweight
  - d. physically active and of average weight
  
10. Stretching is a way to \_\_\_\_\_ the muscles.
  - a. shorten
  - b. increase the size of
  - c. lengthen
  - d. decrease the blood flow in



Place a **check (✓)** next to those practices that **should be used for safe stretching**. Write a **brief description** next to those practices you have **checked**. Place an **X** next to those practices that **should not be used when stretching**.

\_\_\_ 11. Ballistic stretching: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_ 12. Warm-up: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_ 13. Stretch to stretching point: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_ 14. Static stretching: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_ 15. Standing toe touch: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_ 16. Cool-down: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_ 17. Stretch past stretching point: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ 18. The hurdle stretch: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ 19. Stretch daily: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ 20. Hold your breath during a stretch: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

*Use the list below to complete the following statements.*

<b>bridge</b>	<b>ligaments</b>	<b>range of motion</b>
<b>exhale</b>	<b>overload</b>	<b>shoulder</b>
<b>flexibility</b>	<b>physical therapists</b>	<b>tendons</b>
<b>knee</b>		

21. Some joints, such as the \_\_\_\_\_, can move only back and forth.

22. Other joints, such as the \_\_\_\_\_, are less limited and can move around in a circle.



23. Strong tissues that attach muscle to bone and can only be stretched slightly are called \_\_\_\_\_ .
24. Strong tissues that connect one bone to another are called \_\_\_\_\_ .
25. An important part of flexibility is the distance a joint can move without pain or injury; this distance is called the \_\_\_\_\_ .
26. To increase flexibility, you must use the training principle called \_\_\_\_\_ , and stretch your muscles, ligaments, and tendons farther than they are normally stretched.
27. Some stretches such as the \_\_\_\_\_ can create stress on the back or knee joint.
28. An important guideline for stretching is to \_\_\_\_\_ as you move deeper into a stretch.
29. The ability to move joints and muscles through a full range of motion without pain or injury is called \_\_\_\_\_ .
30. Professionals who help injured people recover and disabled people overcome their physical limitations are called \_\_\_\_\_ .





## Keys

### Practice (p. 107)

1. B
2. C
3. F
4. E
5. A
6. G
7. D

### Practice (pp. 111)

1. progression
2. overload
3. specificity
4. passive stretching
5. dynamic stretching
6. ballistic stretching
7. stretching point
8. static stretching

### Practice (pp. 130-131)

1. True
2. True
3. False
4. False
5. False
6. True
7. True
8. True
9. False
10. True
11. True
12. True
13. False
14. False
15. True

### Practice (pp. 132-134)

1. c
2. d
3. d
4. b
5. b

6. d
7. a
8. a
9. b
10. a
11. c
12. d
13. d
14. d
15. b

### Practice (p. 135)

1. range of motion
2. overload
3. Physical therapists
4. plow; knee
5. bouncing
6. Breathe
7. daily
8. warm-up

### Unit Assessment (pp. 35-39TG)

1. c
2. b
3. d
4. b
5. a
6. c
7. c
8. b
9. d
10. c  
Descriptions will vary but may include the following:
11. X
12.  $\checkmark$ —increases body temperature and helps prepare body for vigorous activity
13.  $\checkmark$ —the point at which the muscle is lengthened and slight discomfort is felt
14.  $\checkmark$ —safest type of stretching: slowly moving to a point of muscle tension and holding that position



## Keys

15. X
16. ✓—stretching longer and deeper into stretches at the end of your workout
17. X
18. X
19. ✓—frequency and consistency are keys to improving flexibility
20. X
21. knee
22. shoulder
23. tendons
24. ligaments
25. range of motion
26. overload
27. bridge
28. exhale
29. flexibility
30. physical therapists



## Unit 4: Muscular Fitness

This unit describes the importance of muscular fitness and its benefits to overall health. Students will learn the two components of muscular fitness: muscular strength and muscular endurance. They will also learn how to improve their overall health by improving their muscular fitness.

### Unit Focus

- components of muscular fitness
- benefits of muscular strength and endurance
- muscular structure—three types of muscle fibers
- types of muscular exercise—*isometric, isotonic, and isokinetic*
- training principles for muscular fitness
- common fallacies associated with weight training
- measuring muscular fitness
- exercise to improve muscular fitness

### Correlation to Sunshine State Standards

#### A. Physical Education Literacy

PE.A.2.4.1	PE.A.3.4.1
PE.A.2.4.2	PE.A.3.4.4
PE.A.2.4.3	PE.A.3.4.6

#### B. Responsible Physical Activity Behaviors

PE.B.1.4.1	PE.B.1.4.4
PE.B.1.4.2	PE.B.1.4.6
PE.B.1.4.3	PE.B.2.4.1

#### C. Advocate and Promote Physically Active Lifestyles

PE.C.1.4.2	PE.C.2.4.2
PE.C.2.4.1	PE.C.2.4.3





## Overview

*Muscular fitness* is important for overall health and fitness. Muscular fitness includes both *muscular strength* and *endurance*. Muscular strength is the ability of a muscle to exert a maximum force in a single effort. Muscular endurance is the ability of a muscle to continue to do work repeatedly over time without *fatigue*.

Improving muscular strength and endurance leads to better appearance, greater resistance to injury, decreased fat, and proper weight maintenance.

A lack of adequate muscular strength or endurance can increase your risk for muscle and joint injuries, diabetes, heart disease, bone loss, back pain, and posture problems. It is much more difficult to achieve your appropriate body weight without sufficient muscle tissue.

There are three types of *muscle fibers* found in *skeletal muscles*. *Slow-twitch muscle fibers* help in endurance activities, *fast-twitch muscle fibers* are useful for activities requiring speed and *power*, and *intermediate-twitch muscle fibers* are a combination of both.



*Isometrics*, *isotonics*, and *isokinetics* are three methods of exercise that develop muscular strength and endurance. Isometric exercises consist of a muscle contracting, or tightening, while pressing against an

immovable object. Isotonics are exercises that cause the muscle to lengthen and shorten through a full *range of motion* while lifting and lowering a weight or resistance. *Calisthenics*, *free weights*, and most weight machines are isotonic. Isokinetic exercises require specially designed machines that work the muscle through the entire range of motion using variable resistance and speed.

To improve muscular strength or endurance, a muscle needs to be consistently overloaded or worked harder than it is used to. Frequency, intensity, and time should be altered periodically to insure continued progress in a muscular fitness program. If *muscle tone* is desired, then high *repetitions* and low weight should be performed. If muscular strength is desired, then lift heavier weights and perform fewer repetitions.



To ensure safety and get the best results from a muscular fitness program, always follow safety guidelines. A few of these include beginning with a warm-up, using proper form on all exercises, using a spotter with free weights, working the large muscles first, exercising through a full range of motion, using slow and controlled movements, breathing correctly, resting between sets, ending with a cool-down, and resting 48 hours between workouts. Also, remember how the laws of motion apply to correct weight training.

Both males and females can benefit from muscular fitness exercises. Females need not worry about bulking up since they do not have enough of the hormone *testosterone*. Testosterone is the male hormone that plays an important role in building muscles.

Strong muscles make the everyday tasks of life, work, and recreation easier and more satisfying.

## Suggestions for Enrichment

### Student Book Activity Suggestions

- 1. Physical Fitness Evaluation Procedures.** For each physical fitness evaluation activity in this unit, students should work in pairs of the same gender and the instructor should monitor all tests closely. Results may be recorded on the *Muscular Fitness Results* chart in the student book on pages 164-165.
- 2. Grip-Strength Evaluation.** While one pair of students is using the dynamometer, have other students work on different activities. Assist students on the proper procedure for the *Grip-Strength Evaluation* in the student book on page 157. Each student should have two attempts, the first being a practice. Help students convert kilograms to pounds. Emphasize how grip strength correlates to overall strength.
- 3. Wall-Sit Evaluation.** Emphasize that each partner needs to check to make sure their partner being tested assumes the proper body position on the wall described in the *Wall-Sit Evaluation* in the student book on page 158. Students may use their watches or share stopwatches.



4. **Curl-Up Evaluation.** At one time, half the class can perform the *Curl-Up Evaluation* in the student book on page 159. Each student monitor needs to count correctly performed curl-ups. Students may rest during test if needed and then continue.
5. **Push-Up Evaluation.** Demonstrate the difference between standard push-ups and knee push-ups for the *Push-Ups Evaluation* in the student book on pages 160-161. Emphasize proper body alignment. Students will perform as many standard push-ups as they can without stopping to rest. The monitor should place fist at mid-chest level, and only count push-ups that make contact with the fist. Students unable to perform standard push-ups will perform knee push-ups for 30 seconds. They also will only count push-ups making contact with a fist placed at mid-chest level. Resting is allowed if needed.
6. **Pull-Up Evaluation.** To get an accurate evaluation, the teacher should *not* assess push-ups, pull ups, or flexed arm hang on the same day because students will have already depleted their strength from the upper body assessments. Demonstrate for students the proper body position.
  - **Standard Pull-Up.** Students performing pull-ups may use either the overhand or underhand grip as described in the *Standard Pull-Ups Evaluation* in the student book on page 162. (Students may also use the overhand grip on the bar.) This is not a timed test but an evaluation to see how many pull-ups can be performed at one time. The evaluation begins when student is in the down position and stops when the student can no longer pull his chin above the bar. Partners may raise their partner up to the starting position.
  - **Flexed-Arm Hang.** Students will be timed to see how long they can hang on the bar in a flexed-arm position using an overhand grip as described in the *Flexed-Arm Hang* in the student book on page 163. Students may be helped to the starting position. Timing begins when student is in proper position and stops when the chin touches or falls below the bar. Legs should hang straight.



7. **Isometric Exercises.** Explain to students that although isometric exercises have limited value, they can be beneficial. Demonstrate *Isometric Exercises* in the student book on page 166 and then have students perform as a class. Discuss and critique the effectiveness of the exercises. For example, isometric exercises can be performed while sitting for long periods of time at a desk or in a car.
8. **Isotonic Exercises.** Students must work with a partner. Read *Guidelines for Muscular Fitness Exercise* aloud in the student book on page 150 and stress the importance of following each rule. Analyze each exercise in the student book on pages 168-173 (isotonic exercises / calisthenics) and 175-183 (isotonic exercises: free weights and weigh machines). Have a student volunteer demonstrate each exercise while you point out correct positioning, body area affected, and safety precautions. Do not let students lift weights that are too heavy or perform exercises too advanced for them. Students should stretch between each exercise and set. Make sure students have a spotter when lifting weights. Encourage students to incorporate some of the exercises at home and keep records of their exercise routines and progress.

### Unit Extensions

9. Have students invent their own exercises for certain body parts or muscle groups.
10. Have students exercise at home with their parents and keep a chart of the progress made.
11. Have students teach exercises to adults at home.
12. Divide students into groups. Assign each group a body part or specific muscle group. Have students prepare a bulletin board of weight training exercises related to their specific part or group. Students should be able to explain their bulletin board and explain exercises to the class.
13. Have students call or visit local health clubs and get information on the type of equipment available. Research the various types of equipment and describe the advantages and disadvantages of each, including availability and costs, and report findings to the class.



14. Help students to set short-, medium-, and long-range goals regarding muscular fitness. Then have students devise plans for implementing these goals. Have them refer to their scores on assessments in this unit. Discuss ideas on motivation and developing exercise routines.
15. Have students identify sports and other activities in which slow-twitch muscle fibers would be helpful and those in which fast-twitch muscle fibers would be helpful. Hold a class discussion, making a list on the chalkboard. Ask students which of the activities require muscular endurance and which require strength.
16. Allow the musically and artistically talented students to write music or make up a song or routine for an aerobics class. Others could make a poster or an advertisement inviting new members to join a fitness club. Some could design a new piece of exercise equipment, complete with a drawing and promotional material. Writers could create a short topical article for the health section of the newspaper.
17. Bring in actual directions to analyze in class. Ask students to invent games and then write the directions. Any exercise with directions is most effective when an actual task ensues. Require rewrites until the directions are clear and complete. Assign students various audiences for their directions, then roleplay each audience. For example, ask a student to write directions for a tourist from another country or for a small child. Students who attempt to follow the directions would then roleplay the tourist and the child.
18. Ask students to work in small groups to make a collage that shows advances in exercise equipment. For class discussion, have students predict what the next 10 years may hold for other technologies in the field of exercise equipment.
19. Have students “invent” a new piece of exercise equipment. Ask students to prepare an advertisement or commercial for their product.

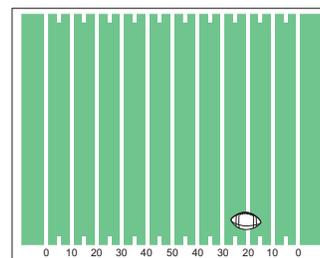


20. Have students write a short story about a person 100 years from now who finds a time capsule that was buried this year with fitness and health products. Ask students to include a description of the contents of the time capsule, an analysis of the contents, and a prediction about the person finding the time capsule might conclude about our culture and time.
21. Have students debate (or write a persuasive essay about) the most significant event or discovery that has taken place in the field of fitness and health.
22. Play Football—a touchdown review game. Divide the class into two teams and choose captains for each. Follow and post these rules for questions and answering:
  1. Only the student who is asked the question may answer.
  2. The entire group can discuss and then answer the question.
  3. If a question is missed, it is a fumble and control goes to the other team. (*Optional: You can give the team a new question or repeat the missed one.*)

Rules for Football:

1. A correct answer is worth 10 points and a first down.
2. A fumble results when a question is missed and control goes to the other team. (See optional note above.)
3. Three answers in a row is worth a field goal, which is worth three points. The team may choose to take the field goal, or go for a fourth question, which is worth a touchdown. A touchdown is worth seven points.
4. Unsportsmanlike conduct is a 15 yard penalty and loss of the ball.

Flip a coin to give students the choice of taking control of the ball or letting the other team have control. After drawing a football field on the board, draw a football above the 20 yard line and start the questions.





23. Play *To Tell the Truth*. After studying a topic, select three students to convince the class they are the real expert on the topic. These three must know the topic well, or bluff their way through extensive questioning of the classmates.
24. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.





## Unit Assessment

Circle the letter of the correct answer.

1. Doing \_\_\_\_\_ helps to develop muscular endurance.
  - a. few repetitions with heavy weights
  - b. many repetitions with heavy weights
  - c. few repetitions with light weights
  - d. many repetitions with light weights
  
2. Fast-twitch muscle fibers are best suited for \_\_\_\_\_ .
  - a. endurance activities
  - b. quick, short bursts of power movements
  - c. long-distance swimming
  - d. all of the above
  
3. \_\_\_\_\_ is *not* a method of increasing strength.
  - a. Isometric exercise
  - b. Isotonic exercise
  - c. Isomeric exercise
  - d. Isokinetic exercise
  
4. \_\_\_\_\_ should be done in a safe and effective strength training session.
  - a. A proper warm-up
  - b. Performing movements slowly and with control
  - c. Lifting through a full range of motion
  - d. All of the above
  
5. Doing \_\_\_\_\_ helps to develop muscular strength.
  - a. few repetitions with heavy weights
  - b. many repetitions with light weights
  - c. many repetitions with heavy weights
  - d. none of the above



6. Slow-twitch muscle fibers are best suited for \_\_\_\_\_ activities.
  - a. power
  - b. endurance
  - c. speed
  - d. agility
  
7. Weight training workouts should begin with \_\_\_\_\_ .
  - a. the largest muscles
  - b. the smallest muscles
  - c. the chest muscles
  - d. any of the muscles; order is not important
  
8. For adequate muscle recovery, rest your muscles \_\_\_\_\_ between each strength training session.
  - a. 2 hours
  - b. 12 hours
  - c. 24 hours
  - d. 48 hours
  
9. The \_\_\_\_\_ best describes muscular endurance.
  - a. ability to perform one push-up
  - b. ability to exert a maximum force
  - c. ability to perform a movement repeatedly over a period of time
  - d. ability to bench press your body weight
  
10. The health-related components of physical fitness related to muscle fitness are \_\_\_\_\_ .
  - a. muscular strength
  - b. muscular aerobics
  - c. muscular endurance
  - d. both *a* and *c*
  
11. \_\_\_\_\_ is *not* an important reason to develop adequate muscular strength and endurance.
  - a. Improving physical ability and athletic performance
  - b. Helping reduce the risk of muscle and joint injuries
  - c. Looking like a body builder
  - d. Helping improve body composition



12. In an \_\_\_\_\_ exercise a muscle is pressed against an immovable object.
  - a. isotonic
  - b. isometric
  - c. isogeneic
  - d. isokinetic
  
13. The weight of your own body is used for resistance in \_\_\_\_\_ exercises.
  - a. weight training
  - b. free weights
  - c. calisthenics
  - d. body
  
14. In \_\_\_\_\_ exercise the muscle is worked through the full range of motion using variable resistance and speed.
  - a. isotonic
  - b. isometric
  - c. isokinetic
  - d. isobar
  
15. \_\_\_\_\_ is tiredness or exhaustion.
  - a. Fatigue
  - b. Overload
  - c. Overtrained
  - d. Cheating
  
16. A \_\_\_\_\_ is the number of times a complete exercise is performed.
  - a. set
  - b. repetition
  - c. resistance
  - d. frequency
  
17. \_\_\_\_\_ is the principle of training that says if strength is to be increased in the calves, calf exercises must be performed.
  - a. Frequency
  - b. Overload
  - c. Progression
  - d. Specificity



18. Exercises which involve repeated muscular contraction against an opposing force are called \_\_\_\_\_ .
- resistance training
  - weight training
  - exercise training
  - both *a* and *b*
19. The groups of tissue that surround bones and produce physical movements are called \_\_\_\_\_ .
- tendons
  - muscles
  - ligaments
  - fibers
20. \_\_\_\_\_ describes firm, defined muscle quality resulting from muscular strength and endurance training.
- Bulky muscle
  - Muscle tone
  - Calisthenics
  - Flabby muscle

Write **true** if the statement is correct. Write **false** if the statement is not correct.

- \_\_\_\_\_ 21. Steroids are recommended by doctors and experts as a safe method of developing muscle mass.
- \_\_\_\_\_ 22. Females will develop big, bulky muscles and lose their feminine look if they train with weights.
- \_\_\_\_\_ 23. Holding your breath while lifting weights can damage your heart and lungs.
- \_\_\_\_\_ 24. If you are new to muscular fitness, begin with heavy weights so you can quickly progress.
- \_\_\_\_\_ 25. A proper warm-up makes you less prone to a muscle or joint injury.



## Keys

### Practice (pp. 147-148)

1. muscular fitness
2. resistance training
3. weight training
4. muscular strength
5. muscular endurance
6. skeletal muscles
7. muscle fiber
8. fast-twitch muscle fiber
9. slow-twitch muscle fiber
10. power
11. fatigue
12. muscle tone

### Practice (p. 154)

1. D
2. E
3. C
4. B
5. A
6. F
7. G

### Practice (p. 186)

1. thighs and buttocks
2. back
3. arms
4. back
5. shoulders
6. chest
7. abdominals
8. arms
9. back
10. thighs and buttocks
11. chest
12. arms
13. shoulders
14. abdominals

### Practice (p. 187)

Correct answers will be determined by the teacher.

### Practice (pp. 188-189)

1. True
2. False
3. True
4. True
5. False
6. True
7. True
8. False
9. True
10. True
11. False
12. False
13. True
14. True
15. False
16. True
17. False
18. False
19. True
20. True
21. True
22. True
23. False

### Practice (p. 190)

1. warm up
2. 48 hours
3. fatigue
4. muscle tone
5. opposing force
6. Muscular fitness; injury
7. muscular strength; muscular endurance



## Keys

### Unit Assessment (pp. 53-56TG)

1. d
2. b
3. c
4. d
5. a
6. b
7. a
8. d
9. c
10. d
11. c
12. b
13. c
14. c
15. a
16. b
17. d
18. d
19. b
20. b
21. False
22. False
23. True
24. False
25. True



## Unit 5: Cardiovascular Fitness

This unit describes cardiovascular fitness and the importance it plays in our lives. Students will learn that the heart is the most important muscle in our body. They will also discover that cardiovascular fitness is the key to all fitness programs.

### Unit Focus

- the cardiovascular system and how it works
- benefits of aerobic and anaerobic exercise
- cardiovascular diseases and risk factors of heart disease
- measuring cardiovascular fitness and heart rate
- training principles which improve cardiovascular fitness
- determining exercise levels
- guidelines for safe aerobic exercises
- types of aerobic exercises

### Correlation to Sunshine State Standards

#### A. Physical Education Literacy

PE.A.2.4.1	PE.A.3.4.3
PE.A.2.4.2	PE.A.3.4.4
PE.A.2.4.3	PE.A.3.4.6
PE.A.3.4.1	

#### B. Responsible Physical Activity Behaviors

PE.B.1.4.1	PE.B.1.4.4
PE.B.1.4.2	PE.B.1.4.6
PE.B.1.4.3	PE.B.2.4.1

#### C. Advocate and Promote Physically Active Lifestyles

PE.C.1.4.1	PE.C.2.4.2
PE.C.1.4.2	PE.C.2.4.3
PE.C.2.4.1	





## Overview

Exercising your heart improves your health and wellness more than any other type of exercise. Having a fit and healthy heart improves your energy level, burns off body fat and helps you to relax. A fit heart also reduces your risk for heart disease and improves your quality of life.

*Cardiovascular fitness*, or the body's ability to deliver oxygen to working muscles, is basic to all fitness programs.



The cardiovascular system, also referred to as the *circulatory system*, includes your heart, blood vessels, and blood. It is this system that circulates oxygen-rich blood to the muscles throughout your body.

Your heart is the muscle that continuously pumps blood. It is the most important muscle in your body. The body cannot survive for long once the heart stops beating.

Blood passes through the lungs and picks up oxygen. This oxygen-rich blood then enters the left side of the heart. This side of the heart pumps it out through a large blood vessel, the *aorta*. The blood then continues through the smaller blood vessels called *arteries* to all parts of the body. As the blood delivers oxygen to the muscles, it picks up waste. This waste-filled blood flows to the right side of the heart. The heart then pumps this oxygen-empty blood to the lungs, where it exchanges its waste for oxygen. The blood then returns to the left side of the heart and repeats its circular route.

A fit cardiovascular system efficiently circulates oxygen-rich blood through the body. Having a strong cardiovascular system helps you feel better, look better, and reduces your risk of heart disease. Staying fit helps control *risk factors* for heart disease such as high *blood pressure* and high *cholesterol*. Not smoking, staying at the proper body weight, reducing stress, and being physically active all help reduce your risk of heart disease and keep you healthy.

*Aerobic exercises* are the best types of activities to aid cardiovascular fitness. Aerobic exercises are continuous activities that use the large muscle groups. They create an increased demand for oxygen. The increased need for oxygen-rich blood raises your *heart rate*. There are



many ways to exercise your heart. Walking, jogging, swimming, bicycling, aerobics classes, inline skating, and cross-country skiing are all *aerobic* exercises. Aerobic exercise improves your body's ability to use oxygen.

By monitoring your *pulse* when you exercise, you can be sure you are working in your *target heart rate zone*. The target heart rate zone is 60 percent to 90 percent of your *maximum heart rate*. Exercising in this zone will develop your aerobic fitness.

You will notice a drop in your resting heart rate as your fitness level improves. You will find yourself recovering from exercise more quickly. You will also find that you are able to do more work with less effort.

Factors such as age, gender, race, ethnicity, socioeconomic standing, and culture affect people's decisions about participation in exercise activities. However, no matter who you are or where you live, exercise opportunities are available.

The lifestyle you lead today will affect your health in future years. Treat your heart and body properly, and you can be rewarded with good health! Regular aerobic exercise can lengthen your life and also improve the quality of your life. Have a healthy heart!

## Suggestions for Enrichment

### Student Book Activity Extensions

1. **Heart Anatomy and Function:** Using information from the American Heart Association and American Lung Association, describe and discuss signs of an impending heart attack. Discuss with the class ways to help avert cardiovascular problems.

Use the section *The Cardiovascular System: The Heart, Blood Vessels, and Blood* in the student book on pages 198-199 and a plastic heart model to demonstrate basic heart structure. Point out major arteries, veins, and paths of circulation. Ask for student volunteers to use the model to name the chambers and functions. (*Optional:* Have students make a 3-D model of the heart using modeling clay and design an attached diagram explaining the chambers and functions.)



2. **Cardiovascular Fitness.** Before reading *Why is Cardiovascular Fitness Important?* in the student book on page 200, ask students to explain in their own words what it means to be physically fit. Ask students to list the advantages of being fit or the disadvantages of being unfit.
3. **Aerobic Exercise.** After reading *The Best Exercises for Developing a Healthy Heart: Aerobic Exercise* and *Effects of Aerobic Exercise: Strengthening the Heart and Other Muscles* in the student book on pages 206-208, have a class discussion on the benefits of aerobic exercise. Write this statement on the board: Aerobic exercise is the most healthy thing you can do for your body. Using a graphic organizer, record student responses as to why this statement is true. Then ask students to roleplay a physically fit person convincing someone to begin aerobic exercise.
4. **Pulse Taking.** Use the section *Monitoring Your Resting Heart Rate (RHR)* and the *Heart Rate Monitoring Activity* chart in the student book on pages 218-219. Demonstrate the proper method for taking a radial or carotid pulse. Take the pulse for 30 seconds and double the number (*or* take the pulse for 10 seconds and multiply by six.) Have students practice taking radial pulses on one another. While one student takes his or her own carotid pulse, have the other student take the first student's radial pulse. Compare pulse rates for accuracy. Spot check several students to make certain each is taking the heart rate correctly, with the fingertips, not the thumb. (*Variation:* Let students listen to their own heartbeats with a stethoscope.)
5. **Target Heart Rate.** Explain importance of the target heart rate zone. Use the section *Calculating Target Heart Rate Zone (THTZ)* in the student book on page 224. Give an example of how to figure a target zone on the board before students attempt to calculate their own. Take them through the example step by step. Next, let students calculate their own individual target zone using their resting heart rates.

**Note:** If students do not know their resting rates, use 72 beats per minute (BPM) for males and 78 BPM for females. Show students how to round off their final answer. Have students compare their own individual target heart rate zones with the average shown in



the graph *Average Target Heart Rate Zone* in the student book on page 222. Check each student's calculation and discuss how their answers apply to monitoring exercise intensity. Create a graph of the class' target heart rates.

6. **One-Mile Run/Walk.** For the *One Mile Run/Walk* in the student book on pages 235-236, lead students through proper warm-up and stretching exercises. Emphasize that it is important to pace themselves throughout the mile run. Students need to pay close attention to their times when they cross the finish line. Instruct students to continue walking for another lap upon completion of their mile to cool down.
7. **Three-Minute Step Test.** For the *Three-Minute Step Test* in the student book on pages 237-238, borrow a metronome from the music teacher and record three to four minutes of 96 beats per minute (bpm). Four clicks equals one step cycle for a stepping rate of 24 steps per minute. The step test needs to be demonstrated for proper technique. Set the metronome at 96 bpm and demonstrate stepping up, up, down, down, for a few cycles. Instruct students on proper foot placement. Let them practice before the test. Remind them not to talk or swing their arms during the three minutes. Immediately after three minutes, students need to quickly find their pulse, sit down, and be ready to count within five seconds. The pulse rate will be taken for a complete minute.

### Unit Extensions

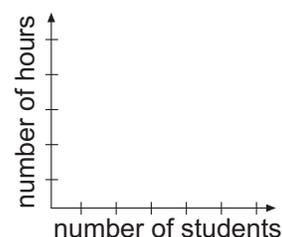
8. Have a certified aerobics instructor come to lead the class in aerobic exercise. Reserve a portion of the class for questions and answers. (*Variation:* Show an approved videotape on aerobic exercise to do as a class.)
9. Have the school nurse talk to the class about the importance of controlling blood pressure. Have the nurse and/or other volunteers take students' blood pressure.
10. Have students do a survey of "Teens' Favorite Form of Exercise." Make an exercise preference chart or graph to show the results.



11. Make fitness flashcards labeled with fitness components: 1) flexibility, 2) muscular strength, 3) muscular endurance, and 4) cardiovascular fitness. Divide the class into small groups. Give each group four cards with the fitness categories on them. The teacher will devise a list of many fitness activities and exercises. When the teacher names a fitness activity or particular exercise, students will discuss in their group what primary fitness component it develops. They will then hold up the appropriate card. Each group with the correct answer receives a designated amount of points.
12. Have creative students write music or create aerobic routines for a class.
13. Discuss how coronary artery blockage can result in heart attacks and how heart attacks are one of the leading killers of Americans today. Ask students to share any personal heart-attack stories about relatives or family friends who have experienced heart attacks. Discuss how an exercise regime may play a role in helping to prevent heart disease.

Discuss students' own exercise habits. Have students determine approximately how many hours a week they spend exercising. (Remind them to also include walking, stair climbing, and playing sports.) Collect this information by asking each student to anonymously write his or her average number on scrap paper, fold it up, and pass it in.

Create a bar graph. Put the weekly exercise hours in half hour increments along the vertical bar and the number of students along the horizontal bar. Does the class appear to be fairly active, mostly sedentary, or a mix?



14. Ask students to write an article for the school newspaper titled, "Inactivity is Hazardous to Your Health." Form cooperative learning groups to divide the task into manageable sections, assign editors, and pursue publication of article in newspaper.
15. Have students walk or jog at school on certain days of the week, keeping a log of the distance they cover.



16. Using a map of either the city, state, or country, have students pick a beginning point and a destination. Each day have them draw in the distance they have gone toward that destination.
17. Teach students to take their pulse. Have them chart how their heart rate responds to different activities.
18. Have groups discuss a topic from the unit. Ask each group to choose a recorder to write down ideas and a second person to summarize the discussion to the class.
19. Play *The Groucho Marx Show*. Tell students that you have a secret word, then give them a topic from yesterday's lesson. Ask them to write about the topic. Tell them that the more details and descriptions they write, the better chance of writing the secret word. Whoever writes the secret word wins.
20. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



## Unit Assessment

Circle the letter of the correct answer.

1. *Aerobic* means \_\_\_\_\_ .
  - a. with power
  - b. with wings
  - c. with thought
  - d. with oxygen
  
2. The best surface on which to jog or run is \_\_\_\_\_ .
  - a. concrete sidewalk
  - b. a level grassy path
  - c. hilly pavement
  - d. a rough field
  
3. Every exercise program should begin with a warm-up period to \_\_\_\_\_ .
  - a. increase blood flow to muscles
  - b. prepare your heart and lungs for more vigorous activity
  - c. increase body temperature
  - d. all of the above
  
4. When running or jogging, try to land on the \_\_\_\_\_ of your foot.
  - a. heel
  - b. ball
  - c. toes
  - d. front
  
5. You can tell if your aerobic exercise program is strengthening your heart by \_\_\_\_\_ .
  - a. a lower resting heart rate
  - b. being able to work harder
  - c. being able to last longer
  - d. all of the above



6. Hypertension is another name for \_\_\_\_\_ .
  - a. high stress
  - b. cholesterol
  - c. high blood pressure
  - d. nervousness
  
7. Of the following activities, \_\_\_\_\_ is the best one to help you develop a healthy heart.
  - a. weight lifting
  - b. volleyball
  - c. football
  - d. walking or jogging
  
8. People with a history of heart disease in their family are \_\_\_\_\_ to develop heart disease themselves.
  - a. less likely
  - b. more likely
  - c. not likely
  - d. none of the above
  
9. Conditions that increase the chance of heart disease are commonly called \_\_\_\_\_ .
  - a. bad habits
  - b. heart stoppers
  - c. risk factors
  - d. bad luck
  
10. Risk factors that cannot be controlled are \_\_\_\_\_ .
  - a. age
  - b. heredity
  - c. gender (sex)
  - d. all of the above



Write **True** if the statement is correct. Write **False** if the statement is not correct.

- \_\_\_\_\_ 11. The older you get, the more susceptible to a heart attack you become.
- \_\_\_\_\_ 12. The best time to take your resting heart rate is after exercising.
- \_\_\_\_\_ 13. You must workout at least three days a week to develop cardiovascular fitness.
- \_\_\_\_\_ 14. Recovery heart rate is the heart rate taken shortly after exercise.
- \_\_\_\_\_ 15. The cool-down is the beginning phase of exercise.
- \_\_\_\_\_ 16. The number one killer in America is cardiovascular disease.
- \_\_\_\_\_ 17. The cardiovascular system includes the heart, blood vessels, and blood.
- \_\_\_\_\_ 18. The carotid artery is located in the wrist.
- \_\_\_\_\_ 19. The four principles of overload are frequency, intensity, type, and time (F.I.T.T.).
- \_\_\_\_\_ 20. Positive physical fitness changes that occur in the body as a result of exercise are known as the training effect.





## Keys

### Practice (pp. 201-202)

1. arteries
2. circulatory system
3. cardiovascular fitness
4. ventricles
5. veins
6. atrium
7. cardiovascular
8. valves
9. carbon dioxide
10. aorta
11. capillaries

### Practice (p. 203)

1. right atrium
2. left atrium
3. right ventricle
4. left ventricle

### Practice (pp. 204-205)

1. pump
2. heart; blood vessels
3. chambers
4. atrium
5. ventricles
6. Valves
7. red
8. bluish-red
9. carbon dioxide
10. aorta
11. arteries
12. capillaries
13. veins
14. circulatory system

### Practice (p. 209)

1. F
2. H
3. G
4. E
5. B
6. A
7. D
8. C

### Practice (p. 215)

1. heart attack
2. cholesterol
3. blood pressure
4. risk factor
5. high blood pressure
6. coronary arteries
7. cardiovascular disease (CVD)

### Practice (pp. 227-229)

Answers will vary.

### Practice (p. 230)

1. training effect
2. cool-down
3. pulse
4. carotid artery
5. radial artery
6. recovery heart rate
7. maximum heart rate
8. warm-up

### Practice (pp. 231-234)

1. c
2. b
3. b
4. c
5. c
6. d
7. d
8. d
9. c
10. d
11. b
12. d
13. b
14. d
15. c
16. b
17. d
18. c
19. d
20. b



## Keys

### Practice (pp. 255-256)

Answers will vary but may include the following:

1. warm-up
2. anaerobic
3. one-mile run; three-minute step test
4. exercise heart rate
5. cardiovascular disease
6. cholesterol
7. can cause a dangerously high body temperature, possibly leading to a stroke
8. allows the body to gradually return to a resting state; helps body to readjust to less physical demand; prevents blood from pooling in the muscles
9. five minutes
10. Any three of the following: walking, jogging, swimming, bicycling, aerobic classes, inline skating, cross-country skiing
11. the cushioning effect of the water; the resistance of the water; less stress put on bones, joints, and muscles; the strengthening effect on the major muscles of the body, including legs, arms, back, and waist
12. steadily, vigorously, and continuously

### Practice (pp. 257-258)

1. True
2. True
3. True
4. False
5. True
6. False
7. True
8. False
9. True
10. False
11. False
12. True

13. True
14. True
15. False
16. True
17. True
18. False
19. True
20. True
21. True
22. False
23. True

### Practice (pp. 259-260)

1. warm-up
2. hypertension
3. risk factor
4. cool-down
5. recovery heart rate
6. resting heart rate
7. older
8. overload
9. Training effects

### Unit Assessment (pp. 67-69TG)

1. d
2. b
3. d
4. a
5. d
6. c
7. d
8. b
9. c
10. d
11. True
12. False
13. True
14. True
15. False
16. True
17. True
18. False
19. True
20. True



## Unit 6: Consumer Health Issues

This unit describes the facts and fallacies of consumer health issues. Students will learn what an informed consumer is and how to become one. Students will also learn to understand their buying habits so that they can become better-informed consumers.

### Unit Focus

- definition of an informed consumer
- what influences your buying decisions
- avoiding a rip off
- common fitness fallacies
- fad diets and weight loss drugs
- performance-altering drugs
- health clubs and how to find the right one for you

### Correlation to Sunshine State Standards

#### A. Physical Education Literacy

PE.A.3.4.5

#### B. Responsible Physical Activity Behaviors

PE.B.1.4.3

PE.B.1.4.4

#### C. Advocate and Promote Physically Active Lifestyles

PE.C.1.4.2





## Overview

Have you ever been tempted to buy a product that promises bulging biceps, a flat stomach, thinner thighs, or endless energy?

Before you buy any product to improve your fitness, become informed. Fat-fighting advertisements bombard us with the “sure cure” to the problem of obesity. Hucksters and quacks often claim that just by ordering the latest “proven method” for fighting flab, one can have a “toned, lean, and muscular body” overnight. Protect yourself from being ripped off by understanding some basics on how the body responds to exercise. Use

different resources to research products. Do not let someone sell you worthless products. Do not be taken in by products that claim to do the work for you or promise miraculous results. Learn to be a smart *consumer*. Do not buy worthless products.



As interest in fitness and health has increased, so has the number of health clubs. Your decision on whether to join a club and how to select one should depend on many factors. For example, what does a membership cost and what are your personal needs or desires? Get answers to the *Health Club Questionnaire* and inspect the club before you sign a contract to become a member.

Top performance cannot be achieved through pills, powders, or drinks but only through a rigorous training schedule. Your energy needs are best filled through a variety of foods and adequate fluid intake. There’s only one way to improve your performance: You have to train hard and regularly, eat properly, and get plenty of rest.



## Suggestions for Enrichment

### Student Book Activity Suggestions

1. **Pre-Test.** After reading the Introduction to *Consumer Health Issues* in the student book on pages 265-266, have students take the *Consumer Health Issues Pre-Test* on fitness fallacies on page 267. All of the statements are false. Discuss with students any statements they think are true. Explain what a *fallacy* is and how the media exploits fallacies through advertising. False claims in advertising often lead people to purchase worthless products. Discuss ways of judging a product for its worth and value.
2. **Athletic Shoes.** After reading *What Influences Your Buying Decisions?* in the student book on pages 268-269, have students report on the various types of athletic shoes on the market. Reports should include how the shoes are made, advantages of different brands, cost of each brand, what brands sell the most shoes, why different shoes are sold and marketed for different activities, etc.
3. **Bulletin Board.** After reading *Avoiding a Rip Off* in the student book on pages 270-271, have students make a bulletin board titled "Consumer Awareness – Buyer Beware." Have students use clippings from the newspaper and magazines on crash diets, weight loss gimmicks, pills, etc. Discuss harmful side effects, misleading claims, nutritional deficiencies, rip offs, etc.
4. **Active/Passive Exercise Equipment.** After reading *Passive Exercise Equipment: Too Good to Be True* in the student book on pages 272-274, divide students into groups and have them devise a list of five examples (not found in the text) of passive and active exercise equipment. They will then need to explain why some of these products are valuable or worthless. Each group will make a presentation to the class. Make two columns on the board and list all answers under the appropriate column.



5. **Role Playing.** Before or after reading *Common Fitness Fallacies: Separating Fact from Fiction* in the student book on pages 276-278, divide the class into groups and have each group create a fitness product. The product may be legitimate or an unrealistic one that promises quick results. Have the groups create a persuasive commercial for the product to present to the class. Ask students to make a poster with information about the product and create a slogan to go with it. For example, “Lose 10 pounds in One Week!” or “Gain Bigger Muscles in Just Five Days!”
6. **Fact/ Fallacy.** After reading *Common Fitness Fallacies: Separating Fact from Fiction* in the student book on pages 276-278, divide the class into groups and assign each group a fallacy from the text. Have them create an advertisement that tries to persuade other students that the fallacy is true. Explain to students that this lesson is to show how we are often misled into believing claims that are actually fallacies.
7. **Common Fad Diets.** After reading *Fad Diets: A Losing Strategy That Leads to Weight Gain* in the student book on pages 278-279, have the class discuss the various means people use to lose weight. Stress why dieting without exercise is not successful for long term weight loss. Have students research current diets on the market (*Weight Watchers, Jenny Craig, Shaklee, Physicians Weight Loss Centers*, etc.) and choose one to present a description to the class, as well as the various claims it makes, etc.

### Unit Extensions

8. Have students watch TV for an hour on a Saturday morning and categorize the foods advertised, listing all foods, including junk food, drinks, and fast food. Have students analyze for false claims or information.
9. Have students bring an exercise book, a video, or an exercise device to class. Decide whether each is a valid product or a gimmick, and why.
10. Discuss the pros and cons of vitamin supplements.



11. Ask students to bring in name-brand diet food items and their generic equivalent. Arrange the pairs of foods at several taste-tasting stations. Randomly label food in containers as A or B. Using the survey below, ask students to taste and rate each item on a scale of one (least desirable) to 10 (most desirable) and then circle the letter of the product believed to be the generic item.

**Consumer Survey**  
Generic Product Comparison

Rate each item on a scale of 1 (least desirable) to 10 (most desirable). Then circle the letter of the product believed to be the generic product.

Item	Rating (1-10)		Comments
	A	B	
1.			
2.			
3.			
4.			
5.			



12. Have students choose brands of health and fitness products. Ask students to visit a store or look online and make a list using the chart below to record a list of the prices and sizes of all brands of that product. In groups, have each student choose a product available in two or more brands and have the group compute the per unit price for each product brand. Have each group ask the class to guess the price of their items and then present their item prices and calculated per unit prices. (*Optional:* Have students calculate the per unit prices for the rest of the sizes on their lists.)

### Comparison Shopping Chart

Type of Product \_\_\_\_\_

Store \_\_\_\_\_

List all the sizes available for each brand of the product and the price of each item.

### Comparison Shopping Chart

Brand	Size	Price

13. Have students use the Internet to research and compare prices of a range of common health and fitness products.
14. Ask students to identify their position on a controversial issue. In groups have students develop an argument to support an opinion contrary to their own and present the argument to the class.



15. Ask students to use an advertisement about a fitness or health product and list 10 sentences from the advertisement. Have students exchange lists and write next to each statement whether they think it is a fact or an opinion. Then have students choose any three of the statements and explain their reasoning.
16. Present students with the following value examination matrix for analyzing perspectives on a teacher-generated topic. Have students record statements or concepts they strongly support (or oppose) and assign a value, plus or minus, reflecting their opinion. Next have students record the logic behind their assigned value to point out that there is usually a system of logic or reasoning underlying their values.

<b>Value Examination Matrix for Analyzing Perspectives</b>		
Statement or Concept	Assigned Value	Reasoning or Logic behind My Value



17. Present students with the following conflict clarification matrix for analyzing values and perspectives relative to particular topics. Have students record a statement they support (or oppose) in the first row of the matrix and assign a value, plus or minus, reflecting their opinion of it beside the “Assigned Value” in the second row. In the third row, have students identify the logic behind their assigned value. In the fourth row, have students identify an opposing value for the concept or statement. In the fifth row, ask students to describe the logic behind the opposing value. In the last row, have students describe a conclusion or awareness they have come to and identify some current events for which this process might be useful.

<b>Conflict Clarification Matrix for Analyzing a Current Issue</b>	
Statement of Concept	
Assigned Value	
Reasoning/Logic behind My Value	
Opposing Value	
Reasoning/Logic behind My Opposing Value	
Conclusion/Awareness	



18. Present students with the following decision-making matrix to analyze a teacher-generated “decision question” with choices or alternatives to be considered. Have students rank or weight the criteria in the first column using a three-point numeric ranking or weighting system as follows:

- 3 = very important
- 2 = somewhat important
- 1 = not very important

Next, ask students to determine the degree to which each alternative possesses each of the criteria as follows:

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all

Finally, have students calculate the quality points each alternative has by multiplying the criterion weights by the alternative weights. (In other words multiply the number in each cell by the number at the beginning of each row and then enter that product in each cell.) Tally the quality points for each alternative and determine which alternative has the most points. (Explain to students that after seeing the results of the matrix process, they may legitimately change the weights they are assigned.) Have students make a decision based on their quantification and explain the reasoning behind their decision.



<b>Decision-Making Matrix</b>			
<b>Decision Question:</b>			
<b>Criteria</b>	<b>Alternatives</b>		
(rank or weight from 1-3) <b>Criteria Weight =</b>	alternative weight x criteria weight = quality points _ x _ = _	_ x _ = _	_ x _ = _
(rank or weight from 1-3) <b>Criteria Weight =</b>	_ x _ = _	_ x _ = _	_ x _ = _
(rank or weight from 1-3) <b>Criteria Weight =</b>	_ x _ = _	_ x _ = _	_ x _ = _
(rank or weight from 1-3) <b>Criteria Weight =</b>	_ x _ = _	_ x _ = _	_ x _ = _
<b>Total of Quality Points</b>	_____	_____	_____

**Criteria Weight**  
Ranking system:

- 3 = very important
- 2 = somewhat important
- 1 = not very important

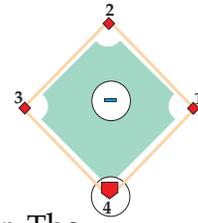
**Alternative Weight**

The degree to which each alternative possesses each criteria:

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all



19. Review the unit using a cooperative group *Jeopardy* activity. Divide students into groups of two to five. Give each student a colored marker and a piece of paper divided into a grid that matches the number of topics and questions. Ask students to write answers to all questions as they are asked, then circulate around the room to check and award points. Ask students to keep their own scores.
20. Play baseball—a Home Run Review game. Draw a baseball diamond with bases for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and home on the board. (*Variation:* Make a large baseball diamond with masking tape on the floor. Have students move around on the bases.) Divide the class into two teams and choose captains for each. Decide if players are to come to bat in random or sequential order. The pitcher asks a question of the batter at home plate. A correct answer results in a hit and moves the student to 1<sup>st</sup> base. An incorrect answer is an out. Subsequent answers allow the students to move around the four bases until a run is scored. The “10 run rule” applies if one team is dominant over the other, and the other team then gets a chance at bat. If a question is missed, the opposing team has a chance to make a double out if one of their team members can answer it correctly.
21. Play *Password*. Prepare a set of duplicate index cards with vocabulary words from the unit. Divide the class into teams and have the students work in pairs. Give one player from each team the same word. The player must give their partner a one-word description or synonym for the word on the card. The first player on a team to get the correct word from the clues wins the points. The points are as follows:



A correct guess on the

- 1<sup>st</sup> clue = 150 points
- 2<sup>nd</sup> clue = 100 points
- 3<sup>rd</sup> clue = 75 points
- 4<sup>th</sup> clue = 50 points.

The first team to reach 500 points wins.

22. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



## Unit Assessment

Use the list below to complete the following statements.

<b>diuretics</b>	<b>passive exercise</b>
<b>exercise equipment</b>	<b>spot reduction</b>
<b>fat</b>	<b>steroids</b>
<b>fluids</b>	<b>stimulants</b>
<b>metabolic rate</b>	<b>testosterone</b>

1. Many exercise gimmicks or gadgets promise weight loss; however, the user does not lose fat but instead loses valuable \_\_\_\_\_ from the body's tissues.
2. Some fad diets will actually slow your \_\_\_\_\_ and cause you to burn calories at a slower rate than you normally do.
3. Drugs that some people take to increase their alertness and delay fatigue are called \_\_\_\_\_; these drugs cause a dangerous increase in heart rate and blood pressure.
4. You cannot improve your fitness level by using \_\_\_\_\_ equipment; any device that does the work for you cannot help you build fitness or lose weight.
5. Anabolic steroids are an artificial version of \_\_\_\_\_, the male sex hormone that stimulates muscle growth.
6. Active \_\_\_\_\_ helps you improve your fitness level by requiring you to use muscle power and aerobic energy.



7. Drugs that cause your body to eliminate fluids are called \_\_\_\_\_ . The weight you lose from taking these drugs will quickly be replaced as you drink fluids.
8. Anabolic \_\_\_\_\_ are very dangerous drugs that are taken to increase muscle mass. These drugs are illegal unless prescribed by a doctor.
9. You can recognize quackery if an ad claims a product can accomplish \_\_\_\_\_ , or remove fat from specific areas of your body.
10. There are no pills or potions that can burn \_\_\_\_\_ from your body, as some dishonest advertisements claim.

*Circle the letter of the correct answer.*

11. During our teen years, we may be taken in by \_\_\_\_\_ that promises a quick way to look more attractive.
  - a. consumers
  - b. quackery
  - c. stimulants
  - d. cellulite
12. Most celebrities and sports stars endorse health, fitness, and weight loss products because they \_\_\_\_\_ .
  - a. believe in the products
  - b. invented and designed the products
  - c. are being paid
  - d. want to serve the public



13. Many of us have bought a particular health and fitness product because we wanted to \_\_\_\_\_ .
  - a. “fit in” with our peers
  - b. buy a name brand
  - c. identify with a star athlete
  - d. all of the above
  
14. Beware of ads that promise \_\_\_\_\_ .
  - a. to “burn several inches off” various body parts
  - b. “to melt off fat effortlessly”
  - c. nothing
  - d. both *a* and *b*
  
15. Techniques that will help you separate fact from fallacy include \_\_\_\_\_ .
  - a. developing a questioning attitude about the claims made in ads
  - b. buying an item that sounds too good to be true
  - c. seeking advice from professionals that you trust to help you analyze the claims being made
  - d. both *a* and *c*
  
16. Some examples of passive exercise equipment include \_\_\_\_\_ .
  - a. rowing machines and stationary bicycles
  - b. treadmills and stairsteppers
  - c. electric bicycles and electric stimulators
  - d. weight machines and treadmills
  
17. There are \_\_\_\_\_ quick-fix products for healthy and permanent weight loss.
  - a. no
  - b. a few
  - c. many
  - d. four universal
  
18. Anabolic steroids can cause \_\_\_\_\_ in males.
  - a. stunted growth
  - b. baldness
  - c. shrunken testicles
  - d. all of the above



19. Anabolic steroids can cause \_\_\_\_\_ in females.
- a. breast shrinkage
  - b. facial hair
  - c. deepened voice
  - d. all of the above
20. You should check the \_\_\_\_\_ before joining a health club.
- a. equipment and facility
  - b. qualifications of the instructors
  - c. contract
  - d. all of the above

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- \_\_\_\_\_ 21. If the claims for a product sound too good to be true, they probably are.
- \_\_\_\_\_ 22. Quacks often encourage people to distrust health professionals such as doctors and registered dietitians.
- \_\_\_\_\_ 23. Most people who are overweight have a hormone problem.
- \_\_\_\_\_ 24. Most people who are overweight have poor nutritional and exercise habits.
- \_\_\_\_\_ 25. Top performance cannot be achieved through pills, powders, or drinks, but only through a rigorous training schedule and healthy diet.



## Keys

### Practice (p. 267)

1. False
2. False
3. False
4. False
5. False
6. False
7. False
8. False
9. False
10. False
11. False

### Practice (p. 275)

1. dehydration
2. sauna
3. fad
4. quackery
5. passive exercise equipment
6. active exercise equipment
7. consumer
8. spot reduction

### Practice (p. 283)

1. D
2. A
3. B
4. G
5. I
6. J
7. F
8. E
9. H
10. C

### Practice (pp. 284-286)

Answers will vary.

### Practice (p. 287)

1. True
2. False
3. True
4. True
5. False
6. True
7. False
8. False
9. True
10. False
11. True

### Practice (pp. 294-295)

1. True
2. False
3. False
4. False
5. False
6. False
7. True
8. True
9. True
10. False
11. True
12. False
13. True
14. False
15. True
16. False
17. False
18. True
19. True
20. False
21. True
22. True
23. True
24. False
25. False
26. True
27. True



## Keys

### Practice (pp. 296-298)

1. d
2. d
3. c
4. d
5. b
6. c
7. a
8. c
9. d
10. b
11. a
12. c
13. c
14. b
15. b
16. d
17. d

### Unit Assessment (pp. 85-88TG)

1. fluids
2. metabolic rate
3. stimulants
4. passive exercise
5. testosterone
6. exercise equipment
7. diuretics
8. steroids
9. spot reduction
10. fat
11. b
12. c
13. d
14. d
15. d
16. c
17. a
18. d
19. d
20. d
21. True
22. True
23. False
24. True
25. True



## Unit 7: Personal Fitness Program

This unit is a culmination of everything the student has learned in this book. The student will learn how to apply the knowledge gained from previous units into a personal fitness program that will affect the student for a lifetime.

### Unit Focus

- what a personal fitness program is
- benefits of a personal fitness program
- designing your personal fitness program
- understanding each physical activity and how to choose the one for you
- other considerations when designing your personal fitness program
- attitude and personal goals evaluation

### Correlation to Sunshine State Standards

#### A. Physical Education Literacy

PE.A.1.4.1	PE.A.3.4.3
PE.A.2.4.2	PE.A.3.4.4
PE.A.2.4.3	PE.A.3.4.6
PE.A.3.4.1	PE.A.3.4.7

#### B. Responsible Physical Activity Behaviors

PE.B.1.4.1	PE.B.1.4.5
PE.B.1.4.2	PE.B.1.4.6
PE.B.1.4.3	PE.B.2.4.5
PE.B.1.4.4	

#### C. Advocate and Promote Physically Active Lifestyles

PE.C.1.4.1	PE.C.2.4.1
PE.C.1.4.3	PE.C.2.4.2





## Overview

A complete personal fitness program involves all of the health-related components of physical fitness. By itself, no single activity or exercise can help you accomplish flexibility, cardiovascular fitness, muscular strength, muscular endurance, or a healthy body composition. You must include a variety of activities in your exercise program to develop all areas of physical fitness. You also must build a healthy lifestyle.

Strength training and aerobic conditioning should be the primary focus of your personal fitness program. Strength training will lift and tone the muscles. Aerobic conditioning will strengthen the heart and decrease the overall amount of body fat. Flexibility can be developed and improved by stretching before and after any exercise. Proper nutrition and a well-rounded exercise program will help improve your body composition.

There are important steps to take in designing your personal fitness program. They include evaluating your health-related fitness components, setting personal goals, selecting appropriate activities, applying the F.I.T.T. formula, tracking your progress, and periodically re-evaluating your fitness level.



Motivation is important to include in your personal fitness program to help you continue with your exercise program. All of us need encouragement to help us stay on a workout schedule and eat nutritiously.

The positive effects of exercise occur as a result of regular and consistent efforts. Treat your body well and feel the benefits. Become fit so you can enjoy a full and long life!

## Suggestions for Enrichment

### Student Book Activity Suggestions

1. **Bulletin Board.** After reading *What Is a Personal Fitness Program?* and *Why Is a Personal Fitness Program Important?* in the student book on pages 305-309, have students construct a “Healthy Lifestyles” bulletin board. Have students design images of total fitness and wellness for the board. Pictures from magazines and other sources can be used to develop the theme.



2. **Selecting Activities.** Discuss lifestyle choices. Students should be encouraged to select activities they enjoy. Discuss the importance of cross training. Also, explain the advantage of choosing activities that can be done anywhere at any time. Have students complete the questionnaire *Choosing Physical Activities* in the student book on pages 313-314 to help them choose activities for their personal fitness program. Their selections should be based upon results of their physical fitness profile.
3. **Setting Goals.** After reading *Tracking Your Progress with Periodic Assessments* in the student book on page 316, divide students into small groups and have them list the benefits of accomplishing health-related goals, such as improved appearance, improved self-concept, improved strength and endurance, decreased body fat, increased stamina, etc. Help students establish realistic short-term and long-term goals.
4. **Medical Exam.** Along with reading *Other Considerations When Designing Your Personal Fitness Program* in the student book on page 318, discuss guidelines to consider before beginning an exercise program. Students should be aware that people with a past history of disease, illness, or injury should seek medical advice before beginning a new exercise program.
5. **Motivational Strategies.** After reading *Motivation: Reasons to Continue Exercising* in the student book on pages 318-320, share with students how motivational strategies can help them stick with their exercise programs. Divide students into groups and have them list why people quit exercising (boredom, time constraints, lack of commitment, etc.) and also ways to counteract those reasons. Then have them list ways to help people stick to their exercise program. Examples may include having a support group, participating in a variety of activities, monitoring their progress, exercising with a friend, and periodically re-evaluating their fitness and body composition.
6. **Attitude.** Discuss with students how attitude affects motivation and perseverance. Have students take the *Attitude Profile* in the student book on pages 322-325. Share answers in a class discussion. Illustrate how becoming aware of their own habits and attitudes can help them to change an unproductive behavior or lifestyle pattern. Use personal or familiar examples.



7. **Designing a Personal Fitness Program.** Help students determine which health-related area they most need to improve. Record all initial test scores in the *Physical Fitness/Body Composition Profile* in the student book on pages 327-329.

As a class, design a sample personal fitness plan. Discuss all implications and steps. Ask students: What activities require arm or upper body strength? In what activities do you need to have strong leg muscles? Use the *Physical Activity Ratings* chart on page 312 and *Choosing Physical Activities* in the student book on pages 313-314 to explain how various sports can supplement traditional physical fitness activities.

Have students use the forms in the student book on pages 330-336 to design a body composition, flexibility, muscular fitness, and cardiovascular fitness program for themselves. Emphasize the importance of being specific about intensity and length per exercise session. Have students explain how they will monitor short-term goals. Explain how a fitness program can be changed from time to time, depending on progress, effectiveness, satisfaction, and enjoyment. Then have students use *My Personal Fitness Program* in the student book on page 337 to design their own program.

8. **Behavior Contract and Exercise/Work Log.** Before doing *My Personal Fitness Contract* in the student book on page 338, explain the purpose of a behavioral contract. Discuss with students how a contract with themselves can increase the chances of maintaining an exercise program. Have a support person sign also to help and encourage students uphold the contract. Also discuss the importance of using *My Exercise/Work Log* on pages 339-341 for monitoring their attitude and progress.

### Unit Extensions

9. Have students list three positive effects that a well-rounded personal fitness program has on physical well being and three positive effects it has on mental health.
10. Have students work in pairs to design a poster that promotes a personal fitness program.



11. Ask students to keep a daily log of their own physical activities for a one- or two-week period. Have students use their logs and work in pairs to calculate the average amount of time spent in physical activities per day during the week. As a class, calculate total and average amounts of time spent in physical activity per student per week and per day.

Have students consider which activities in their log they are most likely to pursue on a regular basis. Have students also consider which physical activities are best suited to the needs of their family members. Next, ask them to consider activities they can do with family members and how to help their family become more physically active.

12. Have students investigate the pros and cons of the different types of exercise: organized sports, step aerobics, running, walking, weight training, etc.
13. Have students design and conduct a survey of exercise habits of their classmates. Students can then graph the results. This can be done at the end of the semester to see how exercise habits have changed. Compare with the survey completed in Unit 1.
14. Produce a video that demonstrates how health risk factors can be reduced by regular exercise.
15. Have students make a checklist of healthy living habits.
16. Ask students to interview their parents and grandparents about an opinion they hold strongly on a teacher-generated topic discussed in class. Have them write a paragraph to support or refute this opinion.
17. Have students explore how exercise benefits older persons and design an exercise program for senior citizens. (*Variation:* Have students develop a schedule of fitness activities to meet the needs of a diverse group of people with a wide range of ages, physical abilities, and fitness levels.)

After discussing the impact of personal health behaviors on health maintenance, disease prevention, and the functioning of body systems, ask students to analyze the role of individual responsibility



in enhancing health. Ask students to create bumper-sticker slogans on reducing risks of potential health problems during adulthood through a personal fitness program.

18. Have groups select a statement about a teacher-generated topic. Ask the groups to prepare a list of pros and cons pertaining to a specific teacher-generated issue. Then ask students to devise and conduct a concept inventory poll to assess the extent of agreement or disagreement with each statement using the rating scale below.

+3	=	strongly agree (SA)
+2	=	tend to agree (A)
0	=	undecided (U)
-2	=	disagree (D)
-3	=	strongly disagree (SD)

Have students sit in a circle with two chairs in the center for a pro and a con representative to sit in. Only the students in these chairs may contribute to the discussion. A student wishing to sit in one of the debate chairs may tap a debater; if the debater wishes to relinquish the seat, he or she may return to the circle. After the argument has continued for a set time, have students exchange chairs and debate the other side of the issue. Allow the discussion to continue until no additional benefit appears to be derived.

After the issue has been thoroughly discussed, give the concept inventory poll again and tally the scores to see if a significant change in opinions occurred after the discussion. Then have students critique the issue their group discussed, expressing how their group handled the topic, listing pros and cons, stating their own opinions and how they reached their conclusions, and giving ideas about the benefits of using this type of analysis.

19. Have students use the Internet to research and build a case for or against a controversial issue related to the unit.
20. Ask students to bring in articles from their local newspaper with opposing points of view on a topic related to the unit and then debate the articles.



21. Have students choose several job notices involving the field of physical fitness from the classified advertisements. Ask them to devise questions for the different jobs. Put them in pairs and have them conduct mock interviews.
22. Use bingo to create a final review of the book. Develop a list of 25 key facts and vocabulary words. Design a bingo grid with five columns and five rows. Have students write clues in the form of a question or complete a statement using one- or two-word answers. Have them place the clues on one side of a 3" x 5" card and the correct response on the other side. Have students print the word or words on the bingo-card grid. Allow students to practice with a partner and the clue cards. Collect the clue cards and have students exchange bingo cards and play the bingo review game.
23. Play *Hollywood Squares*. A student is given a topic. If the student knows about it, he or she will state facts; if not, he or she will bluff. The other students will decide whether statements made are factual or not.
24. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



## Final Assessment

Use the list below to complete the following statements.

<b>body composition</b>	<b>overfat</b>
<b>components</b>	<b>physical fitness</b>
<b>ideal body</b>	<b>sedentary</b>
<b>illegal</b>	<b>skill-related</b>
<b>lean body mass</b>	

1. When your heart, blood vessels, lungs, and muscles all function efficiently, you have achieved \_\_\_\_\_ .
2. Healthy lifestyle behaviors include participating in regular exercise, good nutritional habits, and not using tobacco or \_\_\_\_\_ drugs.
3. Most Americans are not fit. They live a \_\_\_\_\_ lifestyle—they spend their time sitting rather than being active and exercising.
4. Cardiovascular fitness, muscular strength, muscular endurance, flexibility, and body composition are health-related fitness \_\_\_\_\_ .
5. Agility, balance, coordination, power, reaction time, and speed are \_\_\_\_\_ fitness components.
6. More important to your health than how much you weigh is your percentage of body fat compared to your \_\_\_\_\_ .



7. The percentage of your body weight that is fat compared to your lean body tissue is called your \_\_\_\_\_ .
8. Your \_\_\_\_\_ weight is how much you would weigh if your body fat percentage were in the healthy range.
9. If you have more body fat than you should, your body is \_\_\_\_\_ .

*Use the list below to complete the following statements.*

<b>diuretics</b>	<b>passive exercise</b>
<b>flexibility</b>	<b>quackery</b>
<b>joints</b>	<b>spot reduce</b>
<b>movements</b>	<b>stretching</b>

10. When you lose your \_\_\_\_\_ , your body can no longer move or bend the way it once could.
11. People who can do splits and work their bodies into pretzel-like shapes have muscles and \_\_\_\_\_ that can move through a full range of motion.
12. One way to improve your range of motion is by \_\_\_\_\_ , or lengthening, your muscles.
13. Your muscles are groups of tissue that surround bones and produce physical \_\_\_\_\_ .



14. Unfortunately, some of the makers of health and fitness products engage in \_\_\_\_\_, making false claims, to sell their goods.
15. One type of product that *cannot* help us improve our fitness is \_\_\_\_\_ equipment. This type of equipment does the work for us and does not exercise our bodies.
16. Drugs that cause us to eliminate fluids are called \_\_\_\_\_. These drugs cause our bodies to lose valuable life-sustaining substances.
17. A common false claim made in dishonest advertising is that a product or pill can \_\_\_\_\_, or remove fat from a specific area of the body.



Match each definition with the correct term. Write the letter on the line provided.

- |   |                           |
|---|---------------------------|
| _____ 18. the damage or death of part of the heart muscle   | A. aerobic exercise       |
| _____ 19. firm and defined muscle quality   | B. arteries               |
| _____ 20. exercises performed against resistance; also called <i>resistance training</i>          | C. cardiovascular fitness |
| _____ 21. includes the development of both muscular strength and muscular endurance               | D. cardiovascular system  |
| _____ 22. rhythmic and continuous activities that require oxygen for energy                       | E. heart attack           |
| _____ 23. the body's ability to deliver oxygen to working muscles                                 | F. muscular endurance     |
| _____ 24. the ability of a muscle to exert a force in a single effort                             | G. muscular fitness       |
| _____ 25. system that circulates blood throughout the body; also called <i>circulatory system</i> | H. muscle strength        |
| _____ 26. the ability of a muscle to repeat a movement over a period of time without tiring       | I. muscle tone            |
| _____ 27. blood vessels that carry oxygen-rich blood to the body's muscles                        | J. weight training        |



Use the list below to complete the following statements.

<b>bulimia</b>	<b>exercise</b>	<b>stop</b>
<b>cool-down</b>	<b>overload</b>	<b>strain</b>
<b>doctor</b>	<b>specificity</b>	<b>warm-up</b>

28. The only way to progress in your fitness program is to use the \_\_\_\_\_ principle.
29. Lifting weights to increase arm strength is an example of a training principle called \_\_\_\_\_ .
30. In the past, we believed in the saying “no pain, no gain.” However, we now believe in the saying “train, don’t \_\_\_\_\_ .”
31. If you feel pain while exercising, you should slow down or \_\_\_\_\_ .
32. Before you start your activity, you should do a five- to 10-minute \_\_\_\_\_ .
33. Similarly, at the end of your workout, you should do a five- to 10-minute \_\_\_\_\_ .
34. To improve your body composition, you should \_\_\_\_\_ and eat a low-fat diet.
35. Eating disorders include anorexia nervosa and \_\_\_\_\_ . Anyone who suffers from these disorders should see a \_\_\_\_\_ .



*Circle the letter of the correct answer.*

36. Developing your flexibility and doing regular stretching \_\_\_\_\_ .
- lowers your risk for back pain
  - increases relaxation and reduces muscle tension
  - helps prevent injuries
  - all of the above
37. There are four different methods to improve your flexibility. The safest and most effective method for most people is \_\_\_\_\_ . To use this method, you move to a point of tension and hold that position.
- ballistic stretching
  - dynamic stretching
  - passive stretching
  - static stretching
38. A type of stretching that is dangerous and should only be done by advanced athletes is \_\_\_\_\_ . In this method, you bob or bounce past the stretching point of a muscle.
- passive stretching
  - ballistic stretching
  - dynamic stretching
  - static stretching
39. Anyone can begin a flexibility program. But safe stretching depends on following guidelines. These safe-stretching guidelines include \_\_\_\_\_ .
- always doing a warm-up
  - stretching to a point of tension, not pain
  - relaxing into each stretch
  - all of the above
40. Lack of flexibility can cause \_\_\_\_\_ .
- bad posture
  - difficulty in moving your body in normal, daily activities
  - athletic injuries
  - all of the above



41. Isometric, isotonic, and isokinetic exercises work \_\_\_\_\_ against resistance to improve fitness.
- bones
  - muscles
  - joints
  - skin
42. In isometric exercises, the muscle contracts when pressed against an immovable object. An example of an isometric exercise is \_\_\_\_\_ .
- using free weights
  - using specially designed weight machines
  - squeezing a tennis ball as hard as you can for six seconds
  - none of the above
43. Isotonic exercises include doing calisthenics, lifting free weights, and using weight machines. Examples of this form of exercise include \_\_\_\_\_ .
- doing push-ups and abdominal curl-ups
  - squeezing a tennis ball for six seconds
  - playing basketball
  - both *a* and *b*
44. Skeletal muscles are composed of two types of muscle fibers. These two types are fast-twitch muscle fibers and slow-twitch muscle fibers. Fast-twitch muscle fibers contract quickly and are useful for \_\_\_\_\_ .
- endurance activities, such as long-distance running
  - activities that use oxygen, such as slow jogging
  - short, intense bursts of action, such as sprinting
  - all of the above
45. Slow-twitch muscle fibers contract slowly and are useful for \_\_\_\_\_ .
- endurance activities, such as long-distance running
  - activities that do not use oxygen, such as isometric exercises
  - short, intense bursts of action, such as sprinting
  - all of the above



Put a **check (✓)** next to the **guidelines** that should be followed during **muscle fitness exercises**.

- \_\_\_\_\_ 46. Strain when you lift weights—remember: “No pain, no gain.”
- \_\_\_\_\_ 47. Begin with a warm-up to prepare your body for more vigorous activity.
- \_\_\_\_\_ 48. Occasional horseplay is OK when lifting weights. Engaging in horseplay will help you keep your workouts relaxed and fun.
- \_\_\_\_\_ 49. Hold your breath when you lift a weight. If you breathe, you may become dizzy.
- \_\_\_\_\_ 50. Use a spotter. A spotter will help you count, help you lift with proper form, and help you lower a weight should you become fatigued.

Put a **check (✓)** next to the **guidelines** that should be followed during **flexibility exercises**.

- \_\_\_\_\_ 51. Breathe naturally throughout all stretching exercises.
- \_\_\_\_\_ 52. Lock your knees and joints during a stretch to fully lengthen a muscle.
- \_\_\_\_\_ 53. Stretch no more than once or twice a week, or you may tear your muscles.
- \_\_\_\_\_ 54. Avoid fast stretching and bouncing while stretching.
- \_\_\_\_\_ 55. Hold the position of each stretch for no more than 10 seconds.



Put a **check (✓)** next to those **guidelines** that should be followed when **buying health, fitness, or weight-loss products**.

- \_\_\_\_\_ 56. Always listen to athletes who are selling fitness products; they would not sell a product if they did not truly believe in it.
- \_\_\_\_\_ 57. Any claim that sounds too good to be true probably is.
- \_\_\_\_\_ 58. Beware of ads that promise “instant success” or “quick and easy results without diet or exercise.”
- \_\_\_\_\_ 59. Body wraps and other products that cause you to lose fluids are a good method for losing fat.
- \_\_\_\_\_ 60. Diets that severely restrict the calories in your diet may actually lower your metabolic rate and cause you to gain weight in the future.

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- \_\_\_\_\_ 61. You cannot control any of the major risk factors for heart disease.
- \_\_\_\_\_ 62. Monitor your heart rate before, during, and after exercise so that you can find your own healthy rate of exercise.
- \_\_\_\_\_ 63. Exercises that improve the condition of your heart and lungs must raise your heart and breathing rate.
- \_\_\_\_\_ 64. Drinking fluids during aerobic exercise will not help replace the fluids you lose—so wait to drink only after you are done exercising.
- \_\_\_\_\_ 65. Feeling dizzy, weak, lightheaded, and excessively tired are all possible signs of heat exhaustion.





## Keys

### Practice (pp. 310-311)

1. physical fitness
2. cool-down
3. flexibility
4. F.I.T.T.
5. cardiovascular fitness
6. body composition
7. muscle fitness
8. muscular strength
9. muscular endurance
10. aerobic exercise
11. warm-up

### Practice (p. 317)

1. D
2. A
3. B
4. C
5. B
6. A
7. C
8. D

### Practice (pp. 342-343)

1. body composition; flexibility; muscular strength; muscular endurance; cardiovascular fitness
2. evaluation of health-related components; setting personal goals; selecting appropriate activities; applying the F.I.T.T. formula (training principles); tracking your progress/periodic assessments
3. Answers will vary but may include the following: make it fun; start slowly; be patient; listen to your body; keep it convenient; be disciplined; gain health and fitness knowledge; keep a positive attitude; exercise with a friend; join a support group; join a club; schedule your exercise; keep a balanced perspective; list possible

setbacks and develop a plan to overcome them

4. Answers will vary but may include the following: to check if progress is being made; see if goals are being met; to see whether areas of fitness are improving or not
5. Answers will vary but may include the following: keep track of progress; for motivation; help in setting new goals
6. Answers will vary but may include the following: quick improvement in some areas, slow in others; too difficult or too easy; boring; inconvenient

### Practice (pp. 344-345)

1. a) bench press  
b) chest
2. a) push-ups  
b) chest
3. a) knee extensions  
b) thighs
4. a) one-arm dumbbell rowing  
b) back
5. a) pec deck  
b) chest
6. a) press downs  
b) arms
7. a) pull-ups  
b) back and arms
8. a) curl-ups  
b) abdominals

### Practice (pp. 346-347)

1. False
2. True
3. False
4. True
5. False
6. False
7. True
8. True



## Keys

9. False
10. False
11. True
12. False
13. True
14. True
15. False
16. True
17. True
18. True
19. False
20. True

### Practice (pp. 348-349)

1. b
2. d
3. d
4. c
5. b
6. b
7. c
8. c
9. d
10. c

### Final Assessment (pp. 99-107TG)

1. physical fitness
2. illegal
3. sedentary
4. components
5. skill-related
6. lean body mass
7. body composition
8. ideal body
9. overfat
10. flexibility
11. joints
12. stretching
13. movements
14. quackery
15. passive exercise
16. diuretics
17. spot reduce
18. E
19. I

20. J
21. G
22. A
23. C
24. H
25. D
26. F
27. B
28. overload
29. specificity
30. strain
31. stop
32. warm-up
33. cool-down
34. exercise
35. bulimia; doctor
36. d
37. d
38. b
39. d
40. d
41. b
42. c
43. a
44. c
45. a
- 46.
47. ✓
- 48.
- 49.
50. ✓
51. ✓
- 52.
- 53.
54. ✓
- 55.
- 56.
57. ✓
58. ✓
- 59.
60. ✓
61. False
62. True
63. True
64. False
65. True

# Appendices



## Instructional Strategies

Classrooms include a diverse population of students. The educator’s challenge is to structure the learning environment and instructional material so that each student can benefit from his or her unique strengths. Instructional strategies adapted from the Florida Curriculum Frameworks are provided on the following pages as examples that you might use, adapt, and refine to best meet the needs of your students and instructional plans.

### **Cooperative Learning Strategies—to promote individual responsibility and positive group interdependence for a given task.**

**Jigsawing:** each student becomes an “expert” on a topic and shares his or her knowledge so eventually all group members know the content.

Divide students into groups and assign each group member a numbered section or a part of the material being studied. Have each student meet with the students from the other groups who have the same number. Next, have these new groups study the material and plan how to teach the material to members of their original groups. Then have students return to their original groups and teach their area of expertise to the other group members.

**Corners:** each student learns about a topic and shares that learning with the class (similar to jigsawing).

Assign small groups of students to different corners of the room to examine and discuss particular topics from various points of view. Have corner teams discuss conclusions, determine the best way to present their findings to the class, and practice their presentation.

**Think, Pair, and Share:** students develop their own ideas and build on the ideas of other learners.

Have students reflect on a topic and then pair up to discuss, review, and revise their ideas. Then have the students share their ideas with the class.

**Debate:** students participate in organized presentations of various viewpoints.

Have students form teams to research and develop their viewpoints on a particular topic or issue. Provide structure in which students can articulate their viewpoints.

**Brainstorming—to elicit ideas from a group.**

Have students contribute ideas about a topic. Accept all contributions without initial comment. After a list of ideas is finalized, have students categorize, prioritize, and defend their contributions.

**Free Writing—to express ideas in writing.**

Allow students to reflect on a topic, then have them respond in writing to a prompt, a quotation, or a question. It is important that they keep writing whatever comes to mind. They should not self-edit as they write.

**K–W–L (Know–Want to Know–Learned)—to provide structure for students to recall what they know about a topic, deciding what they want to know, and then after an activity, list what they have learned and what they still want or need to learn.**

Before engaging in an activity, list on the board under the heading “What We Know” all the information students know or think they know about a topic. Then list all the information the students want to know about a topic under, “What We Want to Know.” As students work, ask them to keep in mind the information under the last list. After completing the activity, have students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know.

**Learning Log—to follow-up K–W–L with structured writing.**

During different stages of a learning process, have students respond in written form under three columns:

“What I Think”

“What I Learned”

“How My Thinking Has Changed”

**Interviews—to gather information and report.**

Have students prepare a set of questions in interview format. After conducting the interview, have students present their findings to the class.

**Dialogue Journals—to provide a way to hold private conversations with the teacher or share ideas and receive feedback through writing (this activity can be conducted by e-mail).**

Have students write on topics on a regular basis. Respond in conversational writing to their writings with advice, comments, and observations.

**Mini-Museums—to create a focal point.**

Have students work in groups to create exhibits that display a health issue or topic, for example, how to make healthy food choices when eating in a restaurant.

**Models—to represent a concept in simplified form.**

Have students create a product, like a model of a heart, or a representation of an abstract idea, like a model of the progression of tooth decay.

**Field Experience—to use the community as a laboratory for observation, study, and participation.**

Before the visit, plan and structure the field experience with the students. Engage in follow-up activities after the trip.

**Reflective Thinking—to reflect on what was learned after a lesson.**

Have students write in their journals about a concept or skill they have learned, comment on the learning process, note questions they still have, and describe their interest in further exploration of the concept or skill. Or have students fill out a questionnaire addressing such questions as: Why did you study this? Can you relate it to real life?

**Problem Solving—to apply knowledge to solve problems.**

Have students determine a problem, define it, ask a question about it, and then identify possible solutions to research. Have them choose a solution and test it. Finally, have students determine if the problem has been solved.

**Predict, Observe, Explain—to predict what will happen in a given situation when a change is made.**

Ask students to predict what will happen in a given situation when some change is made. Have students observe what happens when the change is made and discuss the differences between their predictions and the results.

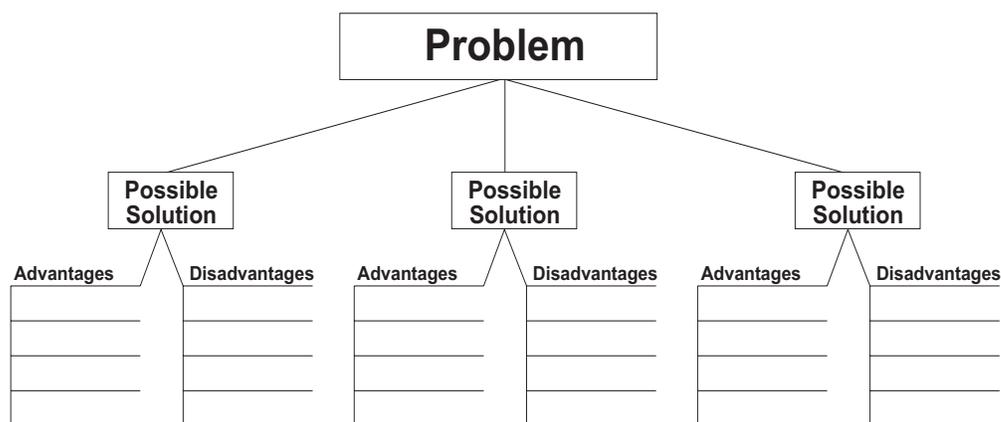
**Learning Cycle—to engage in exploratory investigations, construct meanings from findings, propose tentative explanations and solutions, and relate concepts to their lives.**

Have students explore a concept, behavior, or skill with a hands-on experience and then explain their exploration. Through discussion, have students expand the concept or behavior by applying it to other situations.

**Graphic Organizers—to transfer abstract concepts and processes into visual representations.**

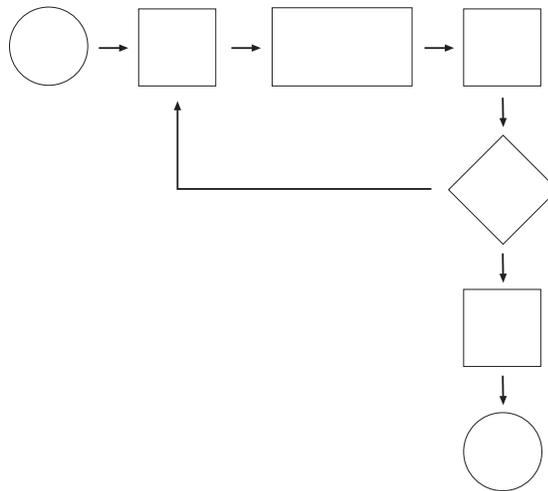
**Consequence Diagram/Decision Trees:** illustrates real or possible outcomes of different actions.

Have students visually depict outcomes for a given problem by charting various decisions and their possible consequences.



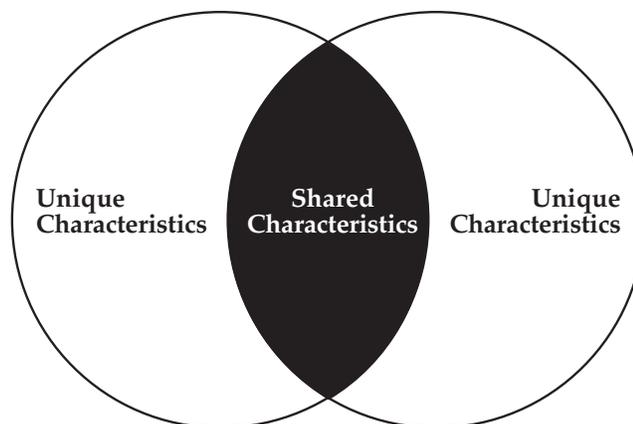
**Flowchart:** depicts a sequence of events, actions, roles, or decisions.

Have students structure a sequential flow of events, actions, roles, or decisions graphically on paper.



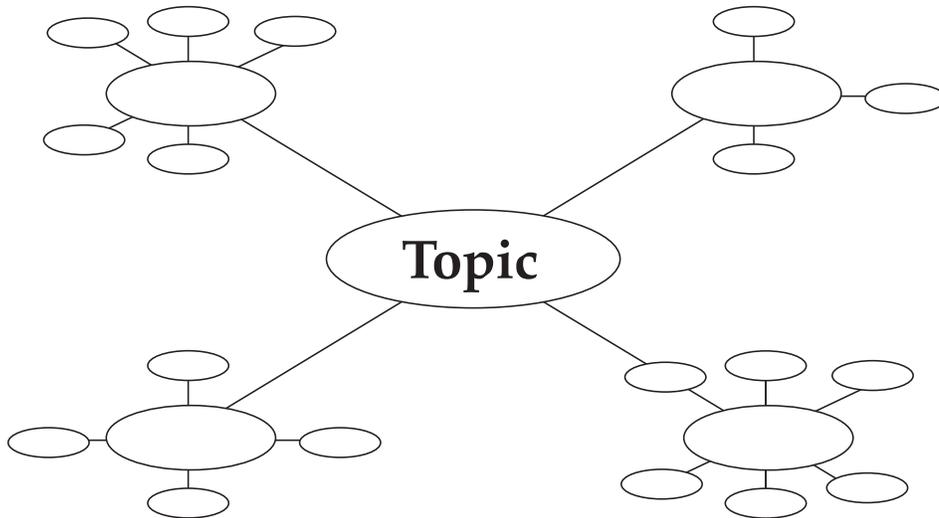
**Venn Diagram:** creates a visual analysis of the similarities and differences among, for example, two concepts, objects, events, or people.

Have students use two overlapping circles to list unique characteristics of two items or concepts (one in the left part of the circle and one in the right); in the middle have them list shared characteristics.



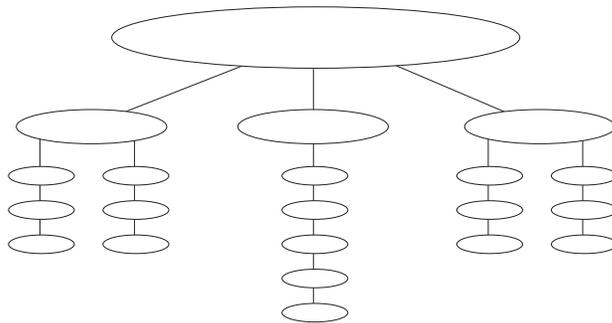
**Webbing:** provides a picture of how words or phrases connect to a topic.

Have students list topics and build a weblike structure of words and phrases.



**Concept Mapping:** shows relationships among concepts.

Have students select a main idea and identify a set of concepts associated with the main idea. Next, have students rank the concepts in related groups from the most general to most specific. Then have students link related concepts with verbs or short phrases.



**Portfolio—to capture the extent of students’ learning within the context of the instruction.**

Elements of a portfolio can be stored in a variety of ways; for example, they can be photographed, scanned into a computer, or videotaped. Possible elements of a portfolio could include the following selected student products.

<b>Written Presentations</b> <ul style="list-style-type: none"><li>• expressive (diaries, journals, writing logs)</li><li>• transactional (letters, surveys, reports, essays)</li><li>• poetic (poems, myths, legends, stories, plays)</li></ul>		
<b>Representations</b> <ul style="list-style-type: none"><li>• maps</li><li>• graphs</li><li>• dioramas</li><li>• models</li><li>• mock-ups</li><li>• displays</li><li>• bulletin boards</li><li>• charts</li><li>• replicas</li></ul>	<b>Oral Presentations</b> <ul style="list-style-type: none"><li>• debates</li><li>• addresses</li><li>• discussions</li><li>• mock trials</li><li>• monologues</li><li>• interviews</li><li>• speeches</li><li>• storytelling</li><li>• oral histories</li><li>• poetry readings</li><li>• broadcasts</li></ul>	<b>Visual and Graphic Arts</b> <ul style="list-style-type: none"><li>• murals</li><li>• paintings</li><li>• storyboards</li><li>• drawings</li><li>• posters</li><li>• sculpture</li><li>• cartoons</li><li>• mobiles</li></ul>
<b>Performances</b> <ul style="list-style-type: none"><li>• role playing, drama</li><li>• dance/movement</li></ul>		<b>Media Presentations</b> <ul style="list-style-type: none"><li>• films</li><li>• slides</li><li>• photo essays</li><li>• print media</li><li>• computer programs</li><li>• videotapes and/or audiotapes</li></ul>



## Teaching Suggestions

The standards and benchmarks of the Sunshine State Standards are the heart of the curriculum frameworks and reflect Florida's efforts to reform and enhance education. The following pages provide samples of ways in which students could demonstrate achievements of benchmarks through the study of *Personal Fitness*.

### Physical Education Literacy

1. Have students participate in aquatics, dance, outdoor pursuits, individual activities or sports, dual activities or sports, and/or team activities or sports. Ask students to select activities to be monitored for the physical activity part of an individual wellness plan. (PE.A.1.4.1.a)
2. Have students officiate a class tennis tournament. (PE.A.1.4.1.b)
3. Have students pass the Red Cross intermediate swimming. (PE.A.1.4.1.c)
4. Have students water ski with proficiency. (PE.A.1.4.1.d)
5. Have students develop skills for a black belt in karate. (PE.A.1.4.1.e)
6. Have students participate in an archery round. (PE.A.1.4.1.f)
7. Have students critique videotapes of themselves performing a sport, dance, or other physical activity. Ask students to write a report that includes an analysis of the performance, a list of critical elements, a list of positive and negative attributes, and suggested procedures for enhancing performance. (PE.A.2.4.1.a)
8. Have students work in groups to create a videotape of an individual sport skill. Ask students to write an analysis of the balance, force, and leverage used to perform the selected activity. (PE.A.2.4.2.a)
9. Have students judge other students' balance-beam routines and assign point deductions when necessary. (PE.A.2.4.3.a)

10. Have students research and prepare a report on cardiovascular disease and its relationship to physical activity. (PE.A.3.4.1.a)
11. Have students keep a record of regular participation in physical activity for two weeks and then analyze the record to determine whether physical activity relieved stress during this time period. (PE.A.3.4.2.a)
12. Have students interview a man and a woman from each of the following age groups: 10-30 years old, 40-50 years old, and 65-75 years old. Ask students to determine whether each person is taking advantage of the physiological, psychological, and social benefits of physical activity. Finally, have students make suggestions as to how each person can adjust his or her regimen to maximize the benefits of the activity. (PE.A.3.4.3.a)
13. Have students discuss how physical activity decreases the symptoms of diabetes and eliminates or prevents obesity. (PE.A.3.4.4.a)
14. Have students research the cost savings realized by businesses that have instituted physical activity programs into employee wellness plans. Ask students to write a report on his or her findings. (PE.A.3.4.4.b)
15. Have students discuss the relationship among the immune system, physical activity, and physical fitness. (PE.A.3.4.4.c)
16. Have students compare, contrast, and explain the costs and benefits of joining different community fitness facilities. (PE.A.3.4.5.a)
17. Have students research programs available through community nonprofit organizations (e.g., American Heart Association, American Lung Association, American Cancer Society, and March of Dimes). (PE.A.3.4.5.b)
18. Have students write a contract to make a commitment to physical activity and keep a journal documenting daily physical activity for a specified period of time. (PE.A.3.4.6.a)
19. Have students assess energy intake and energy output necessary to maintain desired weight and enter the results into an individual wellness plan. (PE.A.3.4.7.a)

## Responsible Physical Activity Behaviors

1. Have students participate in activities to enhance their level of flexibility, muscular strength and endurance, body composition, and cardiovascular strength. Ask students to include these activities in their individual wellness plan. (PE.B.1.4.1.a)
2. Have students review the results of their mile walk or run and develop a cardiovascular improvement action plan using these results. (PE.B.1.4.2.a)
3. Have students demonstrate the use of fitness equipment to enhance cardiovascular fitness (e.g., stair master, treadmill, and stationary bike). (PE.B.1.4.3.a)
4. Have students work with a local sports professional, such as a tennis pro, who assists students in designing personalized training or practice schedules for skills development. (PE.B.1.4.4.a)
5. Have students undertake and explain modifications in their exercise plan in relation to seasonal changes and related personal conditions (e.g., asthmatic conditions). (PE.B.1.4.5.a)
6. Have students use electronic reference sources, databases, and spreadsheets to manage information and word-processing tools for developing an appealing format to research and write a report on how obesity, high blood pressure, and physical activity interrelate. (PE.B.1.4.6.a)
7. Have students slide into a base in a manner that avoids injuring the defensive player. (PE.B.2.4.1.a)
8. Have students use established procedures for safe participation in a selected activity. (PE.B.2.4.1.b)
9. Have students participate on a school or community intramural sports team and create a video or skit to document its impact on social interaction. (PE.B.2.4.5.a)

## Advocate and Promote Physically Active Lifestyles

1. Have students explain the importance other cultures place on World Cup Soccer. (PE.C.1.4.1.a)
2. Have students visit a senior citizen center during activity time. (PE.C.1.4.1.b)
3. Have students identify an appropriate activity and adapt it for people with physical disabilities. (PE.C.1.4.2.a)
4. Have students research physical education opportunities available in the community and design a program emphasizing multicultural awareness and cross-cultural experience. Ask students to give an oral report describing the designed program. (PE.C.1.4.3.a)
5. Have students keep a journal of feelings and experiences during an educational adventure experience (e.g., a ropes course, a nature hike, camping, or canoeing). (PE.C.2.4.1.a)
6. Have students write a dialogue convincing a friend to try a specific sport or activity. (PE.C.2.4.2.a)
7. Have students keep a journal of physical activities that he or she has participated in over time. (PE.C.2.4.2.b)
8. Have students research and describe changes in a personal wellness plan that might take place 10 years from now and changes that might take place 20 years from now. (PE.C.2.4.3.a)

## **Accommodations/Modifications for Students**

The following accommodations/modifications may be necessary for students with disabilities and other students with diverse learning needs to be successful in school and any other setting. Specific strategies may be incorporated into each student's individual educational plan (IEP) or 504 plan, or academic improvement plan (AIP) as deemed appropriate.

### **Environmental Strategies**

Provide preferential seating. Seat student near someone who will be helpful and understanding.

Assign a peer tutor to review information or explain again.

Build rapport with student; schedule regular times to talk.

Reduce classroom distractions.

Increase distance between desks.

Allow student to take frequent breaks for relaxation and small talk, if needed.

Accept and treat the student as a regular member of the class. Do not point out that the student is an ESE student.

Remember that student may need to leave class to attend the ESE support lab.

Additional accommodations may be needed.

### **Organizational Strategies**

Help student use an assignment sheet, notebook, or monthly calendar.

Allow student additional time to complete tasks and take tests.

Help student organize notebook or folder.

Help student set timelines for completion of long assignments.

Help student set time limits for assignment completion.

Ask questions that will help student focus on important information.

Highlight the main concepts in the book.

Ask student to repeat directions given.

Ask parents to structure study time. Give parents information about long-term assignments.

Provide information to ESE teachers and parents concerning assignments, due dates, and test dates.

Allow student to have an extra set of books at home and in the ESE classroom.

Additional accommodations may be needed.

## **Motivational Strategies**

- Encourage student to ask for assistance when needed.
- Be aware of possibly frustrating situations.
- Reinforce appropriate participation in your class.
- Use nonverbal communication to reinforce appropriate behavior.
- Ignore nondisruptive inappropriate behavior as much as possible.
- Allow physical movement (distributing materials, running errands, etc.).
- Develop and maintain a regular school-to-home communication system.
- Encourage development and sharing of special interests.
- Capitalize on student's strengths.
- Provide opportunities for success in a supportive atmosphere.
- Assign student to leadership roles in class or assignments.
- Assign student a peer tutor or support person.
- Assign student an adult volunteer or mentor.
- Additional accommodations may be needed.

## **Presentation Strategies**

- Tell student the purpose of the lesson and what will be expected during the lesson (e.g., provide advance organizers).
- Communicate orally and visually, and repeat as needed.
- Provide copies of teacher's notes or student's notes (preferably before class starts).
- Accept concrete answers; provide abstractions that student can handle.
- Stress auditory, visual, and kinesthetic modes of presentation.
- Recap or summarize the main points of the lecture.
- Use verbal cues for important ideas that will help student focus on main ideas. ("The next important idea is ...")
- Stand near the student when presenting information.
- Cue student regularly by asking questions, giving time to think, then calling student's name.
- Minimize requiring the student to read aloud in class.
- Use memory devices (mnemonic aids) to help student remember facts and concepts.
- Allow student to tape the class.
- Additional accommodations may be needed.

## Curriculum Strategies

- Help provide supplementary materials that student can read.
- Provide *Parallel Alternative Strategies for Students (PASS)* materials.
- Provide partial outlines of chapters, study guides, and testing outlines.
- Provide opportunities for extra drill before tests.
- Reduce quantity of material (reduce spelling and vocabulary lists, reduce number of math problems, etc.).
- Provide alternative assignments that do not always require writing.
- Supply student with samples of work expected.
- Emphasize high-quality work (which involves proofreading and rewriting), not speed.
- Use visually clear and adequately spaced work sheets. Student may not be able to copy accurately or fast enough from the board or book; make arrangements for student to get information.
- Encourage the use of graph paper to align numbers.
- Specifically acknowledge correct responses on written and verbal class work.
- Allow student to have sample or practice test.
- Provide all possible test items to study and then student or teacher selects specific test items.
- Provide extra assignment and test time.
- Accept some homework papers dictated by the student and recorded by someone else.
- Modify length of outside reading.
- Provide study skills training and learning strategies.
- Offer extra study time with student on specific days and times.
- Allow study buddies to check spelling.
- Allow use of technology to correct spelling.
- Allow access to computers for in-class writing assignments.
- Allow student to have someone edit papers.
- Allow student to use fact sheets, tables, or charts.
- Tell student in advance what questions will be asked.
- Color code steps in a problem.
- Provide list of steps that will help organize information and facilitate recall.
- Assist in accessing taped texts.
- Reduce the reading level of assignments.
- Provide opportunity for student to repeat assignment directions and due dates.
- Additional accommodations may be needed.

## Testing Strategies

- Allow extended time for tests in the classroom and/or in the ESE support lab.
- Provide adaptive tests in the classroom and/or in the ESE support lab (reduce amount to read, cut and paste a modified test, shorten, revise format, etc.).
- Allow open book and open note tests in the classroom and/or ESE support lab.
- Allow student to take tests in the ESE support lab for help with reading and directions.
- Allow student to take tests in the ESE support lab with time provided to study.
- Allow student to take tests in the ESE support lab using a word bank of answers or other aid as mutually agreed upon.
- Allow student to take tests orally in the ESE support lab.
- Allow the use of calculators, dictionaries, or spell checkers on tests in the ESE support lab.
- Provide alternative to testing (oral report, making bulletin board, poster, audiotape, demonstration, etc.).
- Provide enlarged copies of the answer sheets.
- Allow copy of tests to be written upon and later have someone transcribe the answers.
- Allow and encourage the use of a blank piece of paper to keep pace and eliminate visual distractions on the page.
- Allow use of technology to check spelling.
- Provide alternate test formats for spelling and vocabulary tests.
- Highlight operation signs, directions, etc.
- Allow students to tape-record answers to essay questions.
- Use more objective items (fewer essay responses).
- Give frequent short quizzes, not long exams.
- Additional accommodations may be needed.

## Evaluation Criteria Strategies

- Student is on an individualized grading system.
- Student is on a pass or fail system.
- Student should be graded more on daily work and notebook than on tests (e.g., 60 percent daily, 25 percent notebook, 15 percent tests).
- Student will have flexible time limits to extend completion of assignments or testing into next period.
- Additional accommodations may be needed.

## Correlation to Sunshine State Standards

### Course Requirements for Personal Fitness

#### Course Number 1501300

**Course Requirements:** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

<b>1. Apply knowledge of safety practices to participation in activities that promote physical fitness.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
PE.B.2.4.1 Know risks and safety factors that may affect physical activity throughout life.	1, 3, 4, 5	
PE.C.1.4.2 Know how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities). ( <b>Note:</b> This course addresses modifications of fitness-related activities only.)	1, 3, 4, 5, 6	

<b>2. Demonstrate understanding of the components of physical fitness.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
	1, 2, 3, 4, 5, 6, 7	

<b>3. Apply knowledge of technology to facilitate personal fitness.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
PE.B.1.4.3 Use technology to assess, enhance, and maintain fitness and skills.	1, 2, 3, 4, 5, 6, 7	

## Correlation to Sunshine State Standards

### Course Requirements for Personal Fitness

#### Course Number 1501300

<b>4. Demonstrate understanding of health problems associated with inadequate fitness levels.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
PE.A.3.4.1 Know that physical activity reduces certain health risk factors.	1, 2, 3, 4, 5, 7	
PE.A.3.4.4 Know the role of physical activity in the prevention of disease and the reduction of health-care costs.	1, 4, 5, 7	

<b>5. Evaluate and select physical activities according to fitness value.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
PE.A.3.4.5 Evaluate the effectiveness and use of community resources related to fitness.	6	

<b>6. Design and implement a fitness program that meets individual needs and interests.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
PE.A.2.4.3 Know how to evaluate one's own skilled performances.	2, 3, 4, 5, 7	
PE.B.1.4.2 Know how to apply the results of fitness assessments to guide changes in a personal program of physical activity and develop a training and conditioning program that enhances individual health-related needs.	3, 4, 5, 7	
PE.B.1.4.5 Know how to make changes in an individual wellness plan as lifestyle changes occur.	7	

**Correlation to Sunshine State Standards**  
**Course Requirements for Personal Fitness**  
**Course Number 1501300**

<b>7. Demonstrate understanding of correct biomechanical and physiological principles related to exercise and training.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>PE.A.2.4.1</b> Understand how the laws of motion apply to the acquisition and improvement of skills.	1, 4, 5	
<b>PE.A.2.4.2</b> Know how to analyze, evaluate, and implement the mechanical principles of balance, force, and leverage that apply directly to self-selected activities.	1, 3, 4, 5, 7	
<b>PE.B.1.4.1</b> Know how to maintain appropriate levels of cardiovascular fitness, muscular strength and endurance, flexibility, and body composition necessary for a healthy lifestyle.	3, 4, 5, 7	

<b>8. Exhibit an improved level of health-related fitness.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>PE.A.1.4.1</b> Demonstrate competency or proficiency in self-selected activities.	7	
<b>PE.B.1.4.4</b> Maintain and improve motor skills and knowledge necessary for participation in beneficial physical activity.	1, 2, 3, 4, 5, 6, 7	
<b>PE.C.2.4.2</b> Participate in games, sport, dances, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and maintenance of wellness.	4, 5, 7	

## Correlation to Sunshine State Standards

### Course Requirements for Personal Fitness

### Course Number 1501300

<b>9. Describe the relationship of individual lifestyle to personal fitness and wellness.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>PE.A.3.4.2</b> Know how regular physical activity can relieve the stress of everyday life.	1	
<b>PE.A.3.4.3</b> Identify the effects of age, gender, race, ethnicity, socioeconomic status, and culture on physical activity preferences and exercise habits.	1, 5, 7	
<b>PE.B.1.4.6</b> Know the correlation between obesity, high blood pressure, and increased physical activity.	1, 2, 3, 4, 5, 7	
<b>PE.C.1.4.1</b> Understand the influence of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation.	1, 5, 7	
<b>PE.C.2.4.3</b> Know the ways in which personal characteristics, performance styles, and activity preferences will change over the course of one's life.	1, 4, 5	

<b>10. Demonstrate understanding of sound nutritional practices related to physical fitness.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>PE.A.3.4.7</b> Understand the utilization of fats, proteins, and carbohydrates as related to physical activity.	2, 7	

<b>11. Demonstrate understanding of consumer issues related to physical fitness.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>PE.A.3.4.5</b> Evaluate the effectiveness and use of community resources related to fitness.	6	

**Correlation to Sunshine State Standards**  
**Course Requirements for Personal Fitness**  
**Course Number 1501300**

<b>12. Demonstrate understanding of the benefits derived from participation in physical fitness activities.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>PE.A.3.4.6</b> Understand the importance of making a commitment to physical activity as an important part of one's lifestyle.	1, 3, 4, 5, 7	
<b>PE.B.2.4.5</b> Understand the role of physical activity as a potential vehicle for social interaction and cooperative relations within the family and workplace.	7	
<b>PE.C.1.4.3</b> Know the value of sport and physical activity in understanding different cultures.	1, 7	
<b>PE.C.2.4.1</b> Identify personal feelings resulting from participation in physical activity.	1, 3, 4, 5, 7	



## Multimedia Bibliography

### Films

*Fitness for Wellness.* 11 min. AIMS.

*Fit to Be You: Muscles.* 11 min. Walt Disney.

*How to Get Fit.* 13 min. Walt Disney.

*Physical Fitness and Good Health.* 24 min. Walt Disney.

*Why Be Physically Fit?* 12 min. Walt Disney.

### Videotapes

*Downfall: Sports and Drugs.* (V86-F001D-VHS.) 28 min. Maryville, TN:  
National School Products.

*Fitness Fun.* 15 min., Deerfield, IL: Coronet.

*Inside/Out: The Story of Food and Fitness.* (V18-31384-VHS.) 36 min.  
Maryville, TN: National School Products.

*Physical Fitness: It Can Save Your Life.* (3575-065-VHS.) 23 min. Chicago:  
Britannica Educational Corporation.

*The Steroid Trap: Turning Winners into Losers.* (V18-60136-VHS.) 40 min.  
Maryville, TN: National School Products.

### Laser Videodiscs

*Fast Food: What's in It for You.* 30 min. (CAV, 1 side) Seattle, WA: Laser  
Learning Technologies.



## **Multimedia Sources**

AIMS Media  
9710 DeSoto Avenue  
Chatsworth, CA 91311-4409

Disney/Coronet/Centron  
108 Wilmot Road  
Deerfield, IL 60202

Encyclopedia Britannica Films  
310 S. Michigan Avenue  
Chicago, IL 60604

Laser Learning Technologies  
3114 37<sup>th</sup> Place South  
Seattle, WA 98144

National School Products  
101 East Broadway  
Maryville, TN 37801-2498



## Help Agencies

The following is a listing of suggested help agencies and Web site addresses for *Personal Fitness*. These help agencies and sites may be used to expand and enrich student involvement. For example, sites may be used to stimulate discussion on research or to develop a scavenger hunt for current events. (Teachers should visit sites beforehand to verify the site address has not changed and contains appropriate information.)

American Anorexia and Bulimia  
Association  
133 Cedar Lane  
Teaneck, NJ 07666  
1-201-836-1800  
[www.aabainc.org](http://www.aabainc.org)

American Cancer Society  
National Headquarters  
1599 Clifton Rd. NE  
Atlanta, GA 30329  
[www.americancancer.org](http://www.americancancer.org)

American College of Sports  
Medicine  
P.O. Box 1440  
Indianapolis, IN 46206  
1-317-637-9200  
[www.acsm.org](http://www.acsm.org)

American Dietetic Association  
216 W. Jackson Blvd., Suite 800  
Chicago, IL 60606-6995  
1-800-877-1600  
[www.eatright.org](http://www.eatright.org)

American Heart Association  
National Center  
7320 Greenville Avenue  
Dallas, TX 75231  
1-214-750-5300  
[www.americanheart.org](http://www.americanheart.org)

American Medical Association  
535 N. Dearborn Street  
Chicago, IL 60610  
1-800-621-8335  
[www.ama-assn.org](http://www.ama-assn.org)

American Running and Fitness  
Association  
2420 K Street  
Washington, DC 20037  
[www.arfa.org](http://www.arfa.org)

Anorexia Nervosa and Related  
Eating Disorders  
P.O. Box 5102  
Eugene, OR 97045  
1-503-344-1144  
[www.anred.com](http://www.anred.com)

Bureau of Health Professions,  
Health Resources, and Services  
Administration  
Parklawn Bldg., Room 8-05  
5600 Fishers Lane  
Rockville, MD 20857  
1-800-338-2382 or 1-800-767-6732  
[www.health.gov/nhic/NHICScripts/Entry.cfm?HRCCode=HR0043](http://www.health.gov/nhic/NHICScripts/Entry.cfm?HRCCode=HR0043)

Centers for Disease Control and  
Prevention  
1600 Clifton Road  
Atlanta, GA 30333  
1-800-311-3435  
[www.cdc.gov](http://www.cdc.gov)

## Help Agencies continued

Consumer Information Center  
General Services Administration  
Pueblo, CO 81009  
1-719-948-3334  
[www.pueblo.gsa.gov](http://www.pueblo.gsa.gov)

Harvard Medical School Health  
Letter  
Department of Continuing Education  
25 Shattuck Street  
Boston, MS 02115  
[www.health.harvard.edu](http://www.health.harvard.edu)

National Dairy Council  
111 North Canal Street  
Chicago, IL 60606  
[www.milk.co.uk](http://www.milk.co.uk)

Nutrition Action Health Letter  
Center for Science in the Public  
Interest  
1875 Connecticut Avenue., NW,  
Suite 300  
Washington, DC 20009-5728  
[www.cspinet.org](http://www.cspinet.org)

Office of Disease Prevention and  
Health Promotion  
P.O. Box 1133  
Washington, DC 20013-1133  
1-800-336-4797  
<http://odphp.osophs.dhhs.gov>

Office of Prevention, Education and  
Control  
The National Heart, Lung, and  
Blood Institute  
Bethesda, MD 20892  
1-301-496-0054  
[www.nhlbi.nih.gov](http://www.nhlbi.nih.gov)

President's Council on Physical  
Fitness and Sports  
701 Pennsylvania Avenue NW,  
Suite 250  
Washington, DC 20004  
1-202-272-3421  
[www.fitness.gov](http://www.fitness.gov)

Project LEAN  
Low-Fat Eating for America Now  
P.O. Box 8049  
Young America, MN 44351-8049

U.S. Department of Agriculture  
Human Nutrition Research Branch  
14th Street and Independence  
Ave. SW  
Washington, DC 20250  
[www.usda.gov](http://www.usda.gov)

U.S. Public Health Service  
Public Inquiries Branch  
200 Independence Ave. SW  
Washington, DC 20201  
[www.hhs.gov](http://www.hhs.gov)

WebMD Corporation  
669 River Drive  
Center 2  
Elmwood Park, NJ 07407  
1-201-703-3400  
[www.webmd.com](http://www.webmd.com)

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- Florida Department of Education. *Florida Curriculum Framework: Health Education and Physical Education*. Tallahassee, FL: State of Florida, 1996.
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- Howley, Edward T. and B. Don Franks. *Health and Fitness Instructor's Handbook*. Champaign, IL: Human Kinetics Books, 1998.

Meredith, Marilu D. and Gregory J. Welk. *Fitnessgram Test Administration Manual*, 2<sup>nd</sup> edition. Champaign, IL: Human Kinetics, 1999.

Moore, Clancy and Roberta Stokes. *Personal Fitness and You*. Winston-Salem, NC: Hunter Textbooks, 1999.

Rainey, Don L. and Murray D. Tinker. *Foundations of Personal Fitness*. St. Paul, MN: West Publishing Company, 1997.

Williams, Charles S., et. al. *Personal Fitness: Looking Good, Feeling Good*. Dubuque, IA: Kendall/Hunt, 2000.

## **Production Software**

Adobe PageMaker 6.5. Mountain View, CA: Adobe Systems.

Adobe Photoshop 5.0. Mountain View, CA: Adobe Systems.

Macromedia Freehand 8.0. San Francisco: Macromedia.

Microsoft Office 98. Redmond, WA: Microsoft.