

Unit **II**

Aerobics, Sports, Recreation, and Flexibility Exercises



4

Active Aerobics



In this chapter...

Lesson 4.1

Active Aerobics: Level 2 of the Physical Activity Pyramid

Moving Together: Building Self-Esteem

Take It Home: Tuning In

Lesson 4.2

Benefits of Active Aerobics

Biomechanical Principles: Stability and Balance

Lesson 4.1

Active Aerobics: Level 2 of the Physical Activity Pyramid

Lesson Vocabulary

active aerobics, anaerobic, body image, resting heart rate, self-esteem, target zone

← www.fitnessforlife.org/middleschool/

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One of the types of activities in the Physical Activity Pyramid is called **active aerobics**. Do you know what *aerobics* means? What are some types of active aerobics? How much active aerobics do you need? Do you perform active aerobic activities? When you finish this lesson, you'll know the answers to these questions. You'll also know some guidelines for building self-esteem in physical activity and other situations.

What Is Active Aerobics?

Whether you're active or resting, your body needs oxygen to do its work. The air that you breathe contains oxygen. The oxygen that enters through your nose and mouth is carried to the lungs, where it's picked up by the blood. The blood is pumped by the heart through the blood vessels to all parts of the body including your muscles. The energy for activity is created when oxygen combines with simple sugars.

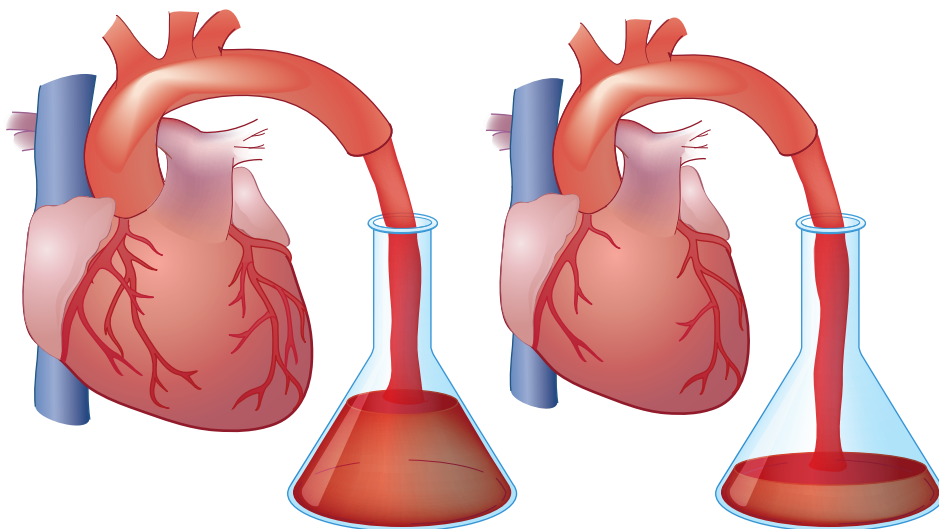
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Your heart is a very important muscle. It uses some of your body's energy to pump oxygen-rich blood to all parts of your body. When you're inactive, your heart beats about 60 to 80 times per minute. This is called your **resting heart rate**. If you don't already know how to determine your resting heart rate, visit the *Fitness for Life: Middle School* Web site to get the necessary information.

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Resting heart rates vary from person to person. As noted above, typical resting heart rates for teens vary from 60 to 80 beats per minute, but for some people, resting rates lower than 60 or higher than 80 are healthy. Resting heart rate, by itself, isn't a good indicator of physical fitness, but your resting heart rate is typically lower when you're fit than when you're unfit. Some very fit athletes have heart rates as low as 35 to 50 beats per minute. However, some very fit people don't have especially low heart rates compared to other people, and some unfit people have relatively low heart rates compared to others. This is because heredity affects heart rate as does age, body size, and health status.

When you begin physical activity, your heart beats faster than it does when you're inactive. This is because your body needs more oxygen. When you're active, your heart pumps more often to supply your body with the blood and oxygen that it needs. The harder you exercise, the more your heart rate increases.

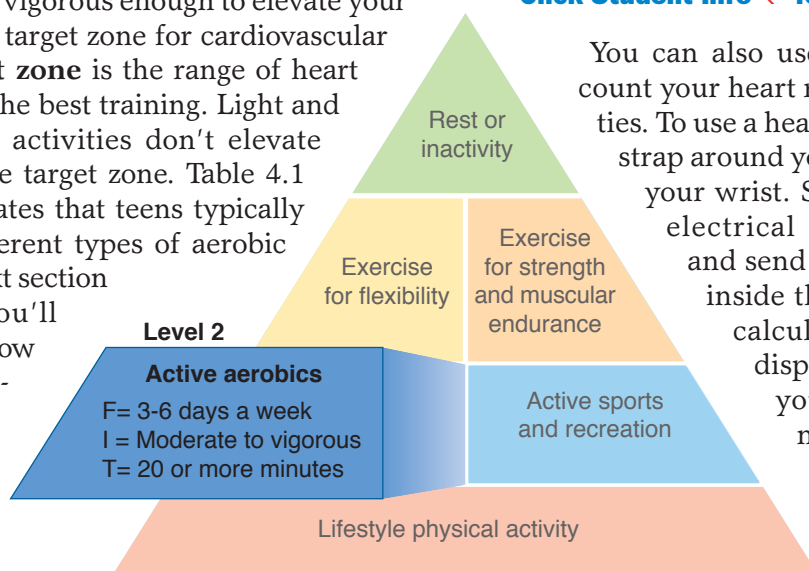


With regular exercise, the heart gets stronger and pumps more blood (left) than a less fit heart (right).



Counting your pulse allows you to determine your resting and exercise heart rates.

Active aerobics is included in level 2 of the Physical Activity Pyramid (see below). But active aerobic activities aren't the only types of aerobics. Actually, all daily life activities are aerobic, including moderate lifestyle activities and light activities such as playing computer games. The difference is that active aerobics are vigorous enough to elevate your heart rate into the target zone for cardiovascular fitness. The **target zone** is the range of heart rates that creates the best training. Light and moderate aerobic activities don't elevate your heart into the target zone. Table 4.1 shows the heart rates that teens typically experience in different types of aerobic exercise. In the next section of this lesson, you'll learn more about how much active aerobics teens need to build good cardiovascular fitness.



Active aerobics are at level 2 of the Physical Activity Pyramid.

How Much Active Aerobics Do I Need?

What is the FIT formula for active aerobics? The recommended frequency (F) for active aerobics is three to six days a week. Fewer than three days a week won't help you build healthy levels of cardiovascular fitness and get the other benefits of active aerobics. Seven days a week is too frequent because you increase your risk of injury and you don't give your body time to recover.

To be most effective, active aerobics should be neither too easy nor too hard. The goal is to do active aerobics in the target zone for building cardiovascular fitness (see table 4.2). You can count your heart rate during or immediately after active aerobics to see if your exercise is vigorous enough to build cardiovascular fitness. Your goal is to get your heart rate in the target heart rate zone. If your heart rate is below the lowest number in your target heart rate zone, you're not exercising hard enough. If your active aerobics causes your heart rate to go above the zone, you're probably doing **anaerobic** rather than aerobic activity.

To calculate your target heart rate zone, you need to know your maximum heart rate and your resting heart rate. You learned about resting heart rates earlier in this lesson. The maximum heart rate for middle school students is approximately 200 beats per minute. Target heart rate zones for middle school teens are included in table 4.2. If you want to know how to calculate your own target heart rate and your own maximal heart rate, visit the *Fitness for Life: Middle School* Web site.

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You can also use a heart rate monitor to count your heart rate during physical activities. To use a heart rate monitor, you place a strap around your chest and a monitor on your wrist. Sensors in the strap detect electrical signals from your heart and send them to a small computer inside the monitor. The computer calculates your heart rate and displays it on the monitor. If your school has heart rate monitors, you may be able to use them to see if your physical activities are vigorous enough to build cardiovascular fitness.

FIT FACT

The heart is a muscle. Physical activity makes the heart pump faster and harder and helps it become fit.

To build cardiovascular fitness, each period of active aerobics must be 20 minutes or more each day. For best results, you should perform the activity continuously without a rest period. Here is the FIT formula for active aerobics:

- **Frequency:** Three to six days a week. One day off each week is good.
- **Intensity:** Heart rate in the target zone. Depending on resting and maximal heart rate, it's approximately 140 to 180 beats per minute for teens. See table 4.2.
- **Time:** 20 to 60 minutes. Fit people can exercise longer.

What Type of Active Aerobics Is Best?

In the previous section of this lesson you learned about the FIT formula for active aerobics. Table 4.3 shows eight popular types of active aerobics. There is no single best type of active aerobics for all people. The best type is the one that you enjoy the most and that you'll do on a regular basis. Which of the activities in table 4.3 have you tried? Keep in mind that one try is not enough to know whether you're going to like an activity. If possible, try each activity in a variety of settings to see which ones you like best.

Table 4.1

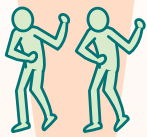
Typical Teen Heart Rates for Light, Moderate, and Vigorous Aerobic Activity and for Anaerobic Activity

Type of aerobic exercise	Typical heart rates for teens
Light—working at a computer or playing a violin	Slightly above resting up to about 120 beats per minute (bpm) for most teens
Moderate—roughly equal to brisk walking or yard work	120 to 140 bpm for most teens
Vigorous (active aerobics)—faster than brisk walking; equal to jogging or aerobic dance	140 to 180 bpm for most teens
Anaerobic—sprinting or swimming very fast (too vigorous to be aerobic)	180 bpm and above for most teens

Table 4.2

Target Heart Rate Zones for Teens

RESTING HEART RATE (BPM)	TARGET HEART RATE ZONES BY AGE				
	12 or younger	13	14	15	16 or older
60 or less	130–179	130–178	129–177	129–176	129–175
61–65	132–180	132–179	131–178	131–177	131–176
66–70	134–180	134–179	134–178	133–177	133–176
71–75	136–181	136–180	136–179	135–178	135–177
76–80	139–182	138–180	138–179	137–178	137–177
81–85	142–183	140–181	140–180	139–179	139–178
86+	145–183	142–182	142–181	141–180	141–179



Moving Together: Building Self-Esteem

What does *self-esteem* mean? Do you think you have high or low self-esteem? Can you remember a situation that lowered your self-esteem? How did you feel in that situation? When you think about yourself, what do you feel good about? What do you think would improve your self-esteem?

Self-esteem is a term used to describe your feelings about yourself. Your self-esteem is affected by all of the things you do. For example, being a good student, artist, musician, or athlete; being fit; or doing well in social situations all contribute to good self-esteem. Different people are good at different things, so different people depend on different things to feel good about themselves. Your physical self-esteem is affected by your skills, your fitness, and your feelings about your body. Having high self-esteem means that you feel good about yourself for the things you can do well and that you don't feel bad if you don't do everything well.

Adrianna isn't especially lean and athletic, and she is self-conscious about her body. But she is a very talented artist. She avoids activity because she worries that she won't do well.

Jeremiah is good at basketball and also at schoolwork. His friends are on the basketball team, but they're not so good at schoolwork. Jeremiah sometimes doesn't want others to know that he gets good grades because he's afraid that his friends might not accept him socially. Sometimes he feels bad when others kid him about being a "brain."

Olivia does OK in school, but she isn't on any teams or in any special groups such as the band. She has a lot of friends because she is fun to be around and is supportive of her friends.

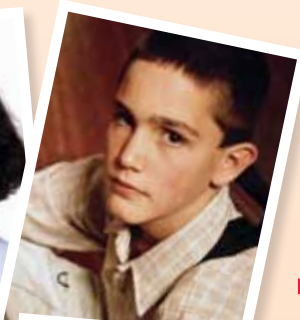
Charlie didn't do well on his physical fitness test. He was so disappointed that he told others that he wouldn't even try the next time he took the test. But he told himself he wished that he could do better.

Discussion Questions

1. Which of the teens do you think have high self-esteem?
2. What suggestions do you have for the teens you think have low self-esteem?
3. Do you have to be good at everything to have high self-esteem?
4. Does what the teens think about themselves matter in determining self-esteem?

Guidelines for Improving Your Self-Esteem

- ▶ **Focus on personal strengths.** Nobody is good at everything. But everybody is good at something. Focusing on your positive points builds self-esteem.
- ▶ **Think positively.** Some experts say that it's what you think that counts. That means that people who think positively about themselves have high self-esteem, even if they're not as good as other people in certain areas. Thinking negatively is not productive and can hurt your self-esteem. If you aren't good at something you would like to be good at, the best thing you can do is practice. If you need help, don't be afraid to ask for it.
- ▶ **Avoid unfair comparisons with others.** Too many people make unfair comparisons. For example, they might compare their performance in sports to that of a pro athlete or compare the way they look to the way movie stars look. Most movie stars don't actually look the same in real life as they do on the screen, and many pro athletes have problems just as other people do. Being the best you can be is better advice than trying to be like someone else. Even on fitness tests, try to meet the healthy fitness level rather than worry about how you compare with others.



- ▶ **Focus on things that are possible to change, and use your time wisely.** There are some things that you can't change and others that you must work hard to change. You can't change your height, your age, or even your basic physical features. But hard work can help you change some things. You can improve your skills, your fitness, and your body composition with regular physical activity. You can improve in your schoolwork if you study. You can improve your skills in art and music with effort and practice. Creating a schedule that gives you time for practice, time for regular exercise, and time to study will ensure that you'll improve in these areas. Avoid wasting time on things that you can't change or that won't lead to positive change.
- ▶ **Build your skills and fitness. Body image** is a part of self-esteem that refers to how you feel about your body. Eating well and doing regular physical activity can provide the fitness to enhance your body image and self-esteem. Good nutrition and regular exercise can also help you build muscle and maintain a healthy body weight. Building skills through practice can help you feel good about yourself physically. People who accept their bodies and try to build on what they have are more likely to have a good body image than those who worry about what they don't have or can't do.
- ▶ **Respect the confidentiality of personal information.** Personal information is just that—personal. Because good health and self-esteem are important goals, fitness test results and other personal information should go only to the person being tested or others with whom he or she wants to share them. Making results public can lead to unfair comparisons such as those described earlier. When doing fitness self-assessments such as those you will do later in this book, it's best to work with a friend who agrees to keep your results private.
- ▶ **Find friends who provide support, and be supportive of friends.** Having friends can boost self-esteem. To have friends, you must be a good friend. Support those whom you care about. Help those who need your support. True friends don't act friendly only when they want others to do things for them.

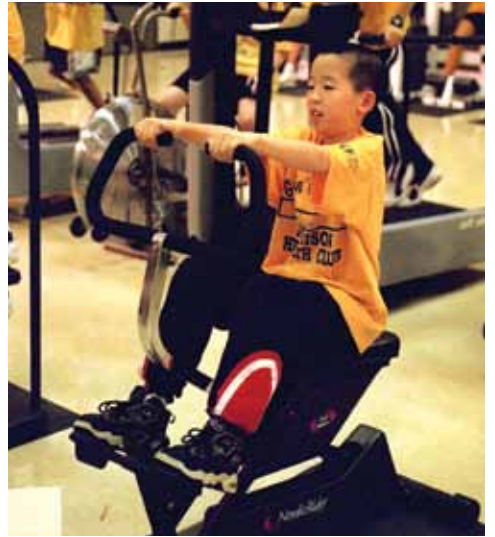
- ▶ **Ignore unfair comments.** Unfortunately, not all people are supportive. Sometimes people can make unfair and negative remarks that hurt the feelings of others. People sometimes make negative comments when they're frustrated or when they're trying to boost their own self-esteem by hurting others. But this technique doesn't really boost self-esteem. In fact, people who make unfair comments often have low self-esteem, and their unfair comments may even make it lower. It's hard to ignore negative comments because we all prefer compliments. However, sometimes we read negative things into other people's remarks unfairly because of our own insecurities. It's best to expect that other people have good intentions. This stops you from reading negative feelings into innocent or well-meant remarks.



Having good friends can boost your self-esteem.

Table 4.3

Active Aerobic Activities



Active aerobics includes many different kinds of activities. The key is getting your heart rate into the target heart rate zone. Some life-style activities (such as biking) are active aerobics when done vigorously. Some active sports (such as swimming) and active recreation activities (such as in-line skating and skiing) can also be considered active aerobics if performed so the heart rate is in the target zone.



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Anaerobics

If your body can supply enough oxygen to keep you going, you're doing aerobic activity. If you elevate your heart rate into the target zone, you're doing active aerobic activity. But if your activity is so vigorous that your heart rate is elevated above the target zone, you're doing anaerobic activity.

Anaerobic activities are so vigorous that your body can't supply enough oxygen to keep you going for long periods of time. When you perform an activity at maximum intensity, such as when you swim as fast as you can, you can continue the activity for only 30 to 40 seconds before you have to stop and rest. Anaerobic fitness is needed to perform well in many sports that require bursts of anaerobic activity, but it's not necessary for good health. If you plan to play a sport and want to learn more about anaerobic exercise, you can consult with your teacher or a school coach.

[Click Student Info](#) ← **Topic 4.6**



Take It Home

Tuning In

"How are you?" You probably hear that question a lot. You hear it from people you haven't seen in a long time and even from people you just talked to yesterday. Often people answer the question with "I'm fine." You can't tell every person all of the details of how you're doing when they ask, but you can learn to understand more about how you're doing by "tuning in to" or "listening to" your body. If you listen, your body can tell you many things. For example, you can tell whether or not you've been active by counting your heartbeats, monitoring your breathing, and noticing the feeling of sweat. If you've been very active, your muscles will tell you the next day because they may be sore. This is especially true if you do an activity that you don't normally do.

Your body can tell you when you're cold by shivering and when you're hot by sweating and increasing body temperature. Pain can also be your body's way of telling you that you're injured or ill. Your body gives you signals when you're tired and when you need sleep. Your stomach grumbles when you're



Swimming as fast as you can is an example of anaerobic activity.

FIT FACT

Aerobic means "with oxygen." In aerobic activity, the body is supplied with enough oxygen to keep going for a long time. **Anaerobic** means "without oxygen." In this book, **anaerobics** refers to activities (such as sprinting) for which the body can't supply enough oxygen to keep going for a long time.

hungry. Sometimes you feel emotions that cause your body to react.

In many of the activities you do in this unit, you'll need to pay attention to both your body and your feelings. What is your heart doing? What makes this activity easier or harder? When do you feel good? What makes you feel bad? Use the worksheet supplied by your teacher to tune in to your body before, during, and after physical activity.

Lesson Review

- ▶ What are active aerobics, and what are some types of active aerobic activities?
- ▶ How much active aerobics do you need?
- ▶ Describe the best type of active aerobics for you, and give reasons for your choice.
- ▶ Describe some guidelines for building self-esteem in physical activity.
- ▶ What is anaerobic activity, and what are some examples of anaerobic activities?

Lesson 4.2

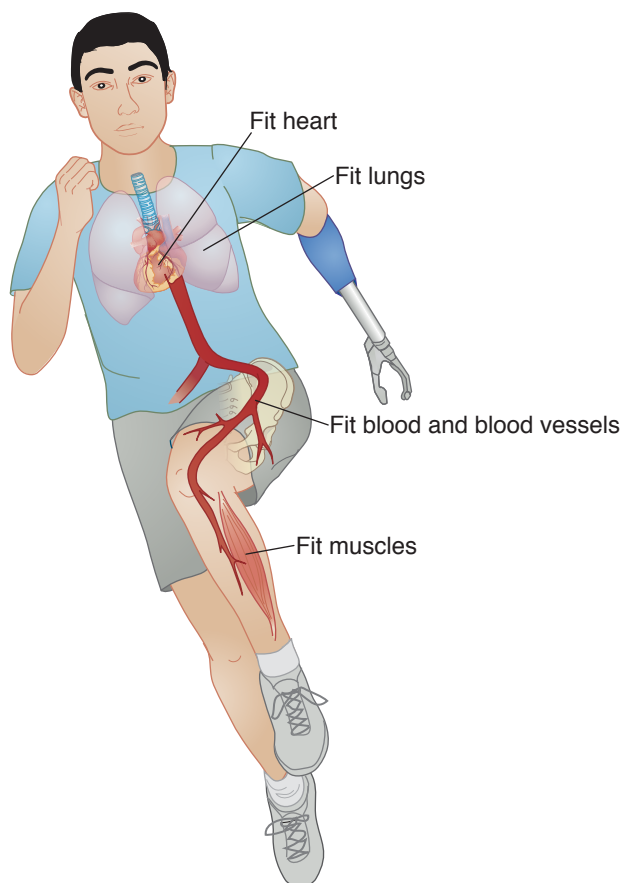
Benefits of Active Aerobics

Lesson Vocabulary

center of gravity, PACER, stability

[Click Student Info](#) ← [Topic 4.7](#)

When you do active aerobics, you get health and wellness benefits. Can you describe some of these benefits? Do you know what cardiovascular fitness is? How can you tell whether you have good cardiovascular fitness? When you finish this lesson, you'll know the answers to these questions. You'll also understand the importance of stability to your performance in physical activity.



Cardiovascular fitness requires fitness of many body systems.

Why Should I Do Active Aerobics?

Active aerobic activities produce many of the same health and wellness benefits of lifestyle physical activities. One major benefit that you get from active aerobics that you can't get from moderate lifestyle physical activity is cardiovascular fitness. In fact, active aerobics is probably the best method of building good cardiovascular fitness. As you learned in chapter 1, cardiovascular fitness is the ability of your heart, lungs, blood vessels, and blood to work efficiently and to supply the body with oxygen. Cardiovascular fitness allows you to do physical activity for a long time without getting tired. Some of the benefits of having good cardiovascular fitness are described in the following paragraphs.

Cardiovascular Fitness and Sports

Teens interested in playing a sport should be very interested in active aerobics because most sports require good cardiovascular fitness and active aerobics is a good way to get it. Sports such as cross country running, track and field, skiing, swimming, soccer, and tennis are just a few that require cardiovascular fitness. You can't perform your best in sports unless you do activities that build good cardiovascular fitness.

[Click Student Info](#) ← [Topic 4.8](#)

Cardiovascular Fitness for Health

Teens who do lifestyle physical activity get health benefits such as a reduced risk of developing certain diseases. Teens who also do active aerobics get similar benefits and more! Active aerobics can help you get out of the low fitness zone and into the healthy fitness zone for cardiovascular fitness.

Cardiovascular Fitness and Wellness

Active aerobics and the cardiovascular fitness that it produces help you to feel and look your best by burning calories and keeping off body fat. You'll feel your best because you'll be less tired. Best of all, you'll have fun because you'll be participating in activities that you enjoy.

Cardiovascular Fitness and Safety

In some special cases, people have needed to run to get help, shovel sand into sandbags, or even shovel snow for long periods of time. Good cardiovascular fitness would help a person to perform activities such as these.

Cardiovascular Fitness for Work

Certain jobs require cardiovascular fitness. For example, to get a job as a member of a fire or police department, you need good cardiovascular fitness. Park rangers, lifeguards, construction workers, ranchers, farmers, fitness instructors, and members of the military all must have good cardiovascular fitness. Any job that requires you to work for long periods of time and that causes your heart to beat fast requires good cardiovascular fitness.

[Click Student Info](#) ← [Topic 4.9](#)

FIT FACT

When you begin exercising, the blood vessels to your exercising muscles expand, and the blood vessels to your stomach and intestines contract. This increases the blood flow to your working muscles.

How Do I Know if I Have Cardiovascular Fitness?

There are many different ways to assess your cardiovascular fitness, including tests such as the mile run, the step test, and the walking test. Visit the *Fitness for Life: Middle School* Web site for more information on some of these tests.

[Click Student Info](#) ← [Topic 4.10](#)

In this section you'll learn how to assess your cardiovascular fitness using the **PACER** test. The PACER is part of the Fitnessgram National Physical Fitness Test and is a fun way for teens to assess their cardiovascular fitness.

Once you have taken the PACER test, you can determine your fitness rating using table 4.4 for males or table 4.5 for females (see p. 50).



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Aerobic dance instructors and lifeguards must have good cardiovascular fitness.



Biomechanical Principles: Stability and Balance


Stability and balance are important for success in many physical activities, but sometimes instability is necessary to allow you to move and perform various physical activities.

Stability is the ability of an object to maintain its balance. If an object loses its balance, it will fall. Humans must have stability to stay in balance even when standing still. In physical activity, you need to have stability and you need to stay in balance. For example, you need good stability and balance when playing defense in basketball, when receiving a serve in tennis, and when performing activities such as in-line skating and skiing.

Many factors can affect your stability and cause you to lose your balance. If someone pushes against you, such as in wrestling, practicing judo, or playing football, it can cause you to lose your balance. Turning or changing direction quickly can make you lose your balance. Slipping because of too little friction can cause balance problems. A strong wind can also cause instability.

There are some things you can do to improve your stability. First, you can spread your feet to have a wider base of support. When babies learn to walk, they do it with their feet wide apart. If you learned to ski or skate, you probably did the same thing.

The second thing you can do to improve your stability is to lower your **center of gravity**. Your center of gravity is the center of your body weight. If you bend your knees, you lower your center of gravity and will have improved stability.

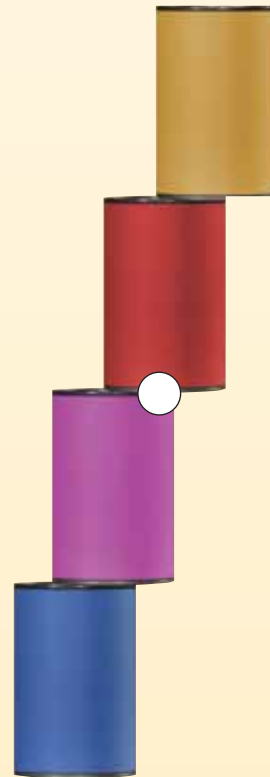
 center of gravity



Stack A is quite stable.



Stack B is less stable.



Stack C is the least stable.

The third thing you can do to improve stability is to keep your center of gravity (the center of your weight) over the center of your base of support. When a basketball player is playing defense and wants to stay in balance, the feet are spread apart, the knees are bent to lower the center of gravity, and the head and shoulders are centered between the two feet.

The three stacks of cans shown below may help you to understand stability and balance while standing still. The white dots in the stacks of cans show the center of gravity.

- ▶ Stack A has a wide base. It's also lower to the ground and has a lower center of gravity. The center of gravity is over the center of its base, so this stack is quite stable.
- ▶ Stack B has a narrow base and has a higher center of gravity. It's less stable than stack A.
- ▶ Stack C is much less stable than the other two stacks. Stack C has a narrow base and a high center of gravity, and the center of gravity is not over the base, so this stack of cans would fall unless you held it in place.

Biomechanical Principles: Stability and Balance *(continued)*

To be stable in physical activity, you should be more like stack A than stack B or C. This is particularly important when you don't want to lose your balance because of a force that pushes against you.

Although stability is important when performing many kinds of activities, there are times when you want to be unstable. When you want to start moving, you need to lean in the direction of movement. This means that your center of gravity will be in front of your base of support if you want to move forward. For example, a sprinter in the starting blocks is preparing to move forward. Having her center of gravity forward will help her to get out of the starting blocks quickly when it's time to start because her feet are back against the starting blocks, and her center of gravity is in front of her feet. In fact, the sprinter actually falls out of the starting blocks to get a quick start. When the starting gun fires, she just lifts her hands off the ground and is instantly leaning forward. This position allows the greatest possible push back against the starting blocks for the fastest possible start. The same kind of instability is also necessary when changing directions, which you often do in sports.

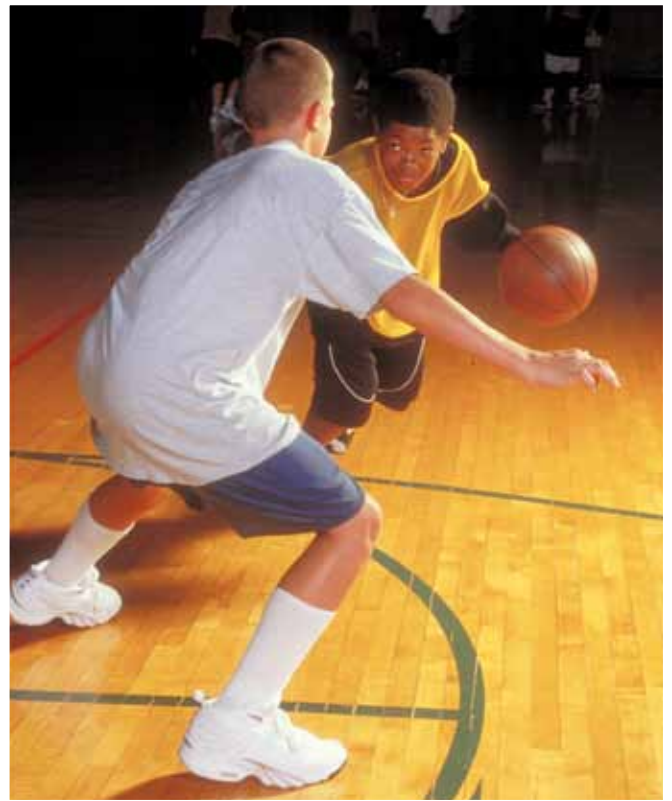
Applying the Principle

Which of the following activities require stability and which require instability? Describe how a person can increase or decrease stability in each activity. Also discuss how your need for stability or instability may change in each activity.

- ▶ Playing defense during a basketball game
- ▶ Starting a sprint
- ▶ Walking on a balance beam
- ▶ Skiing downhill
- ▶ Carrying a food tray with one hand above your shoulder

Principles in Practice

How can you change the width of the base of your body and the location of your center of gravity to be more stable and to be in balance? Practice movements for several different activities to be stable and more balanced.



Good stability is important when playing defense in basketball.



The body is unstable (leaning forward) when starting a race.

[Click Student Info](#) ← **Topic 4.11**

Your goal for cardiovascular fitness and the PACER test is to get in the healthy fitness zone. If you fall below the healthy fitness zone, you should consider increasing your cardiovascular fitness. Those in the healthy fitness zone may want to do regular active aerobics to move to a higher level in the zone. Scores above the healthy fitness zone

may be beneficial to those interested in athletic and other types of performance, so if you want to be an elite athlete, go for it. However, it's important to understand that scores above the healthy fitness zone aren't necessary to achieve the many benefits described earlier in this chapter.

PACER Test

PACER stands for Progressive Aerobic Cardiovascular Endurance Run and is a test of cardiovascular fitness. You'll need a tape or CD player and a special tape or CD to perform the test. Because the test requires this special equipment, it might not be as easy to do as other cardiovascular assessments. However, by taking this test you can see whether you meet the national health-related cardiovascular fitness standard. The objective of the test is to run back and forth across a 20-meter distance as many times as you can.



1. When you hear the beep on the tape, run across the 20-meter area and touch the line before the tape beeps again. Turn around.
2. At the sound of the next beep, run back to the other side. (You must wait for the beep before running.) The beeps will come faster and faster, causing you to run faster and faster. The test is finished when you twice fail to reach the opposite side before the beep.
3. Your score is the number of times you can run the 20-meter distance before your test is finished. Record this number on your worksheet. Then find your fitness rating in table 4.4 or table 4.5.

Table 4.4

PACER Ratings for Males

Age	Needs improvement	Healthy fitness zone
10	22 or fewer	23–61
11	22 or fewer	23–72
12	31 or fewer	32–72
13	40 or fewer	41–72
14	40 or fewer	41–83
15+	50 or fewer	51–94

Measured in laps.

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Table 4.5

PACER Ratings for Females

Age	Needs improvement	Healthy fitness zone
10	14 or fewer	15–41
11	14 or fewer	15–41
12	22 or fewer	23–41
13	22 or fewer	23–51
14	22 or fewer	23–51
15+	22 or fewer	23–51

Measured in laps.

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Lesson Review

- ▶ What are some of the benefits you get from performing active aerobics?
- ▶ What is cardiovascular fitness, and how can you tell if you have it?
- ▶ What are some of the benefits of having good cardiovascular fitness?
- ▶ How is stability important to performance in physical activity?

4

Chapter Review

Number your paper from 1 to 5. Read each question. After the number for the question, write a word or a phrase that best answers the question. The page number where you can find the answer is listed after the question.



1. What term describes the number of times your heart beats when you're sitting and doing nothing? (page 39)
2. At what level of the Physical Activity Pyramid do you find active aerobics? (page 40)
3. How many days a week should you do active aerobics? (page 40 or 41)
4. How long should each active aerobics exercise period last? (page 41)
5. Which type of health-related fitness is best built by doing regular active aerobics? (page 46)

Number your paper from 6 to 10. Next to each number, write the letter of the best answer.

- | | |
|----------------|--|
| 6. jogging | a. results from combining oxygen and simple sugars |
| 7. energy | b. a test of cardiovascular fitness |
| 8. target zone | c. ability to maintain balance |
| 9. stability | d. heart rate just right for aerobic activities |
| 10. PACER | e. a type of aerobic activity |

Number your paper from 11 to 15. Follow the directions to answer each question or statement.

11. Explain the difference between aerobics and active aerobics.
12. Give examples of good active aerobic activities.
13. Give examples of guidelines for building self-esteem.
14. Describe some of the benefits of active aerobics.
15. Give examples of the need for stability in performing physical activity.

Ask the Author

How can I help my parents have better cardiovascular fitness?

Get the answer and ask your own questions at the *Fitness for Life: Middle School* Web site.

Click Student Info ← **Topic 4.12**