



# **Fitness & Wellness 7.1**

## **9-Day Self-Guided Learning Packet**

Student Name: \_\_\_\_\_

This 9-Day Self-Guided Learning Packet for the 7<sup>th</sup> grade Fitness and Wellness Course is aligned with the below State of Ohio Standards:

## The Standards

A physically literate individual...

### **STANDARD 1**

Demonstrates competency in a variety of motor skills and movement patterns.

### **STANDARD 2**

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

### **STANDARD 3**

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

### **STANDARD 4**

Exhibits responsible, personal and social behavior that respects self and others.

### **STANDARD 5**

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

# Fitness and Wellness Day #1 Learning Packet

Student Name: \_\_\_\_\_



# 6

## Taking Charge

Student text page 97

### BUILDING POSITIVE ATTITUDES

We need to examine our attitudes toward physical activity and determine whether they are mostly positive or mostly negative. With this information, we can work on changing any negative feelings into positive ones. We can also find activities that encourage our positive feelings and avoid activities that bring out our negative feelings.

To analyze your feelings about physical activity, check one box for each of the following statements.

1. Being physically active is a good way to make new friends and be with other people.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

2. It's fun to participate in most kinds of physical activity.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

3. Most physical activities are enjoyable because of the challenges they present.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

4. I look forward to the rigor of regular exercise or training sessions.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

5. I enjoy competition in all kinds of games, sports, and physical activities.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

6. One of the real values of physical activity is that it helps me relax.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

7. Regular physical activity improves my appearance.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

8. Physical activity improves my health and wellness.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

9. It's hard for me to find time for physical activity on a regular basis.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

10. Exercise makes me sweaty, so it's hard for me to enjoy it.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

11. Sometimes I avoid sports because people might laugh at me.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

12. Most of my friends do not regularly participate in the physical activities that I enjoy.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

13. I am not very good at most sports.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

14. Participation in sports and other physical activities makes me nervous.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

15. I am already in good condition, so I don't need to do more exercise.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

16. Most of the time I feel too tired to be physically active.

☐ Strongly agree    ☐ Agree    ☐ Disagree    ☐ Strongly disagree

**For statements 1-8, score yourself this way:**

[4] Strongly agree    [3] Agree    [2] Disagree    [1] Strongly disagree

**For statements 9-16, score yourself this way:**

[1] Strongly agree    [2] Agree    [3] Disagree    [4] Strongly disagree

Now add your scores for 1-8 and your scores for 9-16.

\_\_\_\_\_ Total score for 1-8

\_\_\_\_\_ Total score for 9-16

### Rating Scale

	Positive attitudes (total score for 1-8)	Negative attitudes (total score for 9-16)
Very high	28-32	28-32
High	24-27	24-27
Medium	20-23	20-23
Low	Below 20	Below 20

Circle your positive and negative scores on the rating scale. Which score is higher? A higher positive score means you are more likely to participate regularly in physical activity. However, even if your positive score is higher, a high negative score can limit the likelihood of your being active.

### Action Strategies

Comparing your positive and negative scores on the rating scale will indicate what influences your participation in physical activities. Here are some strategies for building positive attitudes.

- Determine which attitude most influences your actions. Work on improving one attitude at a time.
- Review the questionnaire to determine which situations cause you to have positive or negative responses to physical activity.
- Make a decision to think and act with a positive attitude.

### Discuss Your Results

Write your plan for increasing your positive attitudes and reducing your negative attitudes.

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# 8

## Taking Charge

Student text page 112

### FINDING SOCIAL SUPPORT

You have social support for fitness when other people encourage you or join you in doing sports or other activities. Determine your level of social support by answering the following questions. Place a check (✓) in the appropriate box.

Questions	Yes	No
1. Do your parents/guardians participate in leisure-time physical activity at least three days each week?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you exercise together with the adults in your home at least once a week?	<input type="checkbox"/>	<input type="checkbox"/>
3. Has a teacher or coach ever encouraged you to join a team or exercise club?	<input type="checkbox"/>	<input type="checkbox"/>
4. Does your closest friend participate in sports or physical activities (other than in physical education class) at least three days a week?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do several of your friends participate in sports or other physical activities (other than physical education class) at least three days a week?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you admire people who are physically active?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do your close friends admire people who are athletes or are physically active?	<input type="checkbox"/>	<input type="checkbox"/>
8. Do your friends think that regular physical activity is fun and good for them?	<input type="checkbox"/>	<input type="checkbox"/>
9. Did your family do physical activities with you when you were a young child?	<input type="checkbox"/>	<input type="checkbox"/>
10. Did you ever encourage a young child to play a sport or participate in other physical activity?	<input type="checkbox"/>	<input type="checkbox"/>

### Action Strategies

If you checked five or more "yes" boxes, you have a good base of social support for physical activity. If you checked fewer than five "yes" boxes, you might have to work harder to plan your physical activities. Here are some strategies you might follow:

- Find friends with whom you can do physical activities.
- Develop an interest in the activities of friends.
- Find a person or group that participates in activities you enjoy.
- Encourage your family members to be more physically active.

### Discuss Your Results

Develop your own action plan, and write it below. Include activities you can do even if you have little support from the people closest to you.

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# 11

## Taking Charge

Student text page 190

### PREVENTING RELAPSE

You might have a healthy lifestyle now, but will you maintain it in the years ahead? To analyze your chances of avoiding a relapse, consider how the following statements relate to you, and check one box for each statement.

	Very true	True	Not very true
1. I have a healthy lifestyle and feel certain that I can maintain it in the years ahead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have a few unhealthy habits that I would like to change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I usually stick to a plan that I have decided to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I often try new sports or activities when I start getting bored.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. In the past I have slipped into some unhealthy behaviors from time to time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am better at making plans than following them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When I have a setback or miss a couple of workouts, it's hard to get back on schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If my friends can't come to the gym or if it is hard to find a ride to the gym, I usually stay home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For items 1-4, score 3 points for each "Very true" answer, 2 points for "True," and 1 point for "Not very true." For items 5-8, reverse the scoring: 1 point for "Very true," 2 points for "True," and 3 points for "Not very true." Then add your score and see where it falls on the rating scale below:

**Your total score:** \_\_\_\_\_

- 21-24 Likely to be able to resist a relapse
- 17-20 More likely than most people to resist a relapse
- 13-16 Unlikely to resist a relapse
- Below 12 Very likely to experience a relapse

### Self-Management Strategies

If you think you might be slipping into unhealthy behaviors, ask yourself these questions:

1. What has changed in my life or attitudes to encourage these unhealthy behaviors?
2. How can I counteract this change? What enjoyable activities could replace any that have become boring? What new goals could I set? How could I find another place to exercise? How could I find someone else to exercise with?
3. What sources of support or encouragement are available to help me follow my plan?
4. Why is it essential that I pull out of this relapse?

### Discuss Your Results

On the back of this sheet, describe a time when you might be likely to lapse into unhealthy behaviors, or describe a situation in which someone you care about has had a relapse. Then explain one or more ways to resist or overcome the relapse.

# Fitness and Wellness Day #2 Learning Packet

Student Name: \_\_\_\_\_





# 2

## Taking Charge

Student text page 37

### BUILDING SELF-CONFIDENCE

The way you respond to the following statements will help you to determine how self-confident you are in your ability to do physical activities. Read each statement and circle the number under the response that is closest to your feelings.

Statement	Responses			
	Always true	Sometimes true	Rarely true	Never true
I think I can do well in most sports and games.	4	3	2	1
I am too embarrassed to try some physical activities.	1	2	3	4
I will usually join in a game or physical activity.	4	3	2	1
I am usually unsuccessful at the physical activities I try.	1	2	3	4
I do better at physical activities than at most other things.	4	3	2	1
I would need a lot more practice than most people to learn a physical activity.	1	2	3	4

Add up the circled numbers to get a self-confidence score. Your score: \_\_\_\_\_

A high self-confidence score is 16 to 24; a moderate score is 12 to 15; and low self-confidence is 14 or below.

### Action Strategies

Some people might use low self-confidence as an excuse for avoiding physical activities. Here are some strategies for improving self-confidence:

- Avoid comparing yourself with others.
- Avoid competition if it causes problems for you.
- Set small goals that you are sure to reach.
- Think and act on positive, not negative, ideas.
- Set your own personal standard for success.
- Practice the activities you want to improve.

### Discuss Your Results

Below, write your plan for building self-confidence. What kinds of physical activities will you include in your plan?

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# 4

## Taking Charge

Student text page 70

### CHOOSING A GOOD ACTIVITY

Answer the following questions about your favorite physical activity. Your answers will help you determine whether your favorite activity is one that is likely to be popular for a large number of people. The more popular activities are the ones people tend to do more often. Read each question and place a check (✓) in the appropriate box.

List your favorite activity: \_\_\_\_\_

Yes	No	Questions
<input type="checkbox"/>	<input type="checkbox"/>	1. Is the activity competitive?
<input type="checkbox"/>	<input type="checkbox"/>	2. Does the activity require other people?
<input type="checkbox"/>	<input type="checkbox"/>	3. Does it require a lot of other people?
<input type="checkbox"/>	<input type="checkbox"/>	4. Does the activity cost a lot?
<input type="checkbox"/>	<input type="checkbox"/>	5. Is the activity one that causes people to criticize themselves when participating?
<input type="checkbox"/>	<input type="checkbox"/>	6. Does it require a high level of skill to be successful in the activity?
<input type="checkbox"/>	<input type="checkbox"/>	7. Does the activity require a lot of time to complete?
<input type="checkbox"/>	<input type="checkbox"/>	8. Does the activity require specialized facilities, such as fields or courts?
<input type="checkbox"/>	<input type="checkbox"/>	9. Does the activity promote social interaction?
<input type="checkbox"/>	<input type="checkbox"/>	10. Does the activity have a way to equalize skill levels between participants, such as a handicap system in

### Action Strategies

If you checked "No" to the first eight questions and "Yes" to the last two, then your activity has the potential for being popular with a large number of people. You don't need a lot of skill in order to take part, and it's probably not threatening to your self-esteem. The more "Yes" answers to the first eight questions, the more difficult it becomes to stay active in that particular activity. If you checked several "Yes" answers, you might want to find another activity. Here are some strategies that might help you find a new activity. (*Note:* Some people stay with activities while others do not. If you're evaluating activities, use these guidelines, but do not reject an activity you enjoy just because it has many "Yes" answers.)

- Unless you especially like competition, look for an activity that is not done competitively.
- If you want to compete but do not have good skills in the activity, practice the skills or look for an activity that requires less skill or provides a handicap system.
- Consider an activity that requires few other people and does not require a lot of equipment or facilities.



## HEALTH BEHAVIOR CONTRACT

Name \_\_\_\_\_ Date \_\_\_\_\_

Answer the following questions to create your contract. After every seven days, evaluate how your diet change plan is working. You can add this contract to your physical education journal or portfolio.

1. Name one healthful diet change that you want to make.
  
  
  
  
  
  
  
  
  
  
2. How will this change positively affect your health?
  
  
  
  
  
  
  
  
  
  
3. Describe your specific action plan for making this change (this must be a multistep plan).
  
  
  
  
  
  
  
  
  
  
4. Develop a chart that tracks your daily progress toward achieving this diet change.

# Fitness and Wellness Day #3 Learning Packet

Student Name: \_\_\_\_\_

## **SAFETY TIPS FOR ACTIVE AEROBICS AND RECREATION**

- **Wear proper safety equipment.**
  - Dress appropriately for the weather.
  - Wear proper protective equipment such as a helmet, knee pads, etc.
- **Use safe equipment.**
  - Use reflectors and lights on bikes or on clothes.
  - Keep equipment in good repair.
  - Make sure all equipment is sized correctly and fits appropriately.
  - Wear life preservers when boating and water skiing.
  - Carry and drink water during vigorous activity, especially in the heat.
- **Get proper instruction.**
  - Learn from someone who knows the activity AND is trained to teach it.
  - Injuries and accidents often occur when activities are done incorrectly.
- **Perform within the limits of your current skill.**
  - Acknowledge your skill level.
  - Don't try skills you aren't ready for just to impress others.
  - Try more challenging skills gradually after you master simpler skills.
- **Plan ahead, especially for outdoor activities.**
  - Tell someone where you will be and when you expect to be back.
  - Bring a map and compass in new or isolated areas.
  - Carry an emergency phone and flare.
  - Carry extra food and water when backpacking.
  - Carry a small first aid kit when hiking.
  - Avoid venturing out alone.

**Application****2****PACKING FOR THE WEATHER**

Jose is going on a three-day hike through the Colorado Rockies. He has limited space in his backpack for clothes. Although the weather has been mild, there is always the potential for unexpected cold weather and snow at higher elevations within the mountains. Jose is having difficulty selecting the last items for his trip. He has already packed a few things, which are listed below the pack. He's also already wearing hiking boots, jeans, a long sleeve t-shirt, and a fleece vest. He now must choose his remaining items from what he has in front of him. Help Jose out by selecting the last few items. There's room for two small, two medium, and one large item only. Write your selections on the lines provided.



4 pairs of socks

1 pair of shorts

2 short-sleeved t-shirts

1 long-sleeved t-shirt

underwear

toiletries

first aid kit

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**Pick from the following items:**

*Small items:* socks, mittens, tank top, knit hat, scarf, bandana, baseball hat, gloves

*Medium items:* wool socks, long underwear, umbrella, high-top sneakers, cotton sweatshirt, cotton sweatpants

*Large items:* waterproof windbreaker, ski pants, leather jacket, fleece jacket, hooded sweatshirt

1. Explain why you selected the five items you listed.

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2. What other clothing items would you recommend Jose take on his trip?

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**Application****SAFETY ASSESSMENT FOR ACTIVE RECREATION****8**

- A. Read the following descriptions.

**Description 1**

David is excited to be going on his first long hike this weekend with his friend Jason. It is early summer and the weather is nice. Neither David nor Jason has ever hiked for more than two hours at a time, but they are young and athletic and figure they will be okay. Jason bought a book of hikes and they've selected one that loops around so that they will end up where they started from. David and Jason told their parents that they will be at a friend's house all day because they know their parents would worry.

**Description 2**

Jenna just learned how to inline skate from her friend Josh. She has always wanted to learn to inline skate and was excited when she found a pair of old skates and a helmet at the Goodwill store. She and Josh practiced for about an hour. Josh is going to a skating park on Saturday and invited Jenna to come along. Sometimes there are spontaneous competitions at the park on Saturdays. Jenna is very competitive and hopes to have a chance to show off.

- B. Answer the questions.

1. What safety information would you share with David and Jason before they head out for their hike?

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2. If David and Jason get lost on their hike, what mistake did they make that might cost them their lives?

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3. What concerns do you have about Jenna's safety given what you know?

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4. Do you think Jenna has a good chance of getting hurt on Saturday? Why or why not?

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

Date: \_\_\_\_\_

1. Complete the chart below. You check in the appropriate box on each line to show whether you do the recommended behavior regularly, sometimes, or rarely. Add your own activities and behaviors in the blank lines at the bottom of the chart.

Activity	Recommended	Regularly	Sometimes	Rarely
Wear a bike helmet	Always when on a bike			
Follow the rules of the road when on a bike	Always			
Wear a seat belt	Whenever in the car			
Wear sunscreen	Whenever spending time in the sun			
Floss your teeth	Once a day			
Brush your teeth	After every meal			
Sleep	9 to 10 hours per night			
Eat a healthy breakfast	Every day			
Eat fruits or vegetables	5 to 9 servings per day			
Drink milk	3 glasses per day			
Drink water	6 glasses per day			
Do lifestyle physical activity	30 minutes per day			
Tell your family you care about them	Regularly			

2. Circle one behavior in the chart that you would like to try to change.
3. Write a goal for changing the behavior you circled during the upcoming week. Circle the letters of the days on which you will try to accomplish your goal. Sign your name to show your commitment to reaching your goal.

I will try to \_\_\_\_\_ for the next week.

I will accomplish my goal on these days: M T W Th F S S

Signed \_\_\_\_\_

I will try to \_\_\_\_\_ for the next week.

I will accomplish my goal on these days: M T W Th F S S

Signed \_\_\_\_\_



# Fitness and Wellness Day #4 Learning Packet

Student Name: \_\_\_\_\_



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Activity 9.2

### Sense and Nonsense

Are you a wise consumer or are you susceptible to quackery? The purpose of this questionnaire is to help you determine how knowledgeable you are about quackery.

Read the statements. Circle S if the statement makes Sense; circle N if the statement is Nonsense or partially nonsense. When your teacher provides the correct answers, check your answers and record the total number of correct answers. Then find your score on the rating chart at the bottom of the next page. Circle your rating.

Sense	Nonsense	Statement
S	N	1. If a story or advertisement is printed in a book or magazine, it is safe to assume it is true because it is officially printed.
S	N	2. Crunches are especially good for losing fat from the abdominal region.
S	N	3. If you run a rolling pin up and down on your hips, it will break up fatty deposits and help you to lose fat.
S	N	4. Lying on a vibrating table is a good way to lose fat.
S	N	5. Doing abdominal crunches can help reduce the level of fat in all parts of the body.
S	N	6. One way to lose fat around your waist is to wear an inflated sauna belt around your waist while you are going about your daily activities.
S	N	7. You can usually lose weight without increasing physical activity or eating fewer calories.
S	N	8. Soaking in baths can help you lose excess fat.
S	N	9. Fitness books written by physical education teachers are more likely to give safe, reliable information than books written by movie stars who have attractive bodies.
S	N	10. Health and fitness products endorsed by athletes are better to buy than those not endorsed by athletes.
S	N	11. If a person on television claims to be a doctor and recommends a product, it must be safe and effective.
S	N	12. Certain drugs and food supplements can make weight loss safe, quick, and effortless.
S	N	13. You should avoid buying products advertised as "miraculous," "secret remedy," or "new breakthrough."
S	N	14. A good way to build muscles is to take anabolic steroids while working out with weights.
S	N	15. Taking a protein powder several times a week will help you build strength faster.

Activity 9.2 Sense and Nonsense

From *Fitness for life teacher resources and materials*, 5th ed, by Charles B. Corbin, Karen McConnell, and Darren Dale, 2005, Champaign, IL: Human Kinetics.

From *Physical Best activity guide: Middle and high school levels*, 2nd edition, by NASPE, 2005, Champaign, IL: Human Kinetics.

## Activity 9.2

### Sense and Nonsense (*continued*)

Sense	Nonsense	Statement
S	N	16. If you eat a balanced diet, you do not need to take vitamin and mineral supplements.
S	N	17. If you want to lose weight, it is a good idea to buy some pills at the drug store to suppress your appetite.
S	N	18. Health products that are advertised are likely to be of higher quality and more effective than those that are not advertised.
S	N	19. Health and fitness products must be proven effective before being sold through the mail or in a store.
S	N	20. Most models, actors, and entertainers stay in top condition by using health products they endorse.
S	N	21. Consumer organizations can be helpful in providing information on certain health and fitness products.
S	N	22. Eating a strict diet of fruit and rice can provide good nutrition while helping you lose weight.
S	N	23. A good weight-loss program should result in a loss of 4 to 6 pounds in the first week.
S	N	24. Most people must join a health club in order to maintain fitness.
S	N	25. If a person's only qualification is that he or she is a "registered dietitian," that person is more likely to be knowledgeable about nutrition than a person who is only a "nutritionist."

#### Rating Chart: Gullibility

Activity	Score (number of correct answers)
Quack buster	23-25
Quite sensible	20-22
Somewhat gullible	16-19
Gullible	0-15

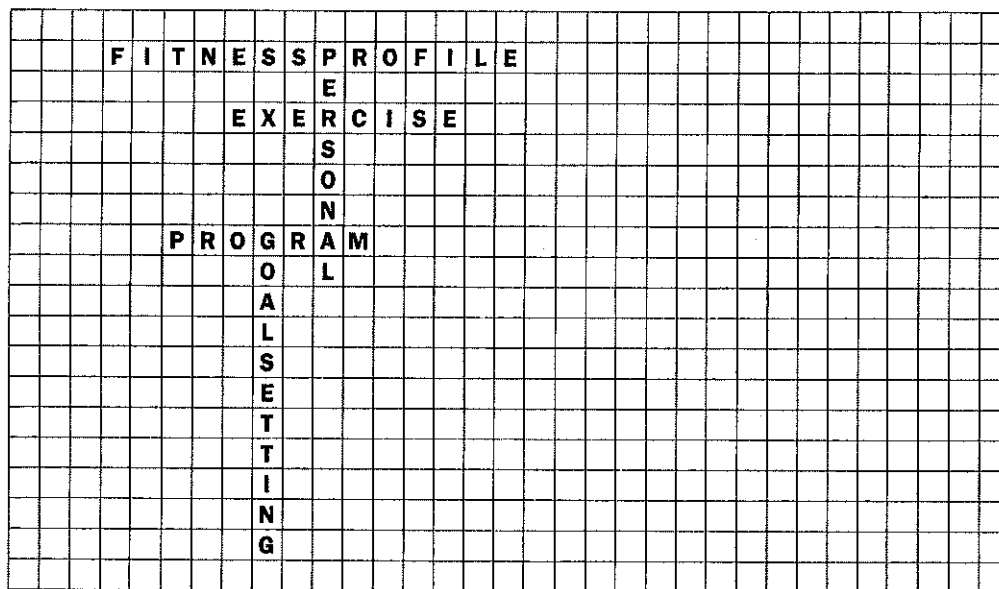


Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Activity 10.2

### Personal Exercise Word Puzzle

In the space at the bottom of the page, list words that relate to a personal exercise program. Then add those words to the puzzle at the top of the page. Place one letter in each box, building a puzzle that resembles a crossword puzzle. Add as many words as possible.



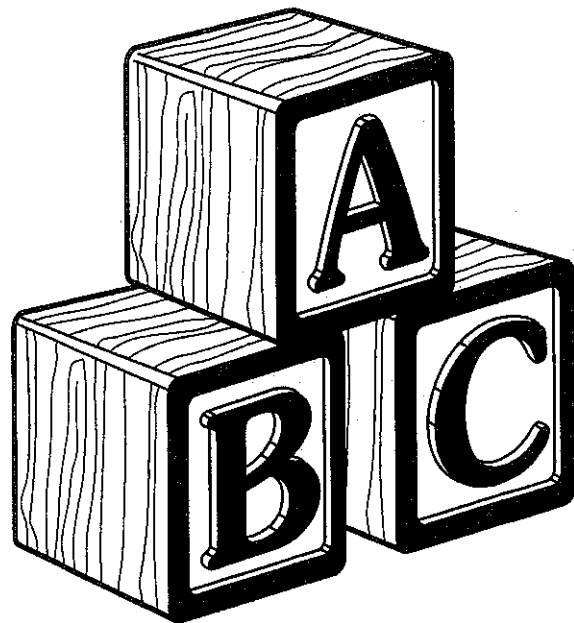
List your words here.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

# ABCs of Fitness

The ABCs of Fitness are fun to do with children. The definition helps reinforce health-related fitness concepts.

A is for...	Aerobic Fitness
B is for...	Body Composition
C is for...	Cool-Down
D is for...	Developmental Influences
E is for...	Exercises You Enjoy!
F is for...	Flexibility, Frequency
G is for...	Goal Setting
H is for...	Health-Related Fitness
I is for...	Intensity
J is for...	Journey
K is for...	Knowledge
L is for...	Lifestyle Management



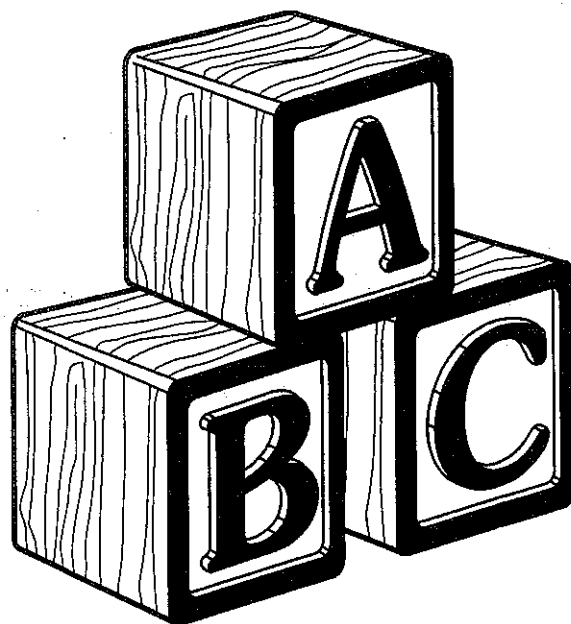
ABCs of Fitness

From NASPE, 2011, *Physical Best activity guide: 100 ways to get moving*, 3rd edition (Champaign, IL: Human Kinetics).

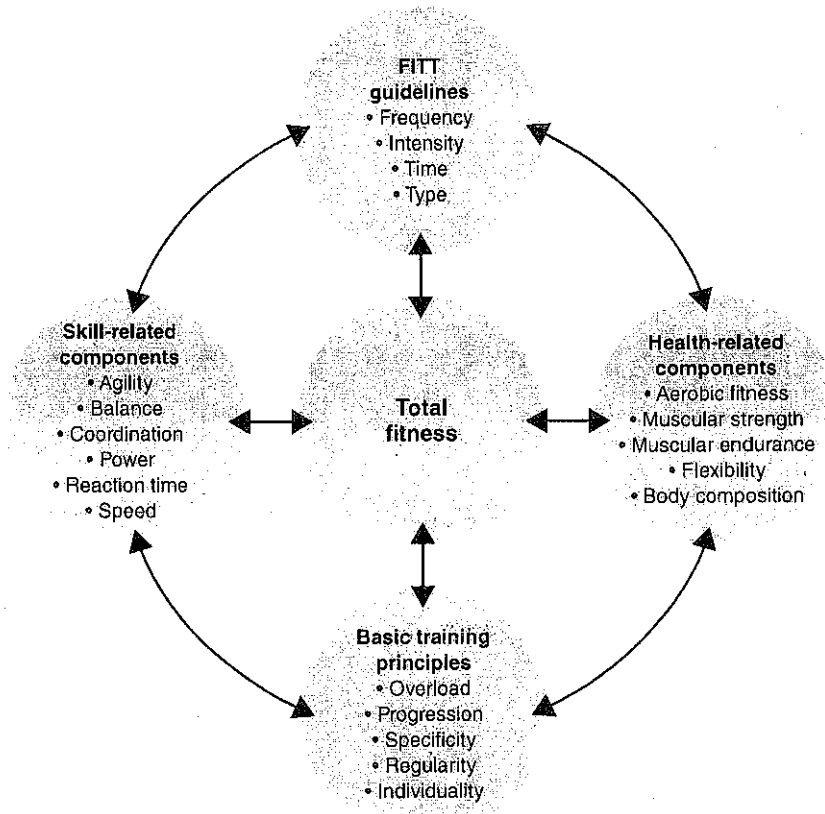
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## ABCs OF FITNESS *(continued)*

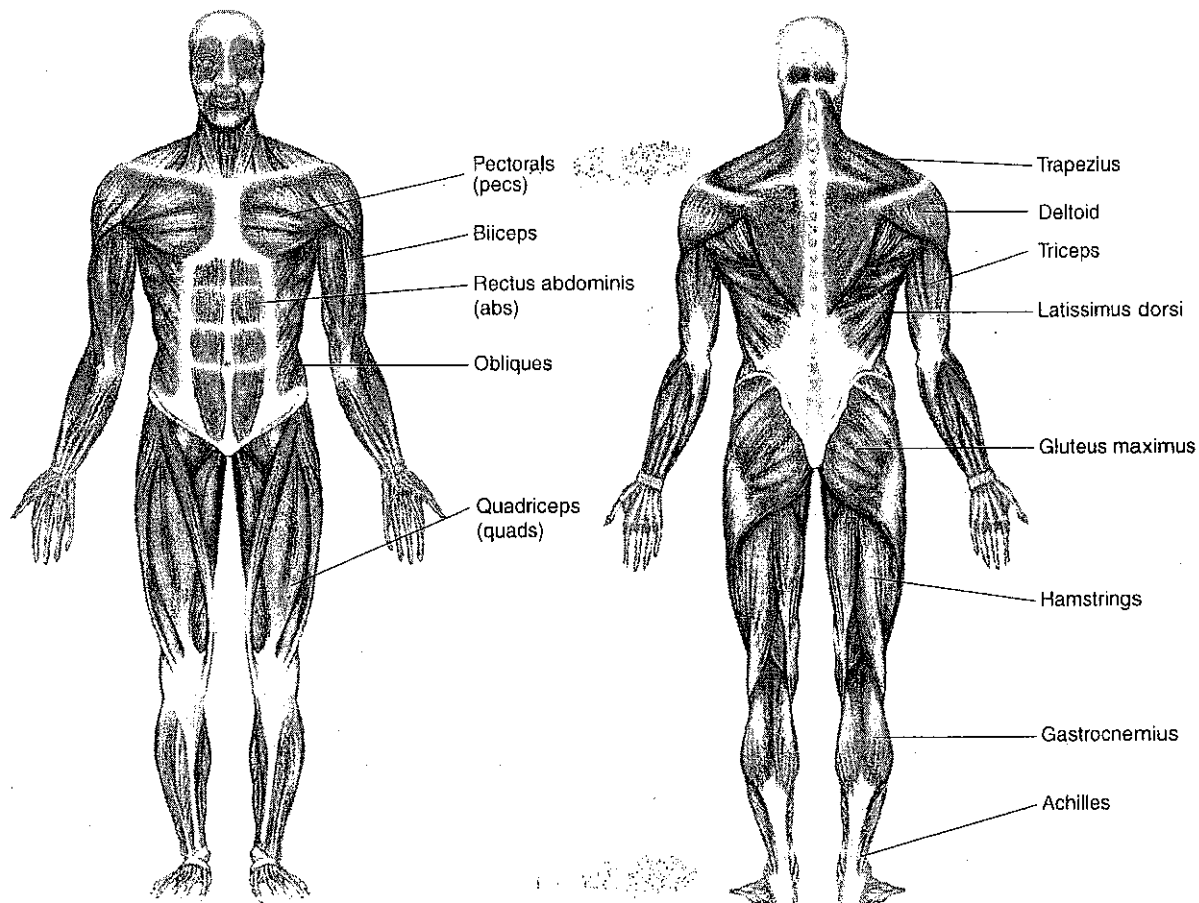
M is for...	Metabolism, Muscular Endurance, Muscular Strength
N is for...	Nutrition
O is for...	Overload
P is for...	Physical Activity, Progression
Q is for...	Quest to Be Your Physical Best!
R is for...	Repetitions, Resistance
S is for...	Skill-Related Fitness
T is for...	Time, Type
U is for...	Understanding
V is for...	Value
W is for...	Warm-Up
X is for...	"X"tra Effort
Y is for...	Year Round
Z is for...	Zest to Be Your Physical Best!



# Building Physical Fitness



# Labeled Muscle Diagram





# Fitness and Wellness Day #5 Learning Packet

Student Name: \_\_\_\_\_



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Activity 10.2

### Fitness Review Crossword Puzzle

Use these clues to complete the crossword puzzle.

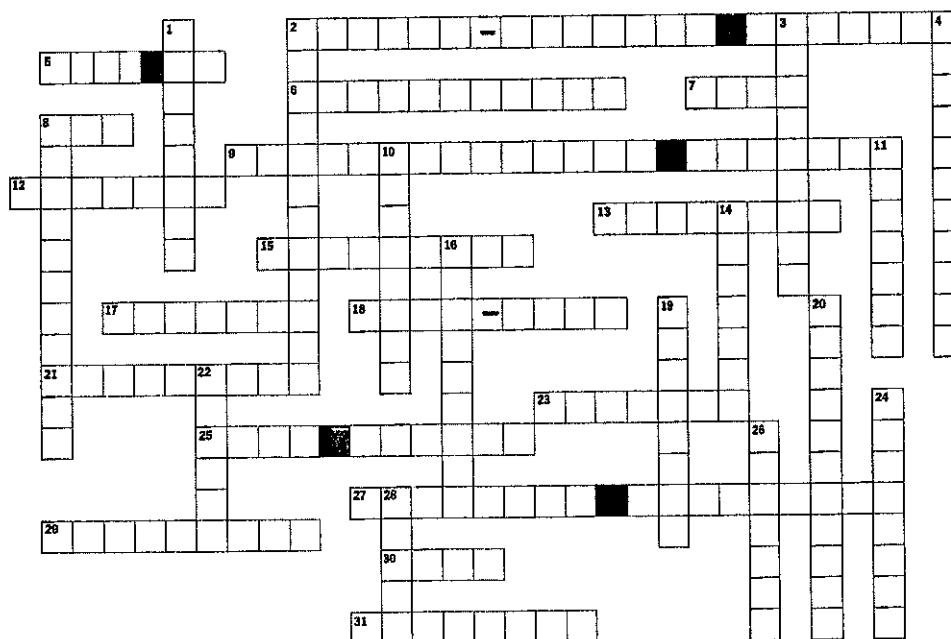
#### Across

2. necessary for good health throughout life
5. stretching slowly and holding
6. principle of gradual increase in exercise
7. the best way to lose fat: change both exercise and \_\_\_\_\_
8. formula that gives guidelines for exercise
9. having a healthy heart, blood vessels, and respiratory system
12. exercises that continually supply oxygen
13. exercises in which muscles contract and move body parts
15. exercises in which oxygen is not continually supplied to muscles
17. vigorous part of an exercise program
18. last stage of an exercise program
21. exercise in which muscles contract when working against a stationary object
23. measure of energy in food
25. anything that increases chance of injury or disease
27. ability to use muscles without tiring
29. amount of body fat needed for good health

30. number of consecutive times you repeat an exercise
31. tool for estimating body fat levels

#### Down

1. sports you might continue to do in adulthood
2. condition caused by excessive exercising
3. how hard you exercise
4. principle that describes how to build certain parts of fitness
8. ability to use joints through their full ranges of motion
10. principle that describes how to improve fitness by exercising more than you normally do
11. harmful drug that makes muscles bulky
14. injury that occurs during excessive exercise
16. stretching involving quick, gentle bobbing
19. substance required for growth of cells
20. condition prevented by regular exercise
22. describes ideal weight level
24. amount of force muscles can produce
26. first stage of an exercise program
28. United States Recommended Daily Allowance



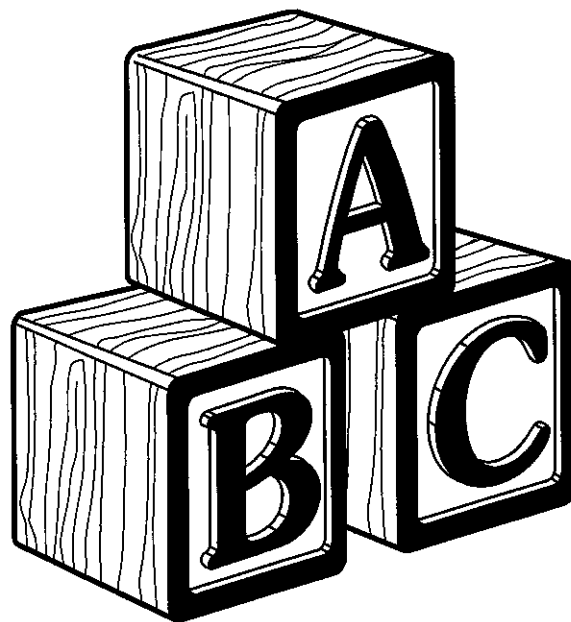
Activity 10.2 Fitness Review Crossword Puzzle

From *Fitness for life teacher resources and materials*, 5th ed, by Charles B. Corbin, Karen McConnell, and Darren Dale, 2005, Champaign, IL: Human Kinetics.  
From *Physical Best activity guide: Middle and high school levels*, 2nd edition, by NASPE, 2005, Champaign, IL: Human Kinetics.

# ABCs of Fitness

The ABCs of Fitness are fun to do with children. The definition helps reinforce health-related fitness concepts.

A is for...	Aerobic Fitness
B is for...	Body Composition
C is for...	Cool-Down
D is for...	Developmental Influences
E is for...	Exercises You Enjoy!
F is for...	Flexibility, Frequency
G is for...	Goal Setting
H is for...	Health-Related Fitness
I is for...	Intensity
J is for...	Journey
K is for...	Knowledge
L is for...	Lifestyle Management



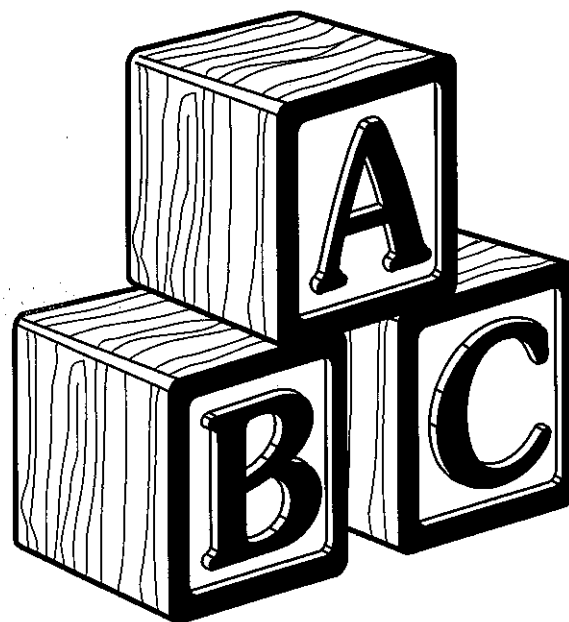
ABCs of Fitness

From NASPE, 2011, *Physical Best activity guide*, 3rd edition (Champaign, IL: Human Kinetics).

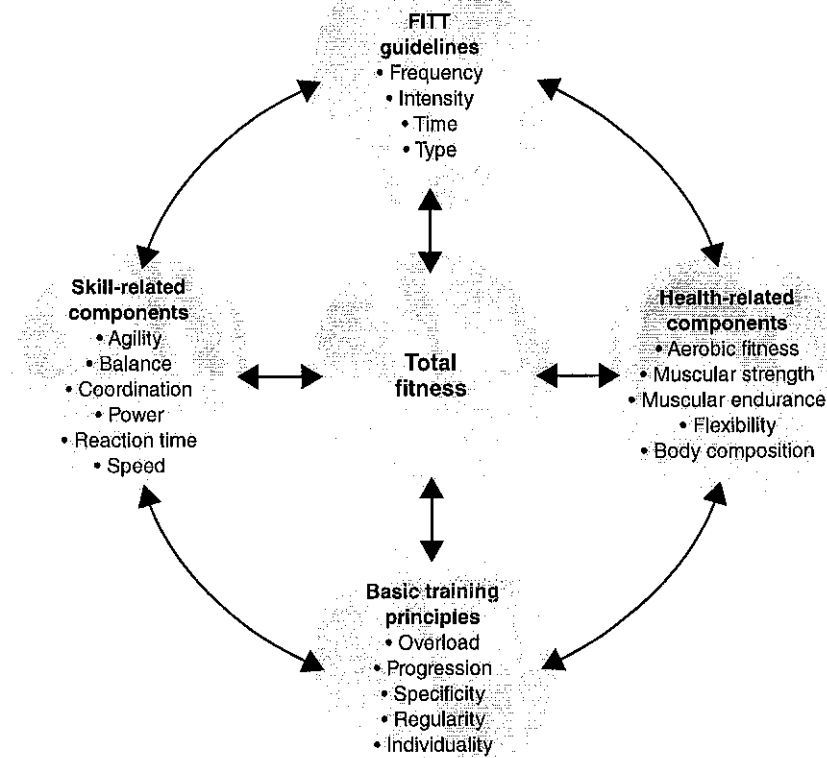
(continued)

## **ABCs OF FITNESS** *(continued)*

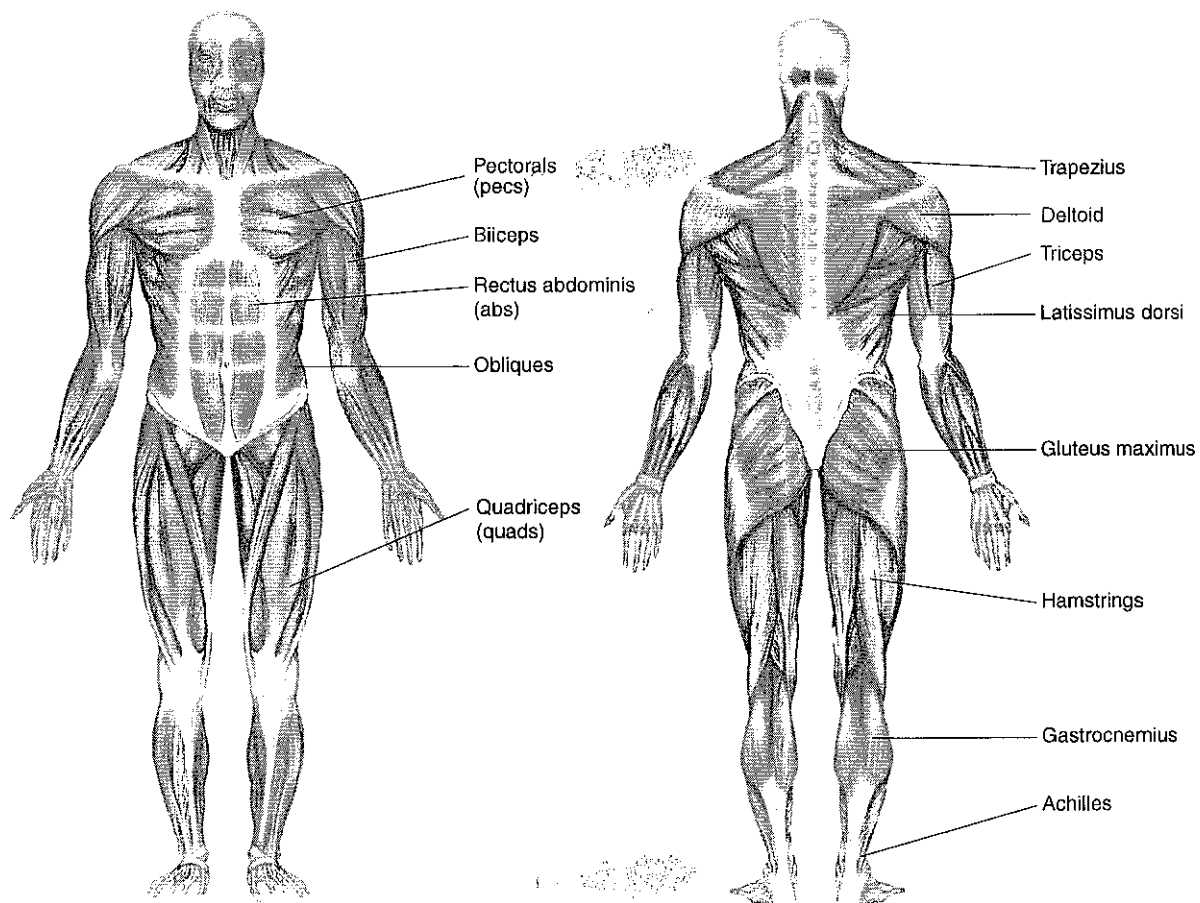
M is for...	Metabolism, Muscular Endurance, Muscular Strength
N is for...	Nutrition
O is for...	Overload
P is for...	Physical Activity, Progression
Q is for...	Quest to Be Your Physical Best!
R is for...	Repetitions, Resistance
S is for...	Skill-Related Fitness
T is for...	Time, Type
U is for...	Understanding
V is for...	Value
W is for...	Warm-Up
X is for...	"X"tra Effort
Y is for...	Year Round
Z is for...	Zest to Be Your Physical Best!

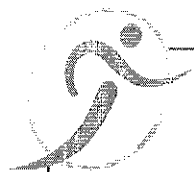


# Building Physical Fitness



# Labeled Muscle Diagram





## GOAL SETTING

Name \_\_\_\_\_ Date \_\_\_\_\_

Use the following questions to help you set a goal that you want to achieve. Show your completed worksheet to your teacher or a family member who can encourage you in reaching your goal.

1. **What?** Goal setting can help us understand our limits and help us feel satisfied with our accomplishments. Goals can be our wishes or even our dreams for the future. What would you like to achieve or do in the next month? (*For example, I'd like to be stronger in my upper arms.*) Write your "What" here:

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2. **Why?** Goals motivate us to action and give us control. When we accomplish them, we feel a sense of satisfaction. (*For example, ask yourself why being stronger would be good or important to you.*) Write why the goal is important and how you will feel when you reach it.

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3. **When?** When will you start working toward your goal, and when do you think you will reach the goal? (*Hint: Give yourself a couple of weeks. Getting stronger takes practice and work over time. Let your teacher or another adult help you set a realistic timeline.*)

Put a starting date here: \_\_\_\_\_ Put a finish date here: \_\_\_\_\_

4. **How?** Write two or three actions that you can take to help you reach your goal. Make them personal by writing them using "I will" statements (e.g., I will do 20 push-ups every day for one month).

Action 1: I will \_\_\_\_\_

Action 2: I will \_\_\_\_\_

5. **Feelings of accomplishment:** When I reach my goal, I will feel good because \_\_\_\_\_

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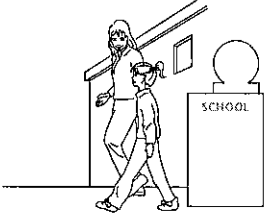


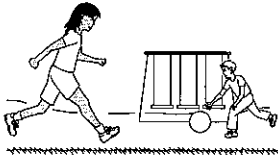








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## AEROBIC ACTIVITY PICTURE CHART

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle the activities that you do this week or draw in a blank space another activity that you do. If you do the activity more than once, put the number of times that you did the activity in the box as well.



# Fitness and Wellness Day #6 Learning Packet

Student Name: \_\_\_\_\_



# 12

## Taking Charge

Student text page 211

### MANAGING TIME

The way you respond to the following statements will help you determine how well you manage your time. Your answers will provide you with a better understanding of why you have or don't have enough time to take part in regular physical activities. Read each statement and place a check (✓) in the appropriate box.

	Very true	Somewhat true	Not true
1. I watch less than 1 hour of television in one afternoon or evening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have analyzed what I do with my time, and so I have a clear picture of how I use my time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I spend less than an hour a day before or after school "hanging out" or doing inactive things that are not related to school or a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have a schedule that I try to follow to help me accomplish all of the things that need to be done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have set aside a certain time every day to do some regular physical activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Score 3 points for each "Very true" response, 2 points for each "Somewhat true" response, and 1 point for each "Not true" response. Add up your score.

Total: \_\_\_\_\_

#### If you score:

- 12-15 points, you are likely to be active.
- 10-11 points, you are more likely than most to be active.
- 7-9 points, you are unlikely to be active.
- Below 7 points, you are probably inactive.

### Action Strategies

Some people use lack of time as a reason to be inactive. Here are some strategies for better managing your time.

1. Keep track of how much time you spend on each of the following categories:
  - School and work
  - Committed time
  - Free time
2. Analyze how you spend your time. Are you using it the way you want to?
3. Use your time efficiently.
4. Schedule time for activities that are important to you.



# 13

## Taking Charge

Student text page 233

### IMPROVING PHYSICAL SELF-PERCEPTIONS

If your physical self-perceptions are positive, you are more likely to participate in a variety of physical activities. Positive self-perceptions and fitness promote and enhance each other.

To get an idea of your physical self-esteem, complete the following survey. For each item, indicate whether you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) with the statement. Place a check (✓) in the appropriate box. Then determine your score and rating for each area of physical self-perception.

	SA	A	D	SD
1. I am fairly good at most sports and games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am not really very interested in fitness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am stronger than most people of my size and age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. There are many things I would like to change to improve my looks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a hard time learning physical skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. For my age and size I am physically fit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. It is hard for me to improve my strength.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I like the way I look.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For questions 1, 3, 6, and 8, an SA answer is worth 4 points, A is worth 3 points, D is worth 2 points, and SD is worth 1 point. For questions 2, 4, 5, and 7, an SA answer is worth 1 point, A is worth 2 points, D is worth 3 points, and SD is worth 4 points.

#### Find your scores for each of the following areas of physical self-perceptions:

- Strength: add scores for questions 3 and 7.  
 Fitness: add scores for questions 2 and 6.  
 Skill: add scores for questions 1 and 5.  
 Body appearance: add scores for questions 4 and 8.

Use the chart to the right to find your rating for each area of physical self-perception.

#### Self-perceptions score

#### Rating

7-8	Very positive self-perceptions
5-6	Positive self-perceptions
4 or less	May need to improve self-perceptions

### Action Strategies

On the back of this sheet write a plan for improving your own self-perceptions. Here are some possible strategies:

1. Realize that everyone has some physical weaknesses and imperfections, but we also have strengths and other good qualities.
2. Try not to worry about things you can't change, and work on areas that you can control.
3. Consider how your behavior and actions can influence how others view you.
4. Select a good role model, such as someone who has improved his or her appearance or health through physical fitness activities.
5. Try to be a positive role model for someone else.
6. Think positive thoughts.



# 14

## Taking Charge

Student text page 255

### SAYING “NO”

The way you answer the following statements will help you determine how likely you are to say “no” when the situation calls for this response. Read each statement and place a check (✓) in the appropriate box.

	Very true	Somewhat true	Not true
1. I think of things to say ahead of time so that I can avoid doing things I don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have thought a lot about things that I don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have said “no” more than a few times when people have tried to get me to do things I know I should not do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I find it hard not to do things my friends want me to do, even if I don't want to do them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I often find myself trying to get people to do things I want them to do, even if they don't want to do them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Scoring

For numbers 1-3, score 3 points for each “Very true” answer, 2 points for each “Somewhat true” answer, and 1 point for each “Not true” answer.

For numbers 4 and 5, score 3 points for each “Not true” answer, 2 points for each “Somewhat true,” and 1 point for each “Very true.” Add up your score.

**Your total score:** \_\_\_\_\_

If you score

12-15 points, you are likely to be able to say “no” when necessary.

10-11 points, you are more likely than most to say “no” when necessary.

7-9 points, you are unlikely to say “no” when necessary.

Below 7 points, you are probably not able to say “no” when necessary.

### Action Strategies

Some people find it difficult to say “no” when the situation requires it. Here are some strategies to help you say “no.”

1. Plan and practice how you will say “no” before you are in the situation.
2. Be polite but emphatic.
3. If necessary, avoid going to places where you will probably get into the situation.

# Fitness and Wellness Day #7 Learning Packet

Student Name: \_\_\_\_\_



# 15

## Taking Charge

Student text page 270

### LEARNING TO THINK CRITICALLY

Some people have misconceptions about things because they lack facts or misunderstand information. Other people hold on to misconceptions because they disregard evidence to the contrary. The more knowledge you gain about a subject, the more likely you will be to discard any misconceptions you may have about it.

Increasing your knowledge about physical activity will help you avoid injuries. You will learn which exercises and activities are safe and most helpful for you, and you will understand how to do them properly. You will make decisions based on information rather than on misconceptions.

To learn more about how you currently make decisions about your health and fitness, complete the following questionnaire. For each statement, circle the number that pertains most closely to you.

Statement	Very true	True	Not very true
1. I make decisions that concern my health and fitness based on my instincts and gut feelings.	1	2	3
2. I make decisions about my health and fitness based on what I have heard from friends.	1	2	3
3. I buy fitness or health products based mostly on what the manufacturers say in their advertising.	1	2	3
4. I believe that commercials and advertisements about health and fitness products are regulated by the government and must be true.	1	2	3
5. I seek advice from people who work out with me because they must know what they are doing.	1	2	3

### Scoring

Add the circled numbers to get an evaluating knowledge score. **Your score:** \_\_\_\_\_

See where your score falls on the following rating scale:

- 13-15 Your decisions are most likely based on careful consideration of facts.
- 10-12 You consider facts somewhat before deciding.
- 7-9 You tend not to consider facts thoroughly.
- Below 6 You do not give careful thought to the facts behind other people's claims.

### Action Strategies

If you did not get a high rating, think more about the facts behind your decisions. Here are some ways you can build knowledge as you plan or change a fitness program or consider purchasing a fitness product:

1. Consider each activity carefully. Determine whether or not the activity will be helpful to you. Learn to do each activity properly.
2. Be critical of advertising claims. Consider whether or not a product or program can produce the claimed results.
3. Get all the facts about an activity or product. Make sure the information is recent and the source is reliable.
4. Search for any other additional information before making a decision about an activity or a product. Seek advice from impartial, experienced people.

### Discuss Your Results

On the back of this sheet, list two ideas you have about your fitness program or a fitness product. Then describe one or more ways you can determine whether this information is accurate and backed by facts.



# 16

## Taking Charge

Student text page 288

### THINKING SUCCESS

Do you think positively when engaged in an activity? Your responses to the following questions will help determine if you usually “Think Success.” Place a check in the appropriate box after each question.

#### Questions

Questions	Yes	No
1. Do you think you <i>will</i> succeed in most activities?	<input type="checkbox"/>	<input type="checkbox"/>
2. When you make a mistake can you stop thinking about it?	<input type="checkbox"/>	<input type="checkbox"/>
3. Can you determine the most important thing you have to do in an activity?	<input type="checkbox"/>	<input type="checkbox"/>
4. Can you concentrate on the one most important thing you have to do in an activity?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you have a standard routine to follow before taking part in an activity?	<input type="checkbox"/>	<input type="checkbox"/>
6. Can you relax by imagining a positive experience before doing the activity?	<input type="checkbox"/>	<input type="checkbox"/>
7. Can you visualize successfully completing the activity?	<input type="checkbox"/>	<input type="checkbox"/>
8. Can you ignore negative comments made by other people?	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you mentally practice the activity before you do it?	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you set small, short-term goals that enable you to succeed?		

### Action Strategies

If you checked five or more “yes” boxes in the questionnaire, you have a good base for “Thinking Success.” Your positive thinking probably helps you successfully complete your physical activities. If you checked fewer than five “yes” boxes, you might have to try to change the way you think about the activity. Here are some strategies you might follow:

1. Find out how a person who is successful at the activity prepares mentally.
2. Develop relaxation techniques.
3. Develop a routine to follow when performing physical skills.
4. Avoid being too self-critical. Concentrate on the upcoming activity, not past performance.

### Discuss Your Results

Write your plan for improving your ability to think positively. Include ways to realistically evaluate how much improvement can be expected by thinking and acting positively.

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# 17

## Taking Charge

Student text page 298

### CONTROLLING COMPETITIVE STRESS

Is competitive stress a problem for you? To find out, read each statement below and mark the response that most closely matches your feelings. Consider not only your reaction to sports events but also to other types of competitions, such as music recitals, speech competitions, acting in a play, and so on. Remember, there are no right or wrong answers.

	Strongly agree	Agree	Disagree	Strongly disagree
1. I do not worry as much as most people when I have to perform in front of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My stomach often feels upset before I compete in sports or other activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I usually sleep well the night before I have to compete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. When I know I have to perform in front of other people, I often worry about how well I will do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I get so nervous before some competitions that I try to think of ways to get out of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. When I feel the tension begin to rise before a competition, I do some exercises to help me relax.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For statements 1, 3, and 6, score 1 point for each "Strongly agree" response, 2 for "Agree," 3 for "Disagree," and 4 for "Strongly disagree."

For statements 2, 4, and 5, score 4 points for each "Strongly agree" response, 3 for "Agree," 2 for "Disagree," and 1 for "Strongly disagree."

Add your score and see where it falls on the rating scale below.

Your total score: \_\_\_\_\_

### Rating Chart: Competitive Stress

Score	Competitive stress level
20-24	Very high
15-19	High
10-14	Moderate
6-9	Low

### Action Strategies

If competitive stress is sometimes a problem for you, remember these guidelines:

1. Welcome some stress, and be prepared to deal with it if the level gets too high.
2. Know and practice ways to manage stress, such as deep breathing and exercising to reduce tension. Imagine that you are in a situation where you always feel relaxed, such as at the beach.
3. Concentrate on doing what you trained to do. Think success and picture yourself doing well.





# 18

## Taking Charge

Student text page 314

### OVERCOMING BARRIERS

We need to identify factors relating to physical activity that we can and cannot control. Then we can find ways to deal with factors that are out of our control. For each situation below, place a check under the phrase that describes how much control you think you have.

	Complete control	Some control	No control
1. Weather conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Doing well in a physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Winning in a sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Having the equipment necessary to do the activities you like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Living near a gym, pool, basketball/tennis/handball court, or other exercise facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Having a safe place to exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Being able to join a gym or an athletic club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Having exercise or fitness classes available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Having people available for partner/team activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Having the time to exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now the class will organize into small groups. Share how you marked the questionnaire with your group members. Discuss these points:

1. If a group member marked that he or she has “complete control” over a situation, does everyone in the group agree? For example, do we really have complete control over whether we win in a sport? (Isn’t the outcome affected by factors such as how long we’ve played the sport or the people with whom we’re competing?)
2. If a group member marked that he or she has “no control” over a situation, does everyone agree? For instance, can we all afford the same equipment?
3. Identify the situations in which we truly have “no control,” such as the weather, and the situations in which we have “some control,” such as doing well in an activity. As a group, brainstorm ways to keep that lack of control from limiting your physical activity. Share your group’s ideas with the class.

### Action Strategies

Here are some ways you can deal with obstacles to being physically active:

1. Determine how much control you have over the obstacle.
2. Decide how you will deal with the obstacle.
3. Implement your plan for working around the obstacle and still be physically active.

### Discuss Your Results

List at least two obstacles you face in being physically active. Then describe one or more ways you can or do work around each of these obstacles.

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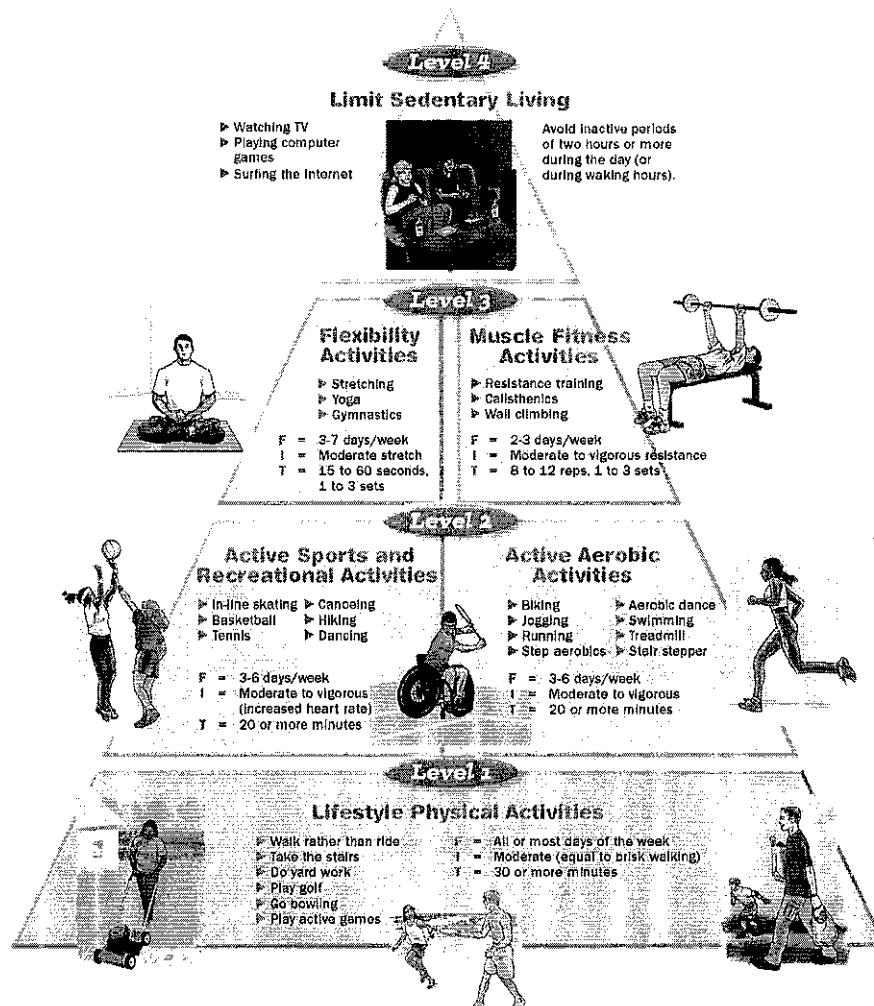
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# Fitness and Wellness Day #8 Learning Packet

Student Name: \_\_\_\_\_

## The Fitness for Life

# Physical Activity Pyramid for Teens



Accumulate moderate activity from the pyramid on all or most days of the week, and vigorous activity at least three days a week.

Eating well helps you stay active and fit.

Guidelines are consistent with the International Consensus Conference on Physical Activity Guidelines for Adolescents, Salles, et al. (1994), *Pediatric Exercise Science*, 6, 299-301. The Physical Activity Pyramid is adapted by permission from *Fitness for Life*, 5th Edition (2005), Charles B. Corbin and Ruth Lindsey, Human Kinetics, Champaign, IL.

Physical Activity Pyramid for Teens

From *Fitness for life teacher resources and materials*, 5th ed, by Charles B. Corbin, Karen McConnell, and Darren Dale, 2005, Champaign, IL: Human Kinetics.

From *Physical Best activity guide: Middle and high school levels*, 2nd edition, by NASPE, 2005, Champaign, IL: Human Kinetics.



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Activity 8.1

### What Stage Am I?

Check the description that best describes your current physical activity level.

1	<b>Couch Potato</b> —"I don't engage in regular physical activity. I can often be found doing sedentary activities like reading, playing computer games, or watching television."
2	<b>Inactive Thinker</b> —"I don't yet engage in regular physical activity, but I do think about activities I might like to try and what it would be like to be active."
3	<b>Planner</b> —"I am not active but I'm on my way. I've taken some steps to get ready like buying clothes or shoes or inquiring about fitness equipment."
4	<b>Activator</b> —"I am physically active but it isn't always a priority for me. I'm not very consistent with my activity, but I am working on it."
5	<b>Active Exerciser</b> —"I am active on a regular basis and can stay active even when I get busy or when life throws me challenges. I enjoy activity and value what it can do for me."

If you checked stage 4 or 5, write down what types of activities you do for each part of the Physical Activity Pyramid.

Lifestyle Physical Activity: \_\_\_\_\_

Active Aerobics: \_\_\_\_\_

Active Sports and Recreation: \_\_\_\_\_

Flexibility: \_\_\_\_\_

Muscular Strength and Endurance: \_\_\_\_\_

If you checked stage 2 or 3, write down what types of activities you have tried or have thought about trying for each part of the Physical Activity Pyramid.

Lifestyle Physical Activity: \_\_\_\_\_

Active Aerobics: \_\_\_\_\_

Active Sports and Recreation: \_\_\_\_\_

Flexibility: \_\_\_\_\_

Muscular Strength and Endurance: \_\_\_\_\_

If you checked stage 1, write down three self-management skills you might be able to develop that could help you to become more active:

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Activity 8.2

### Setting Goals

What makes someone successful? Usually such a person has a clear idea of what he or she wants to accomplish. When this idea is added to a realistic view of the current situation, the person is able to set short- and long-term goals that ultimately lead to the desired outcome. Setting the right kind of goals is key to the success. Think about people you may have known who have set themselves up for failure by being unrealistic about their own levels of physical fitness. Perhaps they didn't understand the difference between a short- and long-term goal, what had to be accomplished in order to meet their ultimate goals, and the amount of time needed to reach the goal.

*Setting your own goals:* now that you've thought a bit about goal setting, use the Action Strategies to help you set goals of your own.

#### Action Strategies

- Know your current fitness and activity level.
- Focus on short-term activity goals first. As you advance, add some long-term fitness goals.
- Allow enough time to actually reach the goal.
- Go one step at a time. Set new goals after you attain the first goals.
- Break a long-term goal into a series of short-term goals. This provides feedback and encouragement.
- Keep an activity log to monitor your performance.
- Reward yourself when you meet your goal.

Your current level (circle one):      Intermediate      Advanced

#### Physical Activity Goals

**Short-term:** List *one* or *two* activities you would like to perform on a regular basis in the next 2-4 weeks. Beside each activity write the number of weeks you plan to do it.

**Long-term:** If you feel ready to set long-term activity goals, list one or two activities you would like to perform on a regular basis in the next few months. Beside each activity write the number of months you plan to do it.

##### Short-Term Goals

Activity	Time (weeks)
1.	
2.	

##### Long-Term Goals

Activity	Time (months)
1.	
2.	

#### Physical Fitness Goals

**Short-term:** List one or two specific fitness goals that you would especially like to accomplish. Note how many times you would like to be able to perform each exercise or what score you would like to achieve on a self-assessment. Note when you hope to reach this goal.

**Long-term (only for those who are at an advanced level):** List one or two goals. These goals take longer to accomplish than short-term goals do. Give yourself enough time to reach them. You will use these goals as you follow the six steps in planning your personal fitness program.

##### Short-Term Goals

Fitness item	Number	Date
1.		
2.		

##### Long-Term Goals (advanced)

Fitness item	Number	Date
1.		
2.		



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Activity 8.2

### Short-Term Versus Long-Term Goals

Amanda, Marcus, and Ching-Ma have each identified some physical activity and fitness goals. Look at each person's goals and answer the questions below.

Amanda	Marcus	Ching-Ma
<ul style="list-style-type: none"><li>• Jog two miles without stopping.</li><li>• Jog one mile without stopping.</li><li>• Walk fast every day for 20 minutes until it feels easy.</li><li>• Alternate walking and jogging for one mile.</li><li>• Alternate walking and jogging for two miles.</li></ul>	<ul style="list-style-type: none"><li>• Bench press my body weight (150 lbs).</li><li>• Learn how to bench press.</li><li>• Do five push-ups without stopping.</li><li>• Practice my bench press three times per week.</li><li>• Bench press 80% of my body weight.</li></ul>	<ul style="list-style-type: none"><li>• Make the school's soccer team next year.</li><li>• Jog for 40 minutes without stopping.</li><li>• Practice my shooting skills four days each week.</li><li>• Practice my passing skills four days each week.</li><li>• Play recreational soccer at the YMCA during the summer.</li></ul>

1. What is Amanda's long-term goal? \_\_\_\_\_

In what order should she try to achieve her short-term goals? \_\_\_\_\_

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What type of activity is Amanda's long-term goal according to the Physical Activity Pyramid?

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2. What is Marcus's long-term goal? \_\_\_\_\_

Is his long-term goal a physical activity goal or a fitness goal? \_\_\_\_\_

In what order should he try to achieve his short-term goals?

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3. What types of physical activities is Ching-Ma participating in as she works to achieve her goals?

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# Fitness and Wellness Day #9 Learning Packet

Student Name: \_\_\_\_\_

# Exercise Your Rights

Exercise is highly beneficial to health. Despite our busy lives, we still need to take some time to include exercise. In fact, exercise can also be beneficial to academic performance. Taking an exercise break allows the mind and the body time to rest and rejuvenates the creative juices required to succeed in school.

## **Health Benefits:**

Enhances blood circulation and strengthens cardiopulmonary functions

Burns calories and helps maintain healthy body weight

Helps relieve stress

Finding time to exercise requires some commitment and thoughtful planning. Here are some suggestions.

## **During school try the following:**

1. Walk or ride a bicycle to school.
2. Carry your books using proper form.
3. Stretch tense muscles periodically (without interrupting others).
4. Take a walk during lunchtime after your meal.

## **After school try the following:**

1. Get involved in an after-school activity.
2. Spend less time watching television.
3. Dance to your favorite music with a friend.
4. During holidays, plan some time to explore outdoor activities in your area.

**Exercise your rights to be physically active!**





## Wellness Week 1

## Worksheet 1.1

Name \_\_\_\_\_

Date \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Grade \_\_\_\_\_

### Healthy Challenges!

- Get 60 minutes every day with fun physical activities!
- You are what you eat, so eat well!

### Get 60 Minutes Every Day With Fun Physical Activities!

List two physical activities you would like to use to help you accumulate at least 60 minutes of physical activity every day this week.

Activity	Minutes You'll Do the Activity
1. _____	_____
2. _____	_____

### You Are What You Eat, so Eat Well!

Name at least *five* fruits and *five* vegetables you will eat this week to get all the vitamins and minerals your body needs to continue to grow strong, move, and learn. For each fruit and vegetable, indicate how many servings you will have and what color it is.

Fruit	Servings	Color
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Vegetable	Servings	Color
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Total Servings for the Week \_\_\_\_\_

How many total servings would you need to meet the goal of having five fruits and veggies each day of the week? Add all the servings and see if you have enough.

Look at the colors you have listed. Is there a variety? Did you eat lots of different colors like the rainbow? If you did, draw a rainbow somewhere on the front or back of this worksheet.



## Wellness Week 1

## Worksheet 1.2

Name \_\_\_\_\_

Date \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Grade \_\_\_\_\_

### Healthy Challenges!

- Practice to build skills!
- Practice safe habits for good health!
- Be active every day!

### Practice to Build Skills!

Write a sentence or two about something you have practiced and gotten better at or something you would like to get better at and how you will practice it.

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### Practice Safe Habits for Good Health!

Name *three* safety rules that we have at school to make the playground an active and safe place to play every day!

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### Be Active Every Day!

Name a team sport or group activity that you like to play at school during recess or outside of school: \_\_\_\_\_  
\_\_\_\_\_. Now give two ways you can contribute to the success of your team or group. These should be things you can do to be a person of good character or ways you can encourage your teammates.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Think of a good slogan about being active. An example of a slogan is, "Be active when you play, be active every day." Write your slogan in the space below.

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Name \_\_\_\_\_

Date \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Grade \_\_\_\_\_

### Healthy Challenges!

- Be active throughout the day!
- Start with the basics!
- Avoid empty calories!

### Be Active Throughout the Day!

Describe one way that exercise helps your body.

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Describe one way that exercise helps your mind.

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### Start With the Basics!

Name a sport or activity that you would like to get really good at.

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List the basic skills you have to do in that activity. For example, if you picked tennis, basic skills might include learning how to hold a racket, where to stand, and how to do a forehand.

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Think about how you can practice those basic skills every day.

### Avoid Empty Calories!

Name at least two healthy snacks you can eat at school to prepare your mind for learning.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Grade \_\_\_\_\_

### Healthy Challenges!

- Get heartbeats for health—do vigorous activity!
- Show respect when you play!
- Make half your grains whole!

### Get Heartbeats for Health—Do Vigorous Activity!

Describe two good feelings you get when you exercise vigorously.

1. \_\_\_\_\_
2. \_\_\_\_\_

### Show Respect When You Play!

Describe two ways that you can show respect for others when you play games or activities with them during physical education class, at recess, or at home.

1. \_\_\_\_\_
2. \_\_\_\_\_

### Make Half Your Grains Whole!

List two foods that contain whole grains that you can eat at a regular meal during the day.

1. \_\_\_\_\_
2. \_\_\_\_\_

Describe what is meant by “whole grains.”

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## Wellness Week 3

## Worksheet 3.1

Name \_\_\_\_\_

Date \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Grade \_\_\_\_\_

### Healthy Challenges!

- Be active at home!
- Be a part of the team!
- Eat foods with protein every day!

#### Be Active at Home!

If you're going to meet the goal of getting 60 minutes of activity every day, you need to be active at home. List two ways you can get at least 10 minutes of activity at home each day.

1. \_\_\_\_\_
2. \_\_\_\_\_

#### Be a Part of the Team!

"There is no 'I' in 'team.'" This saying is meant to promote good teamwork. What do you think the saying means?

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#### Eat Foods With Protein Every Day!

Name three protein-rich foods you like to eat to help build strong bones and muscles.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Write a sentence or two about your favorite protein-rich foods.

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Name \_\_\_\_\_

Date \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Grade \_\_\_\_\_

### Healthy Challenges!

- Get specific—choose exercises that meet your needs!
- Rules rule! Play fair!
- Eat from the blue and purple food groups of MyPyramid!

### Get Specific—Choose Exercises That Meet Your Needs!

Training is specific. If you want to get better at tennis forehands, you need to practice tennis forehands. If you want to get stronger biceps, you have to do activities that use the biceps muscle.

Name an activity that you would like to get better at: \_\_\_\_\_

Identify the parts of your body you would need to strengthen to get better at your chosen activity.

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### Rules Rule! Play Fair!

Rules make games possible by letting everyone know what is OK, what is not OK, and what to do in different situations. Describe a rule in a tag game that you think helps the game work. What problems could happen if players didn't follow that rule?

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### Eat From the Blue and Purple Food Groups of MyPyramid!

If you have studied MyPyramid for Kids, you know that different food groups are represented by different colors on the pyramid. Below, name some foods in the blue food group, and name some foods in the purple food group. (If you haven't studied MyPyramid for Kids, ask your teacher to show you a picture of it.)

Blue: \_\_\_\_\_

Purple: \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Grade \_\_\_\_\_

### Healthy Challenges!

- Build your body and build your brain!
- Practice makes you better—take one step at a time!
- Balance calories!

### Build Your Body and Build Your Brain!

Experts say that being active and fit can help you to do better in school and think more clearly. List two ways that you think being active and fit can help you and your brain.

1. \_\_\_\_\_
2. \_\_\_\_\_

### Practice Makes You Better—Take One Step at a Time!

Learning a hard skill often means you have to break the skill into pieces and practice each piece before you put them all together. Think of a skill that you have learned by breaking it down into parts and learning the parts before you practiced them all together.

1. What was the skill? \_\_\_\_\_
2. What parts did you practice separately? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Balance Calories!

For good health, experts recommend that you eat the same number of calories your body expends by doing activities each day. A can of soda has about 150 calories, and you expend about 25 calories for each 5 minutes of brisk walking. If you drink one can of soda, how long would you have to walk to balance the calories? Show your work below.

Name \_\_\_\_\_

Date \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

Grade \_\_\_\_\_

**Healthy Challenges!**

- Choose SMART goals!
- Exercise your plan!
- Hit the water!

**Choose SMART Goals!**

Each letter in the word SMART represents another word that can help you set good goals for being active. The R in SMART stands for "reasonable." Describe one activity or fitness goal you have that is reasonable for you—not too hard and not too easy.

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**Exercise Your Plan!**

In the space below, describe your plan for meeting the goal that you described in the section above.

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**Hit the Water!**

Experts say that we need to drink several glasses of water each day. The exact amount you need depends on the activities you do, the temperature, and many other factors. One suggestion that works for most people is "8 times 8." That means each day, drink eight glasses of water, and each glass should contain eight ounces of water.

Think about how much water you drink each day. List two things you can do to help you drink enough water each day.

1. \_\_\_\_\_
2. \_\_\_\_\_