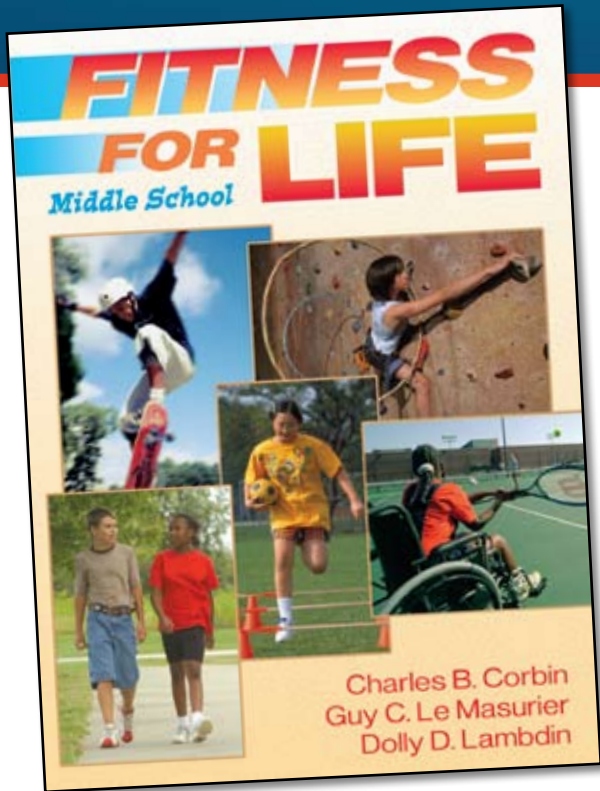


# Fitness for Life

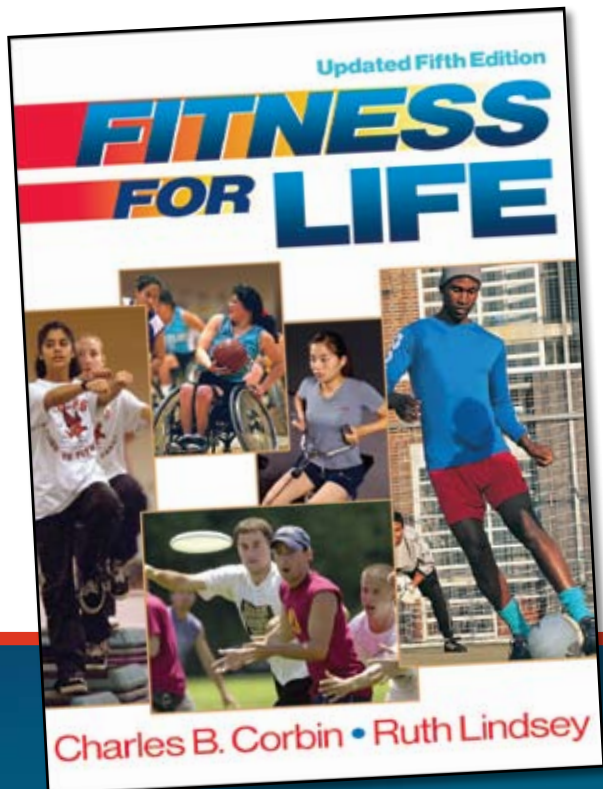
Now available for high school and middle school



*Fitness for Life* is a program for high school and middle school physical education and personal fitness courses. At each level, the student-friendly textbook engages student interest and the teacher resources make teaching the course easy and convenient.

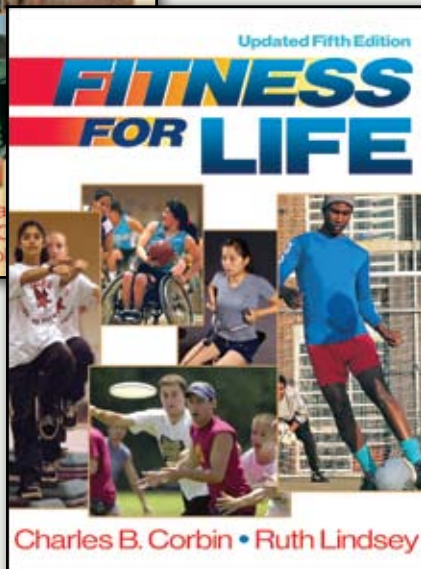
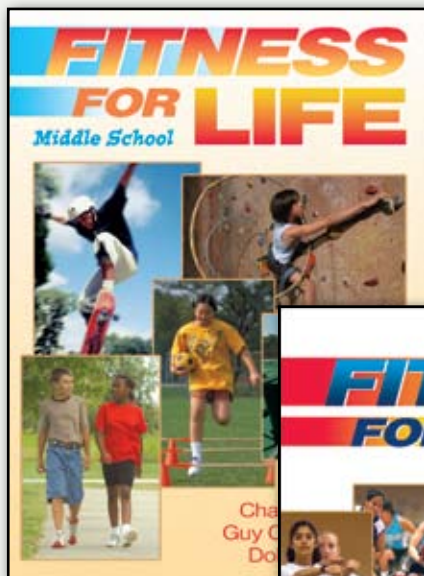
The *Fitness for Life* program features

- Highly respected author teams
- Content that meets national and state educational standards
- Texty Award winning student texts
- Careful integration with other subject areas
- Content that's perfectly coordinated between middle school and high school
- A focus on lifelong physical activity and fitness
- Thorough coverage of important concepts and self-management skills
- An emphasis on diversity and social responsibility
- Comprehensive lesson plans and ancillaries in easy-to-use teacher resources



**HUMAN KINETICS**

*The Information Leader in Physical Activity*



## More about the *Fitness for Life* program

*Fitness for Life, Updated Fifth Edition*, is the original text for promoting lifelong physical activity and healthy lifestyles that result in lifelong fitness, wellness, and health. After many years of success for the high school text, the need for a middle school text was evident. Human Kinetics is pleased to publish *Fitness for Life: Middle School*. The middle school book's material dovetails with the high school book's content, resulting in a seamless transition from middle school to high school, and leading students to an active healthy lifestyle as an adult.

### *Fitness for Life: Middle School*

- Sets the stage for high school *Fitness for Life*.
- Includes an emphasis on physical activity for all.
- Exposes students to a variety of activities in the Physical Activity Pyramid.
- Introduces the benefits of a healthy, active lifestyle.

### *Fitness for Life (high school)*

- Best selling text that is shown to promote active lifestyles.
- Focuses on self-management skills for healthy lifestyle change.
- Emphasizes selecting the physical activities students find most enjoyable, setting them on the path to lifetime physical activity.

## About the authors

### *Fitness for Life (high school) authors*

**Charles B. Corbin, PhD**, is a professor emeritus in the Department of Exercise and Wellness at Arizona State University. He has published more than 200 journal articles and has authored or contributed to more than 70 books, including *Fitness for Life* and *Fitness for Life: Middle School*.

An internationally-recognized expert in physical activity, health and wellness, and youth physical fitness, he has keynoted more than 35 state Association for Health, Physical Education, Recreation and Dance conventions, made major addresses in more than 15 countries, and presented numerous prestigious lectures. He is the author of the national youth activity guidelines and has contributed to the physical education standards for several states.

Dr. Corbin is a member of the FITNESSGRAM Scientific Advisory Board, was the first chair of the Science Board of the President's Council on Physical Fitness and Sport, and was recently elected to the National Association of Sport and Physical Education (NASPE) Hall of Fame.

**Ruth Lindsey, PhD**, was a professor emeritus at California State University at Long Beach and a recognized leader in physical activity and fitness. Dr. Lindsey passed away in 2005.

### *Fitness for Life: Middle School authors*

Just as in the high school text, Chuck Corbin leads the highly qualified author team of *Fitness for Life: Middle School*.

**Guy C. Le Masurier, PhD**, is a professor of physical education pedagogy at Vancouver Island University in British Columbia. Dr. Le Masurier has published numerous articles related to youth physical activity and physical education including extensive work on physical activity assessment. Dr. Le Masurier is an active professional who regularly delivers research and professional presentations at national and regional meetings.

**Dolly Lambdin, EdD**, taught physical education for 16 years and in the physical education teacher education program at The University of Texas for over 30 years. Lambdin is a past NASPE president and has served on numerous local, state, and national committees, including the NASPE Board of Directors, the FITNESSGRAM Scientific Advisory Board, the writing teams for the Texas Essential Knowledge and Skills in Physical Education, the NASPE Beginning Teacher Standards, the NASPE Appropriate Practices, and the NASPE Cabinet. She has been honored as the Texas AHPERD College Physical Education Teacher of the Year and with the NASPE Council of School Leadership Outstanding Leadership Award. Dr. Lambdin has given over 80 presentations at professional meetings.

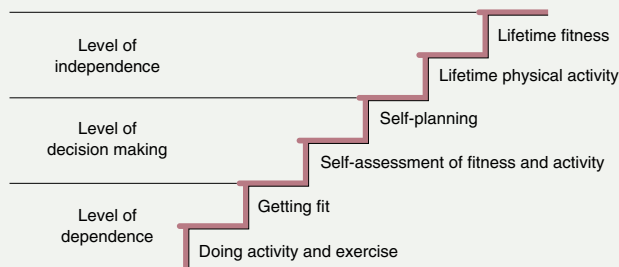
For more information on the authors, go to the Author/Editorial Board section of the Web site, [www.FitnessforLife.org](http://www.FitnessforLife.org).

## Philosophy of *Fitness for Life*

is based on the HELP philosophy. This philosophy teaches the value and benefits of lifelong physical activity as well as the idea that physical activity can and should be fun—making students more likely to become and remain active throughout their lives.

**H**Health for  
**E**veryone with an emphasis on  
**L**ifetime activity designed to meet  
**P**ersonal Needs

The lessons in *Fitness for Life* follow the Stairway to Lifetime Fitness, a concept Dr. Corbin created to describe the progression that leads students toward the goal of becoming independent decision makers, capable of planning and implementing their own lifetime physical activity plans.



*Stairway to Lifetime Fitness.*

## Program Objectives of *Fitness for Life*

- Meet national, state, and local physical education standards.
- Teach students how to create an activity and fitness plan, set individual goals, assess status and progress, manage time and responsibilities, and overcome barriers to regular physical activity.
- Show students how to use technology to benefit fitness.
- Enable students to have success, build confidence in their ability to lead an active lifestyle, and take control of their own health. Research has shown that the program is effective in promoting physically active behavior after students finish school (see sidebar).
- Complement the total learning process, contributing learning experiences in science, math, and language arts.
- Create student portfolios that showcase students' accomplishment of national, state, and local outcomes and standards, either through the worksheets provided with the ancillaries or completed in the high school online study guide.

## Teacher Benefits of *Fitness for Life*

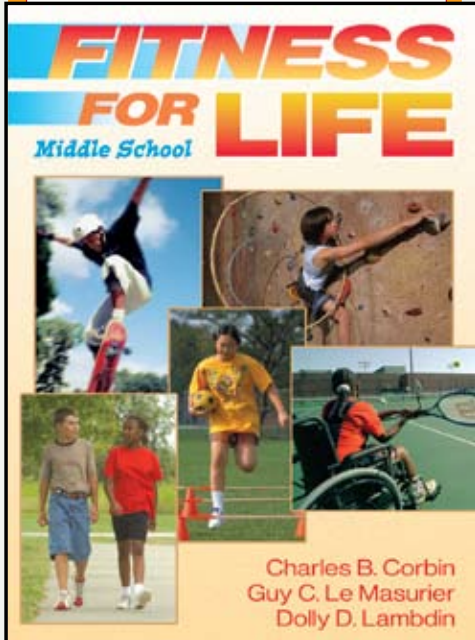
- Comprehensive teacher resources, including lesson plans, worksheets, DVDs, audio CDs, transparency masters, and physical activities that make the course easy to teach.
- An adaptable program that fits your school's schedule no matter how frequently teachers see students, with schedules for block plans of all types.
- A program that complements the highly acclaimed FITNESSGRAM/ACTIVITYGRAM software program. *Fitness for Life* self-assessments in both student texts match up to FITNESSGRAM test items. The National Association for Sport and Physical Education (NASPE) provides training on both *Fitness for Life* and endorses FITNESSGRAM/ACTIVITYGRAM as the assessment component of Physical Best.

For more information on FITNESSGRAM/ACTIVITYGRAM and how it works with *Fitness for Life*, see page 22. More information on Physical Best training is on page 21.

### *Fitness for Life* is an evidence-based curriculum

Research shows that personal fitness classes that teach self-management skills promote lifetime activity:

- Wallhead, T.L., & Buckworth, J. (2004). The role of physical education in the promotion of youth physical activity. *Quest*, 56(3), 285-301.
- Dale, D.L., & Corbin, C.B. (2000). Physical activity participation of high school graduates following exposure to conceptual or traditional physical education. *Research Quarterly for Exercise and Sport*, 71, (1)61-68.
- Dale, D.L., Corbin, C.B., & Cuddihy, T. (1998). Can conceptual physical education promote physically active lifestyles? *Pediatric Exercise Science*, 10(2), 97-109.



View chapter excerpt and ancillary samples at [www.FitnessforLife.org/MiddleSchool!](http://www.FitnessforLife.org/MiddleSchool!)

## *Fitness for Life: Middle School*

2007 • Hardback • 144 pp  
ISBN 978-0-7360-6511-5 • \$25.00

Every chapter of *Fitness for Life: Middle School* includes the following elements:

- Two **classroom lessons** per chapter.
- **Moving Together** highlights social diversity (NASPE standard 5) by presenting a scenario, posing questions for discussion, and offering guidelines for dealing with that issue. Topics include effective communication, peer pressure, and other social issues.
- **Take It Home** reinforces the concepts learned in the text, including those in the **Moving Together** section, and provides students with opportunities to explore and engage in physical activity outside of class—at their school, in their neighborhood, and in their community.
- **Biomechanical Principles** discusses basic biomechanical principles, encourages students to apply the principles in a variety of movement settings, and suggests ways to explore the principles through physical activity.
- **Web Icons** lead students to vocabulary and supplementary materials on the text's Web site, [www.FitnessforLife.org/MiddleSchool](http://www.FitnessforLife.org/MiddleSchool).
- **Chapter Review.**



*Fitness for Life: Middle School* can be modified to fit any schedule, including block and accelerated block. And it can be taught as a semester or year-long course with any configuration of days in the classroom or gym.

For more information on the *Fitness for Life: Middle School* student text, keep reading. Information on the *Fitness for Life Middle School Teacher's Guide* and other ancillaries starts on page 6.

### Contents

#### **Unit I. Fitness and Activity for All**

- Chapter 1.** Introduction to Physical Activity and Fitness  
**Chapter 2.** Learning Skills for Enjoying Physical Activity  
**Chapter 3.** Lifestyle Physical Activity

#### **Unit II. Aerobics, Sports, Recreation, and Flexibility Exercises**

- Chapter 4.** Active Aerobics

- Chapter 5.** Active Sports and Recreation

- Chapter 6.** Flexibility Activities

#### **Unit III. Muscle Fitness, Body Composition, and Planning**

- Chapter 7.** Muscle Fitness Exercises

- Chapter 8.** Body Composition, Physical Activity, and Nutrition

- Chapter 9.** Planning for Physical Activity

The **Biomechanical Principles** feature in each chapter helps students learn to use their bodies—the human machine—in physical activity.

### Moving Together: Communication

Do you ever feel as though you really click with certain people? When they say something, do you know just what they mean? When you tell them something, do they really understand what you're trying to say? Do you ever have times when plans get all messed up because you and your friends are not communicating?

Paulette just had a very bad day. When she got up in the morning, she realized she needed her clean workout clothes, and they were still rolled up in a ball in her gym bag. She was angry with herself for forgetting to wash them. When her mom asked her what was wrong, she snapped, "Never mind. It's not your problem." Then she felt bad about snapping at her mom.

When she got to first period, she was horrified when Mr. Jasper asked her to submit the first draft of her English assignment. She was sure he had said it was due tomorrow.

At lunch, Donte asked her if she wanted to shoot hoops after school. She liked basketball, but she couldn't tell if he was asking her for real or just teasing her. Although Paulette thought it would be fun, she decided she didn't want to be embarrassed if he was just kidding. She decided to play it safe by not going.

That evening, Donte called Paulette at home. "I waited for you on the court," he said, sounding annoyed. "I thought you liked basketball."

Paulette felt sick to her stomach because Donte really had wanted her to play and she missed her chance. She felt bummed out for the rest of the night.

**Guidelines for Effective Communication**

Some strategies help us communicate better and avoid problems. You may do these already, but if you don't, you should give them a try.

- ▶ **Focus on one thing at a time.** It's hard to focus if you try to think about several things at once. Taking time to really focus on the person you are talking to helps your communication. Give your full attention when your teacher or friend is talking.
- ▶ **Write it down.** One reason for poor communication is that we sometimes forget what others have said. If the conversation is about an assignment, do, or about an assignment, write it on a random notepad. Make it a habit to write it down several times each day.
- ▶ **Ask if you have questions.** If someone is kidding, for example, you might say, "Do you really mean it?" quickly.
- ▶ **Get the person's attention.** To discuss something with the other person, get the other person's attention. This kind of statement gets the person's attention and increases the chance that the person will pay attention to you.

### Biomechanical Principles: Energy, Force, and Movement

**Energy and force are necessary for producing human movement.**

**Energy** means "available power." We use electric power to provide energy to light our houses and to power appliances such as television sets and washing machines. Electric companies provide the energy using coal, gas, oil, wind, or nuclear sources. The food you eat provides the energy that allows your muscles to contract. When your muscles contract, they produce **force** that causes the bones to move, creating movement of body parts and total body movement. For example, when the muscles of your legs contract, your legs move. Leg movement allows you to move the whole body, such as when you walk.

You move most efficiently when the force produced by the muscles is applied in the direction in which you want to move. For example, when you throw a ball, it's to apply force to the ball by moving your arm in the direction you want the ball to go. The more force your muscles apply, the farther the ball will travel. Also, the longer the force is applied, the more force you can apply. If you reach back a long way before throwing the ball, you can apply force forward for a longer time, and you throw the ball farther. When you walk or run and make other movements, the same rules apply.

Isaac Newton is credited with developing three laws of motion. These laws are related to force and how it's used to create and regulate motion. Much of the information provided here is based on Newton's laws. For more information about force and Newton's laws relating to force, visit the *Fitness for Life: Middle School* Web site.

**Click Student Info ▶ Topic 1.8**

- ▶ Point your feet and toes straight ahead (see photo below left), not to the side (see photo below right). This allows the force from your legs and feet to keep you moving forward and doesn't waste force to one side or the other.
- ▶ Swing your arms in line with the direction of the intended movement to avoid wasting force. Swinging your arms to the side reduces the forward force that you can produce with your legs.
- ▶ Avoid twisting your body. Keep your trunk (hips, belly, and chest) facing the direction you are walking or running.
- ▶ Apply force for the full time that your foot is on the ground. When you are in the air (such as in running) no force can be applied and so you can't increase your speed.
- ▶ To move faster, apply more force. Fast walking and running will require you to apply more force than slow walking.

**Principle in Practice**

Correct application of force is important for efficient and effective movement in normal daily activities and in physical activities of all kinds. Work with a partner to see if you're applying force properly when walking and running. Have your partner watch your arms and legs to see whether your movements are straight ahead or to the sides. If your movements include motion to the sides, try to change the way you walk or run to be more efficient.

Throughout the book **Web addresses** direct students to the **FitnessforLife.org** Web site for more content.

Each chapter has a **Moving Together** section that helps students learn how to have fun with others in many different kinds of activities.

### Applying the Principle

To move well, you need to know how to use force efficiently and effectively. In walking and running, for example, it's best to apply the force in line with the direction of movement. Experts have discovered several rules that will help you use the force that your legs produce when pushing off the ground.



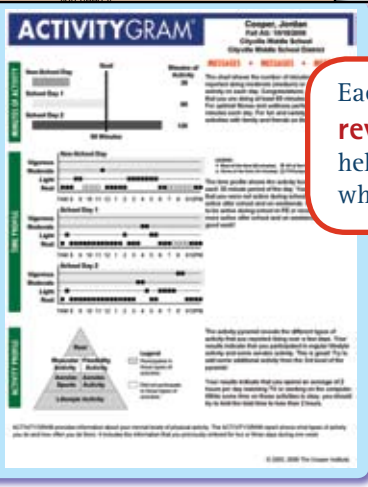
**Good force application.** **Inefficient force application.**

### Activitygram

Activitygram is a computer program that helps you find out whether you get enough physical activity from each of the levels of the Physical Activity Pyramid for teens each day. Studies show that most teens become less active as they grow older and that many do not get enough activity for good health and fitness. Activitygram will show you whether you're among the teens who are active or inactive.

You can learn more about Activitygram at the *Fitness for Life: Middle School* Web site. The Activitygram shown at right is a sample report generated for a typical 13-year-old girl who measured her activity patterns for three days.

**Click Student Info ▶ Topic 1.4**



Report created, by permission, from The Cooper Institute, 2006, *Fitnessgram/Activitygram* (Champaign, IL: Human Kinetics). © The Cooper Institute.

Each chapter ends with **review questions** to help students remember what they've learned.

### Take It Home

#### Friends and Family

"I didn't hear you."  
"I heard you but I didn't know what you meant."  
"Are you talking to me?"

Have you ever said any of these things? If you have, it means that you may be talking to someone else, but you're not communicating. Communication means giving and receiving information. So if information is given but not received, you're not really communicating.

Communicating with others happens all the time. Good communication helps people understand each other, and poor communication can cause us all sorts of problems. Maybe your mom didn't know you hate purple (perhaps because you never told her), and now she's given you something that you really dislike. You're both frustrated. Or maybe your friend scooped

Maybe you need to ask someone for a ride to a game, or get your friends to agree on a time and place to meet. In most games, of course, you need to come to an agreement about the rules. To enjoy physical activity with family and friends, you need to know the kinds of activities they enjoy. All this takes lots of good communication.

Use the worksheet supplied by your teacher to talk to a friend or family member about the Physical Activity Pyramid. By asking questions and getting answers about activities you both like to perform, you're communicating. Use the results of your communications to plan some special physical activities, such as a family walk or a bike ride with friends.

#### Lesson Review

- ▶ What is physical activity?
- ▶ How is physical activity different from exercise?
- ▶ Why is it necessary to communicate with others?
- ▶ List the guidelines for effective communication.

### 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 do you call the type of physical activity in the first level of the Physical Activity Pyramid? (page 3)
2. What word describes physical activity for which the body can supply enough oxygen to keep doing the activity for long periods? (page 4)
3. What is the name of the computer program that can determine if teens get enough physical activity? (page 8)
4. What word describes the ability of your muscles to lift a weight or exert force? (page 9)
5. What phrase describes having enough fitness for good health? (page 12)

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

6. exercise	a. a group of health-related fitness tests
7. flexibility	b. use of energy
8. Fitnessgram	c. physical activity
9. force	d. using energy
10. physical fitness	e. good health

Number your paper from 11 to 15. Next to each number, write a question or statement.

11. Draw a picture of the Physical Activity Pyramid and label the activities included in it.
12. Give examples of guidelines for good communication.
13. Describe some exercises that are good for your heart and lungs.
14. Explain the difference between physical activity and exercise.
15. Describe the five parts of health-related fitness.

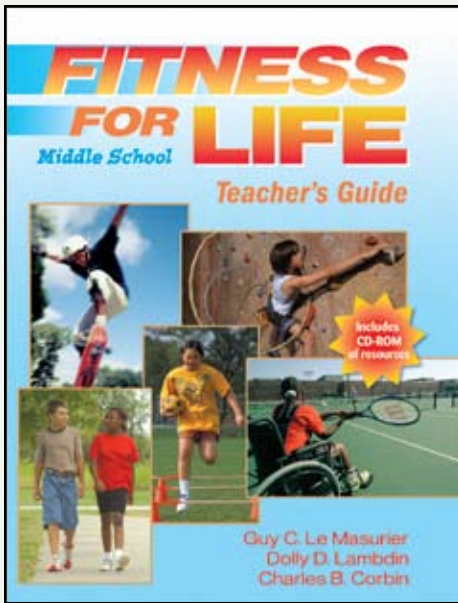
**Ask the Authors**

I'm on a sports team and do several hours of sports each day. Do I have to do lifestyle activities to meet the teen activity recommendation? Get the answer and ask your own questions at the *Fitness for Life: Middle School* Web site.

**Click Student Info ▶ Topic 1.9**

Each chapter has a **Take It Home** section that provides opportunities for students to be active outside of school with family and friends. Corresponding worksheets are provided in the teacher materials.

**Ask the Author** includes a question for each chapter, answered by the authors. Using the Web site, students may also submit questions which will periodically be answered by the authors.



## Fitness for Life Middle School Teacher's Guide

2007 • Paperback with CD-ROM • 288 pp

ISBN 978-0-7360-6828-4 • \$139.00

The *Fitness for Life Middle School Teacher's Guide* includes 45 basic lesson plans—five plans for each of the nine chapters of the student text. Each chapter contains two lesson plans for the classroom portion of the class and three activity plans that supplement and reinforce the classroom content. Forty-five supplemental physical activities are also available in the *Teacher's Guide*. Because *Fitness for Life* is flexible, it can work with almost any schedule.

The *Teacher's Guide* also addresses

- NASPE standards,
- assessment rubrics,
- organizational protocols,
- options for scheduling,
- suggestions for incorporating other skill-based activity units into the lesson, and
- instructions for using the other resources on the CD-ROM and Web site.

### Lesson Plan 1.2 Exploring Physical Activity


In this activity lesson, students will participate in a circuit including the physical activities from each level of the Physical Activity Pyramid.

**Performance Outcomes Related to NASPE Standards**

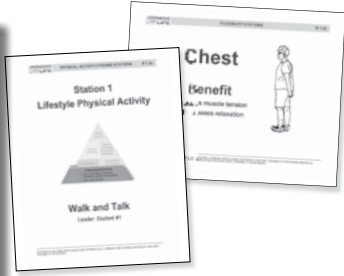
- ▶ Standard 2
  - ▶ Identify proper warm-up and cool-down techniques and reasons for using them.
- ▶ Standard 3
  - ▶ Participate in health-enhancing physical activities both during and outside of school.
- ▶ Standard 4
  - ▶ Participate in moderate to vigorous physical activities on a regular basis.
  - ▶ Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardiorespiratory endurance (cardiovascular fitness), and body composition.
- ▶ Standard 5
  - ▶ Recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members.
  - ▶ Reflect on their role in providing safe and positive physical activity settings.
  - ▶ Demonstrate cooperative skills and accomplish group or team goals in cooperative and competitive activities.
  - ▶ Work independently and in groups to complete tasks.
  - ▶ Use time wisely given the opportunity to be active.
  - ▶ Show concern for the safety of others.
- ▶ Standard 6
  - ▶ Enjoy physical activity.

**Lesson Objectives**

- ▶ Students will practice positive communication and support skills (for example, giving attention when others are speaking, asking questions when needed, and providing encouragement to each other).



Chapter 1 Introduction to Physical Activity and Fitness 49



▶ Students will describe and perform an appropriate warm-up and cool-down and explain why it is necessary.

▶ Students will perform activities from each level of the Physical Activity Pyramid.

**Equipment**

- ▶ 6 large cones (numbered 1 through 6)
- ▶ TV and DVD/VCR with aerobics or kickboxing tape
- ▶ 1 basketball for each student in one squad
- ▶ 2 items to designate "It" in tag, such as a jersey or a bandanna
- ▶ 6 to 8 small cones or ropes to mark the boundary for dribble tag

**Reproducibles**

- ▶ Resource 1.2a, "Physical Activity Pyramid Stations"
- ▶ Resource 1.2b, "Flexibility Stations"

**Setup**

1. Set up six circuit stations around the gym. At each station, place the appropriate "Physical Activity Pyramid Stations" card and related equipment. Place resource 1.2b, "Flexibility Stations," at the flexibility activities station.
2. Mark each station with one of the six large numbered cones.

**Teach**

Students can wear pedometers and record the number of steps they have taken at the end of class each day.

**Delivering the Lesson**

**Part 1: Instant Activity**

**Team Follow-the-Leader**

1. Organize students into groups of six, using one of the methods in "Groups and Teams" (see pages 26 to 27). Have each group line up. Explain that all groups will walk around the gym in a line, following the path of the leader—the first student in the line.
2. Instruct leaders to move at a pace that is appropriate for the whole group.
3. Each time the signal sounds, the leader steps aside and the line moves past with

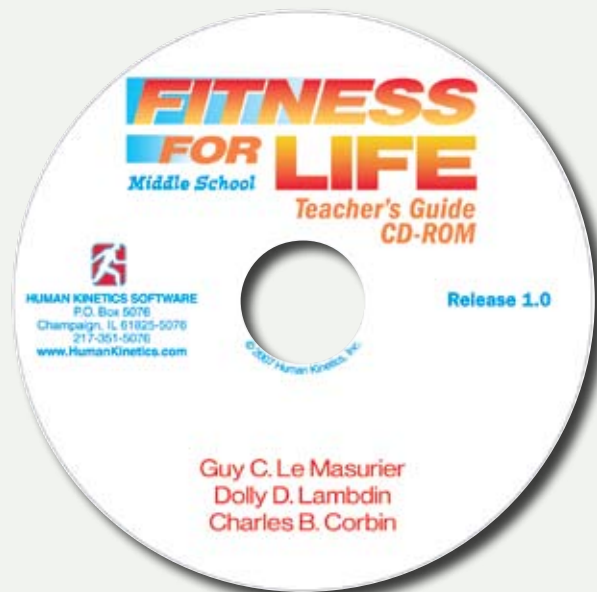
50 Fitness for Life: Middle School Teacher's Guide

A sample lesson plan.

# Teacher's Guide includes CD-ROM with even more resources and content

Bound into the *Teacher's Guide* is a CD-ROM that includes

- student worksheets, for use in class or as take home assignments;
- activity resources;
- review quizzes and answer keys;
- assessment rubrics;
- classroom quotes; and
- other reproducibles.



**FITNESS FOR LIFE** CHAPTER 1 QUIZ

- Which of the following is the best definition of lifestyle activities?
  - winter activities such as skiing
  - moderate physical activities you do as part of your daily life
  - recreational activities such as hiking and canoeing
  - fitness exercises you do to build physical fitness
  - vigorous activities such as sports
- How many minutes of your daily activity do experts suggest should come from moderate (lifestyle) physical activity?
  - 20 minutes or more
  - 30 minutes or more
  - 40 minutes or more
  - 60 minutes or more
  - 100 minutes or more
- What would be an example of a lifestyle physical activity?
  - sleeping
  - eating
  - walking to school
  - physical education
  - ice hockey
- How many days a week do experts recommend that you get at least 20 minutes of vigorous activity?
  - two days
  - three days
  - four days
  - five days
  - seven days
- What does aerobic mean?
  - physical fitness
  - activities that involve jumping
  - muscles
  - with oxygen
  - movement of the joints

From Fitness for Life: Middle School Teacher's Guide CD-ROM by Guy C. Le Masurier, Dolly D. Lambdin, and Charles B. Corbin, 2007, Champaign, IL, Human Kinetics. **Page**

**FITNESS FOR LIFE** PHYSICAL ACTIVITY PYRAMID W 1.1

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

Take a look at the picture of the Physical Activity Pyramid below. Show it to a family member or friend. Based on what you learned earlier in this chapter, explain the pyramid to the person you have selected. Then follow the directions listed below the pyramid.

**DIRECTIONS:**

- Beside each type of activity in the first three levels of the Physical Activity Pyramid, write the name of one activity that you and the other person like to do.
- Choose one of the activities that you listed by placing a check mark in the box beside it. Together, perform this activity for at least 30 minutes.
- Provide information about the activity you performed.

Date performed: \_\_\_\_\_ Time started: \_\_\_\_\_ Time finished: \_\_\_\_\_

Other person (circle one): dad mom brother sister friend other

Describe the activity you performed, why you chose that activity, and what you enjoyed about performing it.

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

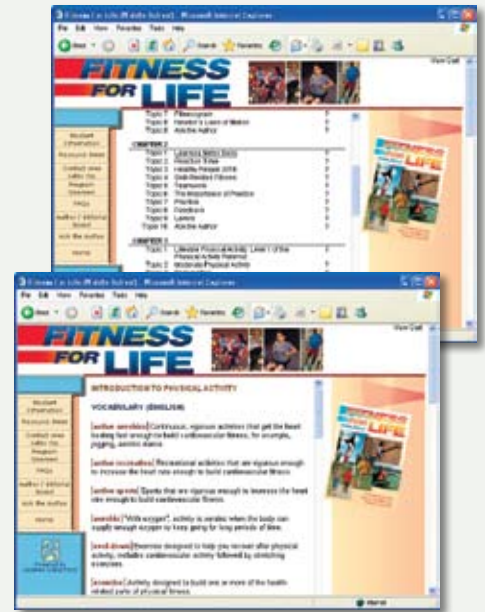
From Fitness for Life: Middle School Teacher's Guide CD-ROM by Guy C. Le Masurier, Dolly D. Lambdin, and Charles B. Corbin, 2007, Champaign, IL, Human Kinetics.

Reproducibles from the  
*Teacher's Guide* CD-ROM

## ***Fitness for Life: Middle School* Web site includes more resources for teachers and students**

- Lesson vocabulary in English and Spanish
- Extended discussion of selected topics from the student textbook
- Links to other sites and interactive features, such as calorie counters and BMI calculators
- An Ask the Author section that allows students to send questions to the authors. Answers to selected questions will be posted online.
- A Test Bank that allows teachers to quickly and easily create exams from over 500 multiple choice, essay, and matching questions.

The *Fitness for Life: Middle School* Web site is kept up-to-date with accurate and student-friendly content, links, and research. The Web site is a valuable resource that supports the student text by offering the accessible and valid information teachers want in a format middle schoolers love.



## **Two online computer programs give teachers a fun way to vary instruction**

Access to two online computer programs is included with an adoption of *Fitness for Life: Middle School*. The two programs, Mount Fitness and Tour de Fitness, can be used for review and reinforcement, and also include an option that requires students to perform a physical activity before answering each question.

Both games allow participants to select the chapter and unit to draw questions from.

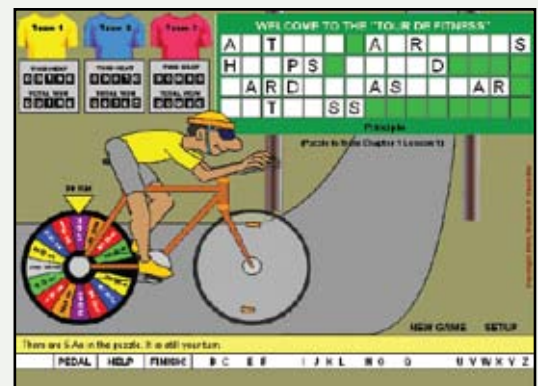


### **Mount Fitness**

In Mount Fitness, students answer questions. A right answer takes the climber a step up the mountain and a wrong answer causes the climber to come crashing down.

### **Tour de Fitness**

In Tour de Fitness, students spin the bicycle wheel to see how far their bicyclist travels, and then guess letters to fill in phrases from the lessons. The team that correctly guesses the phrases retains their points as play moves to the next round.





## ***Fitness for Life, Updated Fifth Edition***

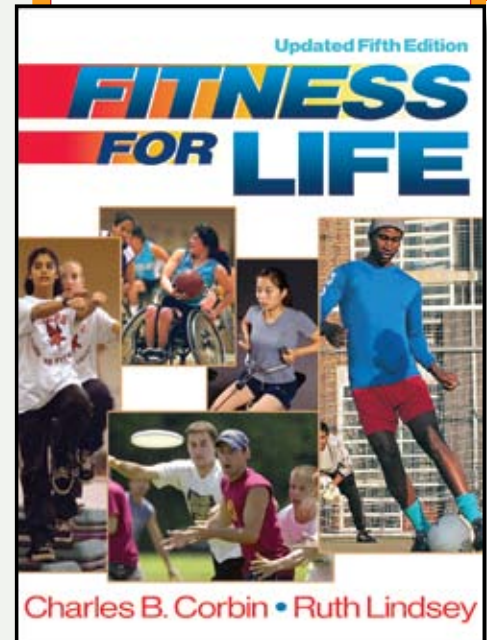
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Every chapter of the updated student text includes the following elements:

- Two **lessons** designed for the classroom portion of the class.
- Two **activities** designed for use in the activity portion of the class.
- **Self-Assessments** that help students build a fitness profile and use it in program planning.
- A **Taking Charge** section designed to build **Self-Management Skills** that promote healthy lifestyle changes.
- **Physical Activities** that can be used for a lifetime.
- **Web Icons** throughout the book that lead students to vocabulary and supplementary materials on the text's Web site, [www.FitnessforLife.org/HighSchool](http://www.FitnessforLife.org/HighSchool).
- **Chapter Review.**

*Fitness for Life* can be modified to fit any schedule, including block and accelerated block. And it can be taught as a semester or year-long course with any configuration of days in the classroom or gym.

For more information on the *Fitness for Life* student text, keep reading. Information on the ancillaries begins on page 12.



View chapter excerpt and ancillary samples at [www.FitnessforLife.org/HighSchool](http://www.FitnessforLife.org/HighSchool)!

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## The *Fitness for Life* text motivates students to get involved in their personal health and fitness

Lesson objectives that are consistent with state and national health and fitness goals.

The **Web icon** directs students to the FitnessforLife.org Web site for expanded content.

**Lesson 11.2**  
**Building Strength**

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

1. Describe health and wellness benefits of strength.
2. Describe some myths about strength and let why they are wrong.
3. Explain the FIT formula for developing strength.
4. Describe some basic guidelines for safe PRC.

**Lesson Vocabulary**  
static progressive system (p. 187), muscle bound (p. 187)

[www.fitnessforlife.org/student/11/2](http://www.fitnessforlife.org/student/11/2)

In this lesson you will learn about the benefits of strength, some common misconceptions about strength training, and how to apply the FIT formula for building strength using both isometric and isotonic exercises. Isometric exercises using weights or resistance machines are considered to be best for building strength, but isometric calisthenics and isometric exercises can also be effective when performed with enough intensity.

**Health and Wellness Benefits**  
Strength is the amount of force a muscle can exert. If your muscles regularly work against heavy loads, they will stay strong. If you do not use your muscles, they become weak. Strong muscles help you jump, lift, push, and do activities of daily life. Strength enables you to work and play with less fatigue. Muscular strength can help prevent some health problems. For example, strong abdominal muscles can reduce the risk of backache. Exercises for muscle strength also strengthen bones and reduce the risk of osteoporosis (discussed in chapter 2). Osteoporosis occurs when bones become porous and weak. Resistance exercises that build strength are especially good for strengthening bones.

11. Health Fitness Basic Principles and Strength 186

### PEDAGOGICALLY SOUND ORGANIZATION

- Sound HELP philosophy
- Stairway to Lifetime Fitness objectives
- Adapts to any schedule
- Easy to use unit and lesson format
- Consistent with state and national standards
- Self-assessments that include all FITNESSGRAM test components.

**Lesson 11.1**  
**Muscle Fitness Basics**

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

1. Explain the difference between strength and muscular endurance.
2. Describe some of the health benefits of muscle fitness.
3. Describe the various types of resistance and muscle fitness.
4. Describe some of the methods of progressive resistance exercise used to improve muscle fitness.

**Lesson Vocabulary**  
muscle strength (p. 160), endurance (p. 160), fast-twitch muscle fibers (p. 177), slow-twitch muscle fibers (p. 177), isometric exercise (p. 177), static progressive resistance (p. 177), progressive resistance exercise (PRE) (p. 177), resistance strength (p. 180), rest (p. 176), set (p. 177), slow-twitch muscle fibers (p. 177)

[www.fitnessforlife.org/student/11/1](http://www.fitnessforlife.org/student/11/1)

Muscle fitness is comprised of two health-related parts of physical fitness: strength and muscular endurance. Muscular endurance is the ability to contract muscles many times without tiring or to hold a muscle contraction for a long time. The person in the picture needs good muscular endurance to carry the backpack for a long time. Strength indicates the amount of force a muscle can exert. The amount of weight a muscle group can lift one time measures strength. The number of times a muscle group can repeat an exercise or how long a muscle group can hold a contraction without tiring measures muscular endurance.

Both muscular endurance and strength are developed by a progressive resistance exercise (PRE). The exercises are called progressive because you gradually or progressively increase the amount of overload you apply to the muscles. This is consistent with the basic principles of overload and progression. Resistance refers to a force that acts against your muscles. It is usually measured in terms of pounds. You can lift your own body weight, use free weights, or use a weight machine. Some machines use other forces, such as hydraulic pressure, air pressure, or friction to provide resistance. Various activities in levels 1 and 2 of the Physical Activity Pyramid can be helpful in promoting muscle fitness development, but for best results you should use muscle

11. Health Fitness Basic Principles and Strength

Vocabulary terms are highlighted. Spanish terms provided on the FitnessforLife.org Web site.

**MyPyramid**  
Our national health goals are based on dietary guidelines developed by the United States Department of Agriculture (USDA). MyPyramid, an outcome of the dietary guidelines, was designed to help you make smart choices from every food group, to help you get the most nutrition from the calories you consume, and to help you find a balance between food and physical activity. The new pyramid contains multicolored bands representing six food groups. Also new is a stairway, to the left of the pyramid, designed to represent your need for regular physical activity. In this book, each step in the stairway is labeled with a type of physical activity to illustrate the variety of activities included in this book. The combination of the pyramid and the stairway emphasizes the importance of the balance between food and physical activity in maintaining a healthy weight.

A higher proportion of your total calories should come from food groups with wide colored bands than from food groups with narrower colored bands. The orange band represents grains. It is wide because grains should make up a large part of a healthy diet. At least half of your grain choices should be whole grain. Look for the whole grain label on bread, cereal, and other grain products.

The green band represents vegetables, and the red band represents fruit. The bands for vegetables and fruits are wide because both foods should constitute relatively large proportions of your total diet. There are five vegetable groups: dark green, orange, dry beans and peas, starchy, and other. The guidelines emphasize getting most of your vegetable servings from the dark green and orange vegetables. Fruits can be fresh, canned, frozen, or dried. Fruit juices (100% juice) are a source of fruit consumption, but the guidelines suggest that you use consume them so much because of their high content of empty sugar.

The other relatively wide colored band in MyPyramid is blue. It represents dairy products, including milk, cheese, milk-based desserts, and yogurt. It is recommended that you choose low-fat and fat-free products when making choices from this food group.

The purple band represents meats and beans. The foods in this group are important because of their protein content. You do not need to eat as much of these foods as you do of other foods, but they are essential to good health. Included in this group are red meats (such as beef and pork), poultry (including eggs), fish, dry beans, nuts, and seeds. Dry beans, nuts, and seeds are important sources of protein and are included in the vegetable group as well. Consuming fish and meat is recommended.

Oil is represented by the yellow band. Oil is fat, so they should be used sparingly. Most oils (such as canola oil) are a healthy choice. Butter and margarine (such as trans fat) are preferred over fat such as butter, lard, and trans fat (also often get added, such as margarine). Saturated fats

11. Choosing Healthy Food 247

The latest **dietary guidelines** are included in this updated edition.

**Record Your Results** icon refers student to pages in the Student Workbook which can be printed from the Teacher Resources and Materials, which is included in the Wraparound Teacher Edition.

**Activity 2**  
**Fundamentals of Weight and Resistance Training**

This activity will introduce you to safe training with free weights. As you learned earlier in the chapter, free weights can be less safe than using resistance machines. But you can injure yourself using either free weights or resistance machines if you do not exercise properly. In this activity you will learn correct lifting and spotting techniques. Spotting is providing assistance and being prepared to catch the weight if the partner loses control of the weight or is unable to complete the lift. Because the potential for injury is great, it is essential that you work through a mastery levels listed next. To keep track of your progress, an observer will check off correct spotting and lifting techniques as well as your maturity and cooperative going coaching (feedback). Record your results on your record sheet. Warm up before beginning this activity.

- Level 1 mastery: lifting technique, no weight.** Perform each exercise with a partner using a wand or stick instead of a barbell. Concentrate on correct form (the parts) when you are working. Give useful coaching when you are watching your partner.
- Level 2 mastery: spotting technique, no weight.** While your partner performs the level 1 exercise, you and another partner practice correct spotting techniques. Pay attention to your feet and hand positions.
- Level 3 mastery: lifting and spotting, light weights.** Perform each exercise with a partner using 5-10 lb weights. Practice your lifting and spotting techniques, and continue to give coaching on both lifting and spotting techniques.
- Level 4 mastery: your normal workout using free weights.** Select the appropriate number of sets and repetitions (see table 11.1) for each exercise. Perform each exercise. Note: The same abdominal and back with resistance machines are used for free weights.

**Safety Tips:**

- Make all moves slowly.
- Do not return to the starting position until you are ready.
- Do not hold your partner's weight with care and awareness of the potential for serious injury.

**Physical Activity sections** are fun and educational.

**Seated Overhead Press**

Weights: barbell, dumbbells

This exercise requires two spotters. Spotters stand by the lifter's shoulders on either side of bench. Keep your hands with the palms up under the bar. Be ready to take the bar if the lifter loses control, especially at the top of the lift if the barbell begins to move backward or if the lifter begins to tremble.

- Sit on end of a bench without side support position.
- Hold the barbell at chest height in preparation for pushing the bar vertically. Grasp the barbell with your hands facing away from your body, hands slightly wider than your shoulders.
- Tighten your abdominal, back, and arm muscles. Tip your head back slightly.
- Push the bar straight up, directly overhead, keeping your arms perpendicular.
- Lower the barbell to the starting position. Use the seated arm press exercise on the resistance machine (page 183) for this exercise.

**Caution:** Do not let the bar go forward or backward. Do not lock your elbows. Do not arch your back.

**Bench Press**

Weights: barbell, dumbbells

This exercise requires two spotters. Spotters stand by the lifter's shoulders on either side of bench. Place the bar in the hands of the lifter. Keep your hands with the palms up under bar. Be prepared to take it if the lifter loses control.

- Lie on your back on a bench with your feet on floor, lower back flat. Extend your arms perpendicular to the floor into the up position.
- Grasp the bar with a palms up grip, hands slightly wider than shoulderwidth, elbows straight, bar approximately over your collarbones.
- Lower the bar until it touches your chest, even with a line just below your armpits. When the bar touches your chest, your forearms should be perpendicular to the floor and your elbows should point neither at your feet nor out to the sides but halfway in between (45 degrees).
- Push the bar up to the starting position, arms perpendicular to the floor. The bar follows a slightly curved path.

**Caution:** Do not bounce the bar off your chest. Do not arch your back or lift your hips. Keep your arms perpendicular to the floor. If the weight gets in front of or behind your arms, you will lose control and get pinned. Use the bench press on the resistance machine (page 235) to determine your 1RM for this exercise.

**Muscle art** and photos that appeal to teen readers, including new anatomical art designed to teach students the benefits of specific exercises.

**Taking Charge and Self Management Skill section** allow students to help one another learn self-management skills through active discussion.

**Taking Charge: Preventing Relapse**

When you begin a program to increase fitness or health, however, you may experience a relapse at some point. This is a common experience. This is not a sign of failure. It is a sign that you need to take a break and reassess your goals.

What causes a relapse? There are many reasons. You may be tired, stressed, or overworked. You may not have enough time to exercise. You may not have the right equipment. You may not have a supportive environment. You may not have a clear goal.

How can you prevent a relapse? There are several strategies you can use. First, set realistic goals. Second, create a schedule. Third, find a partner. Fourth, track your progress. Fifth, celebrate your successes.

**Lesson Review**

- What are signs of the health and wellness trend?
- What are some health and wellness trends? Why are they important?
- What types of activities can you do to improve your strength? Should there be something other than strength training?
- What is the 11 formula for strength?
- What are the guidelines for safe strength training?

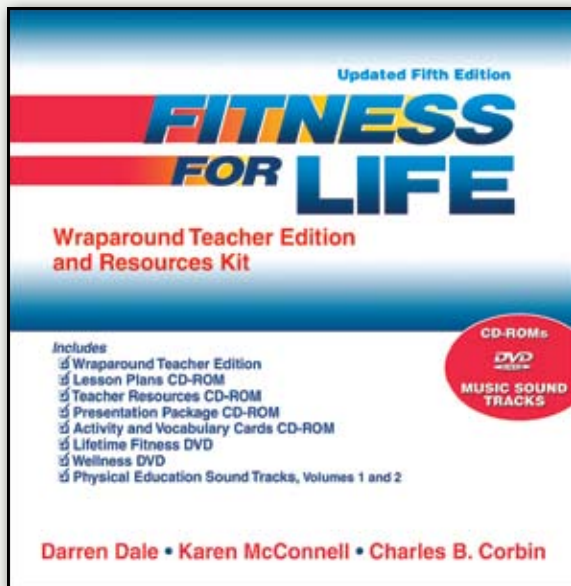
**Self-Management Skill: Preventing Relapse**

Preventing relapse means that you stop doing something that you want to keep doing or that you should keep doing. For example, you might stop a bad habit but still want to keep doing it because you don't have the time or the resources. There are many reasons to stop doing something that you want to keep doing.

- Do a self-assessment. It may help you see whether you are ready to stop doing something and what you need to do to stop it.
- Use the information from the self-assessment to determine what can be improved.
- Write down your goals for doing the activity. Make sure you are realistic. You may have to change your goals as you go.
- Monitor your behavior by keeping a log or chart. Use the log or chart to monitor your progress. Do not let yourself get discouraged.
- Get help from others who are trying to stop doing the same thing. They can encourage you and help you stay on track.
- Set a regular exercise time. If you are trying to stop doing something, you should exercise at the same time every day.
- Do not let one setback be a reason for giving up. Remember, setbacks are a part of the process.
- Consider a variety of activities. If you are trying to stop doing something, you should try different activities to find one that you like to do.

**Resolving Conflict: Developing and Enforcing Rules**

Setting a health club or fitness center is a great way to build a healthy lifestyle. However, resolving conflict during a workout is an important skill. It is important to develop and enforce rules. This helps to create a safe and healthy environment for everyone. Rules should be clear, fair, and enforceable. They should also be agreed upon by everyone who will be using the facility.



## Supporting ancillary materials make teaching the course easy

The new *Fitness for Life Wraparound Teacher Edition and Resources Kit* combines all of the *Fitness for Life* ancillaries into one easy-to-use package. Created in the wraparound format, the lesson plans and thumbnails of the ancillary materials (worksheets, handouts, transparencies, activity and vocabulary cards) are wrapped around a smaller view of the student text. Not only does it clearly show teachers when and how to use the other ancillary materials, it provides step-by-step guidance on how to deliver each lesson.

The worksheets and other materials are provided in hard copy and are also safely stored on CD-ROMs, so that teachers have a backup copy. The *Wraparound Teacher Edition and Resources Kit* also includes course philosophy, objectives, course organization plans, and suggested teaching strategies for using *Fitness for Life* to enhance student skills in core curriculum areas like reading and math.

*Fitness for Life Wraparound Teacher Edition and Resources Kit, Updated Fifth Edition*

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### Also included in the *Wraparound Teacher Edition and Resources Kit*:

- Wraparound view of the lesson plans and student text (see page 13 for sample pages)
- Lesson Plan CD-ROM (same lesson plans, not in the wraparound format)
- Activity and Vocabulary Cards CD-ROM
- Teacher Resources and Materials CD-ROM
- Presentation Package CD-ROM
- Lifetime Fitness DVD
- Wellness DVD
- Physical Education Soundtracks, Volumes 1 and 2

More information on the kit components can be found on pages 13-19.



# Wraparound Teacher Edition and Resources Kit puts all ancillary materials at your fingertips

## Activity 11.1: Partner Resistance Exercises

### LESSON OBJECTIVES

Students perform exercises with a partner to build strength and muscular endurance.

### EQUIPMENT NEEDED

Bath towels (1 per 2 students), mats, benches, CD player and *Physical Education Sound Tracks Volumes 1 and 2*, Activity Cards 111-118

### ADVANCED PREPARATION

- ▶ Gather the necessary equipment and prepare each station.
- ▶ Print out Activity Cards 111-118 from the *Activity and Vocabulary Cards CD-ROM*. Place the cards in the area where the students will be doing the activity.
- ▶ Print out copies of the Partner Resistance Exercises Worksheet (PA 11-1) from the *Teacher Resources and Materials CD-ROM*. Print one copy for each student.

### PROCEDURE

1. Have students do a warm-up before starting the resistance exercises.
2. After the warm-up, have students choose a partner that is of a similar size and strength.
3. Distribute copies of the Partner Resistance Exercises Worksheet.
4. Ask for volunteers to help demonstrate each exercise.
5. Have students follow the directions on the worksheets. Observe and correct technique.
6. Have students do a cool-down after the exercises.

### EMPHASIZE

For endurance, use less resistance and more reps; for strength, use more resistance and fewer reps.

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Corresponding pages from the student text are included for quick reference.

Complete lesson plans which include objectives, equipment needed, ancillary resources, and complete instructions for presenting each lesson and activity, make teaching the course easy.

### Partner Resistance Exercises (PA 11-1)



Thumbnail images of **supporting resources** are included in the wraparound layout at point of need so you can quickly and easily find the right materials. These pages are included both in hard copy in the binder and safely stored on the included CD-ROMs.

### Lesson 11.1

## Muscle Fitness Basics

**Lesson Objectives**  
After reading this lesson you should be able to:

1. Explain the difference between strength and muscular endurance.
2. Describe some of the health benefits of muscle fitness.
3. Describe the various types of muscles and muscle fibers.
4. Describe some of the methods of progressive resistance exercise used to improve muscle fitness.

**Lesson Vocabulary**  
absolute strength (p. 180), calisthenics (p. 180), fast-twitch muscle fibers (p. 177), hypertrophy (p. 176), intermediate muscle fibers (p. 177), isometric contraction (p. 177), isometric exercise (p. 177), one repetition maximum (1RM) (p. 180), progressive resistance exercise (PRE) (p. 175), relative strength (p. 180), rep (p. 175), set (p. 177), slow-twitch muscle fibers (p. 177)

**Lesson Vocabulary**  
absolute strength (p. 180), calisthenics (p. 180), fast-twitch muscle fibers (p. 177), hypertrophy (p. 176), intermediate muscle fibers (p. 177), isometric contraction (p. 177), isometric exercise (p. 177), one repetition maximum (1RM) (p. 180), progressive resistance exercise (PRE) (p. 175), relative strength (p. 180), rep (p. 175), set (p. 177), slow-twitch muscle fibers (p. 177)

Muscle fitness is comprised of two health-related parts of physical fitness: strength and muscular endurance. Muscular endurance is the ability to contract muscles many times without tiring or to hold a muscle contraction for a long time. The person in the picture needs good muscular endurance to carry the backpack for a long time. Strength indicates the amount of force a muscle can exert. The amount of weight a muscle group can lift one time measures strength. The number of times a muscle group can repeat an exercise or how long a muscle group can hold a contraction without tiring measures muscular endurance. Both muscular endurance and strength are developed by a progressive resistance exercise (PRE). The exercises are called progressive because you gradually or progressively increase the amount of overload you apply to the muscles. This is consistent with the basic principles of overload and progression. Resistance refers to a force that acts against your muscles. It is usually measured in terms of pounds. You can lift your own body weight, use free weights, or use a weight machine. Some machines use other forces, such as hydraulic pressure, air pressure, or friction to provide resistance. Various activities in levels 1 and 2 of the Physical Activity Pyramid can be helpful in promoting muscle fitness development, but for best results you should use muscle

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### Lesson 11.1: Muscle Fitness Basics

#### LESSON OBJECTIVES

1. Explain the difference between strength and muscular endurance.
2. Describe some of the health benefits of muscle fitness.
3. Describe the various types of muscles and muscle fibers.
4. Describe some of the methods of progressive resistance exercise used to improve muscle fitness.

#### VOCABULARY

absolute strength, calisthenics, fast-twitch muscle fibers, hypertrophy, intermediate muscle fibers, isokinetic exercise, isometric contraction, isotonic contraction, one repetition maximum (1RM), progressive resistance exercise (PRE), relative strength, reps, set, slow-twitch muscle fibers

#### LESSON OPENER

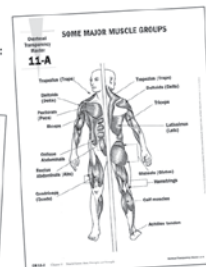
Show students the Physical Activity Pyramid off the *Teacher Resources and Materials CD-ROM*. Find the muscle fitness section of the pyramid. Ask students to describe some of the health benefits of muscle fitness. Ask them what type of activities they think require muscular endurance and muscular strength.

#### DISCUSSION GUIDING QUESTIONS

- ▶ What is muscular endurance? (the ability to contract muscles many times without tiring or to hold a muscle contraction for a long time)
- ▶ What is strength? (the amount of force a muscle can exert)
- ▶ How do you develop muscular endurance and strength? (progressive resistance exercise)
- ▶ In Activity 11.1 you used your partner's body weight to provide resistance. What else could you use to provide resistance? (your own body weight, free weights, machines, etc.)

### Overhead

Use Overhead Transparency CR 11-2: Some Major Muscle Groups



### Absolute Strength

A term for the total amount of weight you can lift or resistance you can overcome regardless of your body weight.

### Vocabulary Cards 102-115

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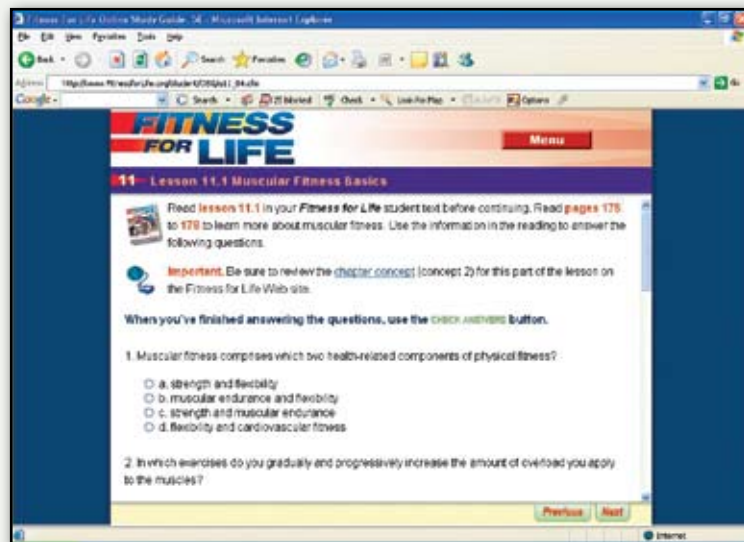
## Online study guide can supplement or replace class activities and worksheets

The new online study guide helps students complete the lessons and activities included in *Fitness for Life*. The study guide is designed to provide flexibility. It can be used by students in regular classes, or as an independent study tool for students who have missed class, or have special educational circumstances.

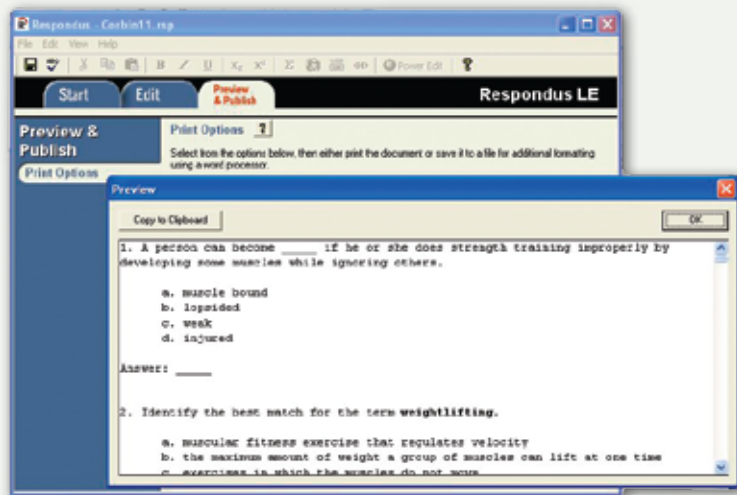
It also allows students to create digital portfolios that can be used as evidence of students' achievements. The online study guide includes the same lessons and assignments that would be covered in class, and more:

- Two lessons with reading questions and reviews
- Two fun physical activities
- Enrichment and reinforcement activities
- Fitness self-assessments
- Self-management skill activities
- Chapter and unit review questions
- Review questions for the *Fitness for Life* DVD segments

The online study guide is available free to teachers and students whose schools adopt the *Fitness for Life* text.



View the online study guide at [FitnessforLife.org](http://FitnessforLife.org) by selecting "Online Study Guide" from the menu bar on the left side of the screen.



View the test bank at [FitnessforLife.org](http://FitnessforLife.org). Select "Teacher Information" from the options on the left and then follow the link for the test bank.

## Test bank lets you create and customize chapter and unit tests quickly

Quickly and easily create chapter and unit exams from more than 500 multiple-choice, essay, and matching questions in the *Fitness for Life* test bank. Each question is coded with the topic and format. You can edit wording and answer choices for existing questions as well as add your own questions and customize point values for each question.

The order of questions and answers can be randomized to create multiple versions of the test and make cheating impossible. Print your exam and your answer key, and your exams are ready to go.

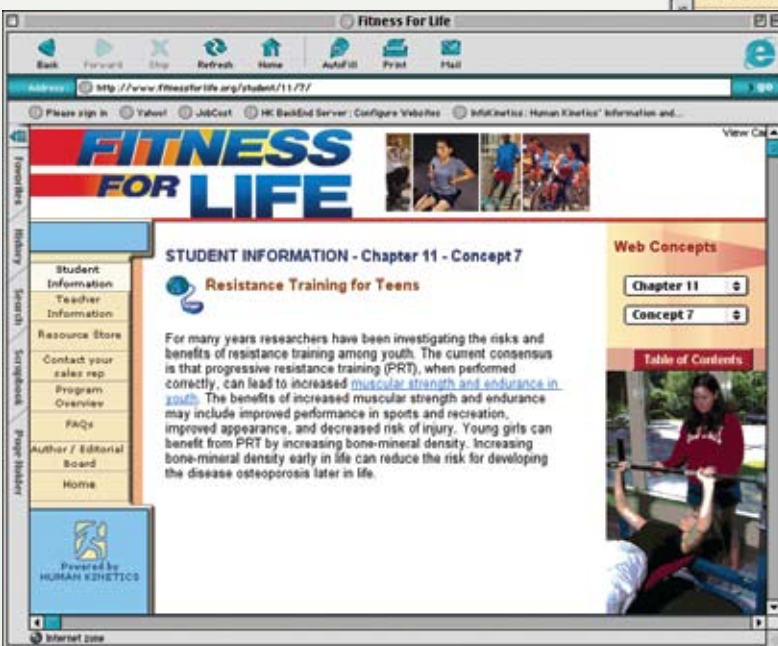
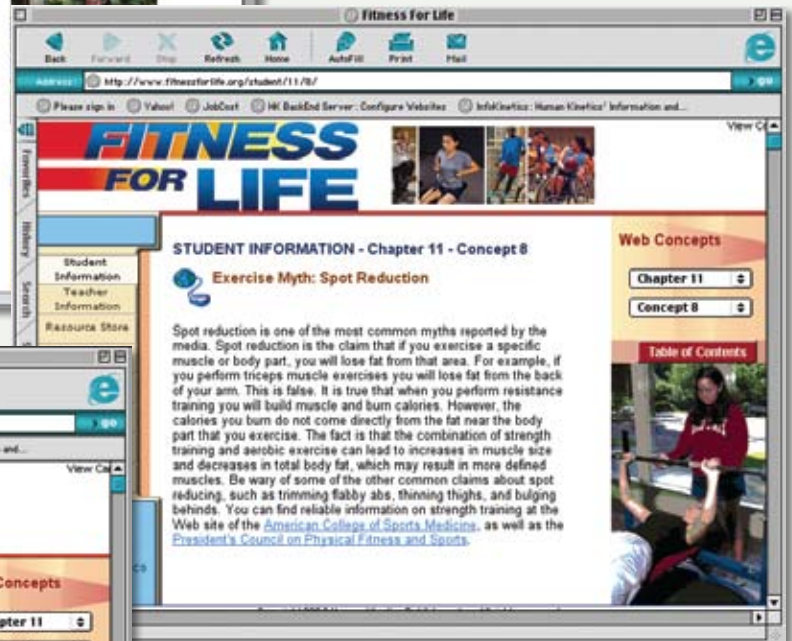
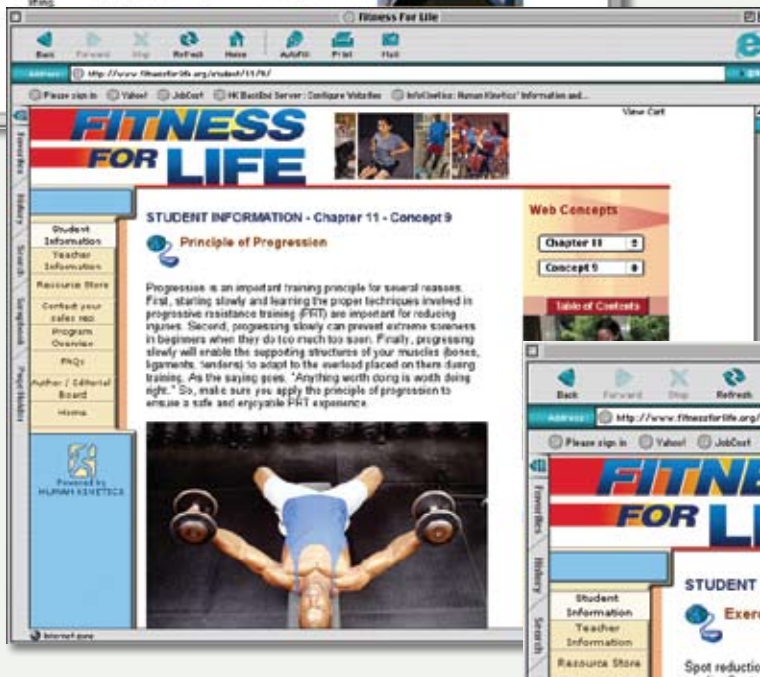
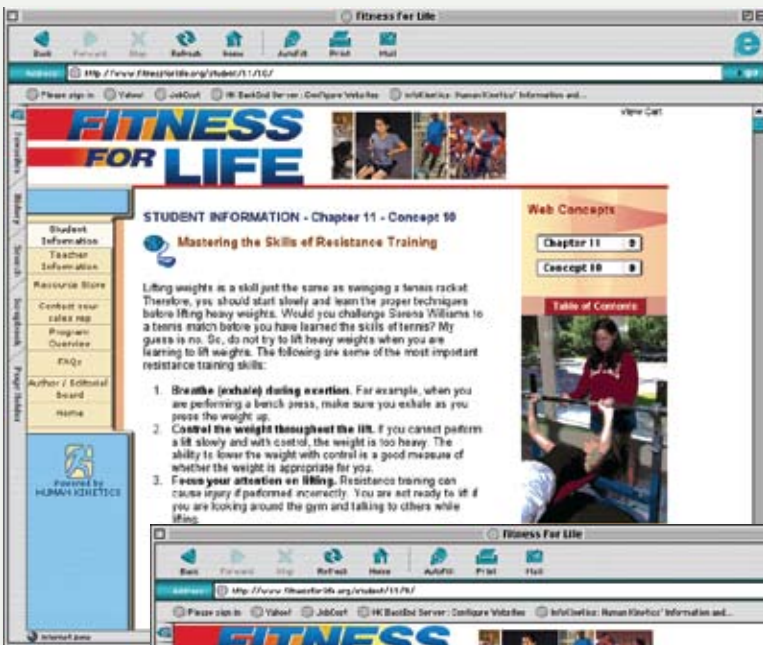
While the *Teacher Resources and Materials CD-ROM* (details on page 16) already includes chapter and unit exams, the test bank gives teachers more flexibility.

Access to the test bank is available free to teachers whose schools adopt the *Fitness for Life* text.

## Web site provides more information for students and teachers and integrates technology into the classroom

Students can use the URLs placed throughout the text to access additional student content on the *Fitness for Life* Web site ([www.FitnessforLife.org](http://www.FitnessforLife.org)). The site also contains supplemental information for teachers that will allow them to delve deeper into any topic they choose. In addition, the Web site helps students learn how to use technology to gather information. The Web site is also used to provide content updates for both students and teachers. Recent updates have addressed MyPyramid, the new USDA guide for healthy eating, a new maximal heart rate formula, and more.

Access to the Web site is free to teachers and students whose schools adopt the *Fitness for Life* text.



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

## 11 Reinforcement

### STRENGTH WORD SCRAMBLE

Unscramble the following words using the clues provided. Then write the letters of the word in the blanks beneath each clue. Use the numbers under the letters to decode the message at the bottom of the page.

- IOBALCAN REDOTISS dangerous drugs that build muscle  
 \_\_\_\_\_ 3 \_\_\_\_\_ 1
- MITCRSEOI RISEEXEC muscles working against a stationary object or body part  
 \_\_\_\_\_ 15 \_\_\_\_\_ 7 \_\_\_\_\_ 2
- YUNJIR may result from too much exercise following long periods of inactivity  
 \_\_\_\_\_ 18 \_\_\_\_\_ 19
- WOREP the rapid application of strength  
 \_\_\_\_\_ 11 \_\_\_\_\_
- THEWIG NAGRTHIN lifting weights to build strength or endurance  
 \_\_\_\_\_ 20 \_\_\_\_\_ 6
- ENTIKOICSI ECRXEESI muscles working with a machine that controls speed  
 \_\_\_\_\_ 16 \_\_\_\_\_
- NESTISF SNIRIPPLEC overload, progression, specificity  
 \_\_\_\_\_ 17 \_\_\_\_\_ 13
- GROSREPIESV ITRANESCES gradually increasing resistance to build strength  
 \_\_\_\_\_ 4 \_\_\_\_\_ 9
- UMLESC NOBUD tight, bulky muscles that prevent free movement  
 \_\_\_\_\_ 8 \_\_\_\_\_ 10 \_\_\_\_\_ 14
- GRETTHNS amount of force a muscle exerts  
 \_\_\_\_\_ 5 \_\_\_\_\_ 12

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

Reinforcement 11 Worksheet Chapter 11 Basic Principles and Strength CR 11-7

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

## 11 Personal Project

### LOGGING AND PLANNING RESISTANCE TRAINING EXERCISES FOR STRENGTH

**Part 1—Logging Resistance Exercises**  
 Use this form to record your participation in resistance training exercises for one week. Record the weight used and the number of sets and reps you complete for each exercise each day. Remember to do resistance training exercises on non-consecutive days. Refer to the FIT formula chart in your textbook for guidance. Answer the questions provided when you have finished your weekly log.

Write the weight, sets, and reps you complete for each exercise each day. See your textbook for FIT guidelines and descriptions of the exercises.	Day 1 Date: / / weight/sets/reps	Day 2 Date: / / weight/sets/reps	Day 3 Date: / / weight/sets/reps
Seated Overhead Press			
Bench Press			
Knee Extension			
Half Squat			
Hamstring Curl			
Biceps Curl			
Heel Raise			
Seated French Curl			
Bent Over Dumbbell Row			
Back Extension Exercise			
Abdominal Exercise			
Other:			

Did you complete all of the basic exercises at least two times during the week?  
 \_\_\_\_\_

How might you adjust your physical activity to better maintain or improve your muscular strength?  
 \_\_\_\_\_  
 \_\_\_\_\_

What short-term goals might you have for improving your muscular strength?  
 \_\_\_\_\_  
 \_\_\_\_\_

CR 11-8 Chapter 11 Basic Principles and Strength Personal Project 11 Part 1 Worksheet


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

## 11.1 Activity


### PARTNER RESISTANCE EXERCISES

To build strength and muscular endurance, you have to work your muscles against a resistance. In these exercises you use your partner's body weight as resistance. Choose a partner who is about your size and weight. Unless instructed otherwise, take 10 seconds to do Part 1 of each exercise. Then rest 10 seconds and do the return motion in 10 seconds.

- Shoulder Moves**  
**Section I, Sideways Moves**  
*Position:* Partners stand facing each other, about 12 inches apart. Partner A's arms are extended outward to the side, shoulder-height, elbows straight, palms down.  
*Part 1:* Partner B places hands on top of A's wrists and presses down with near maximum force. Partner A resists but allows arms to be forced down to sides in 10 counts. Rest for 10 seconds.  
*Return motion:* Partner A raises arms while Partner B resists but allows arms to return to shoulder-height in 10 counts. Rest for 10 seconds.  
*Reverse:* Partner B extends arms while Partner A's hands are on top. Repeat the exercise.  
**Section II, Forward and Backward Moves**  
 Move the arms to shoulder level in front of the body and repeat the same moves as in Section I.



- Elbow, Flex and Extend**  
*Position:* Partners stand facing each other, arms at sides, elbows bent to right angles, palms down.  
*Part 1:* Partner B places hands on top of A's hands and presses down. Partner A resists but allows elbows to extend until arm is straight. Rest for 10 seconds.  
*Return motion:* Partner A flexes elbow while Partner B resists but allows elbows to bend to right angle in 10 counts. Rest for 10 seconds.  
*Reverse:* Partner B flexes elbows while Partner A's hands are on top. Repeat the exercise.



- Neck, Flex and Extend**  
*Position:* Partner B sits on a bench, and Partner A stands behind B. Partner A holds both ends of a towel, looping the middle of it around B's forehead.  
*Part 1:* Partner B sits erect and flexes the neck, chin to chest. Partner A resists, but allows the motion. Partner A should keep the towel perpendicular to the neck. Rest for 10 seconds. Repeat the motion and rest again.  
*Part 2:* Partner A moves in front of and faces Partner B, looping the towel around the back of B's head. B's head is down, chin on chest. Against A's resistance, B extends the head and neck to an erect position. B's head should not pull back farther than a straight-up position. Rest for 10 seconds. Repeat the motion and rest again.  
*Part 3:* Partner A moves to the left of Partner B, looping the towel around the right side of B's head. B's head is straight up. Against A's resistance, B bends the head and neck to the right. Rest for 10 seconds. Repeat the motion and rest again.  
*Part 4:* Partner A moves to the right of B, looping the towel around the left side of B's head. B's head is straight up. Against A's resistance, B tries to bend the head and neck to the left. Rest for 10 seconds. Repeat the same motion and rest again.  
*Reverse:* Change places so Partner A sits and Partner B holds the towel. Repeat all four neck exercises.

Activity 11.1 Instruction Sheet Chapter 11 Muscle Fitness: Basic Principles and Strength PA 11-1

## Fitness for Life includes a wealth of worksheets; exams, quizzes, and questions; and masters for overhead transparencies

The *Teacher Resources and Materials* ancillary is included in print and on CD-ROM within the *Wraparound Teacher Edition and Resources Kit*. The content is divided into four sections:

- **Classroom Resources**—blackline masters for making overhead transparencies, application and reinforcement worksheets, answers to worksheets, and chapter tests
- **Student Workbook**—self assessment and physical activity worksheets for use with every chapter of the student text
- **Physical Activity**—instructions and diagrams for explaining physical activity exercises featured in each chapter of the student text
- **Taking Charge**—handouts and worksheets relating to the Taking Charge section in each chapter of the student text





## Activity cards guide exercises and self assessments, and vocabulary cards help students review key terms

The *Wraparound Teacher Edition and Resources Kit* includes an *Activity and Vocabulary Cards* CD-ROM which contains two sets of cards that can be printed for use in class. The first card set includes pictures and instructions for of various exercises and self-assessments. Together with the music CDs, the activity cards make it easy to prepare *Fitness for Life* student physical activities. The vocabulary cards help students learn key terms from the *Fitness for Life* curriculum. The CD-ROM format ensures that the cards are stored safely until the next time they're needed.

Activity 3.3.3  
Fundamentals of Weight and Resistance Training  
Card 119

### Seated Overhead Press



**Weights:** Barbell, dumbbells  
**Spotting:** Requires two spotters. Spotters stand by lifter's shoulders on either side of bench. Keep your hands palms-up under the bar. Be ready to take bar if lifter loses control, especially at top of lift if barbell begins to move backward or if lifter begins to tremble.

1. Sit on the end of the bench as front ends (uplift) position.
2. Hold the barbell at chest height in preparation for pushing the bar vertically. Grasp the barbell with your hands facing away from your body, hands slightly wider than your shoulders.
3. Tightly your abdominal.

From Fitness for Life Activity and Vocabulary Cards, 3rd Edition (2008), by Anne McDaniel and Charles S. Cook, 2008, Thompson, © Human Kinetics

Activity 3.3.3  
Fundamentals of Weight and Resistance Training  
Card 120

### Bench Press



**Weights:** Barbell, dumbbells  
**Spotting:** Requires two spotters. Spotters stand by lifter's shoulders on either side of bench. Place bar in the palms-up hands of lifter. Keep your hands palms-up under bar. Be prepared to take it if lifter loses control.

1. Lie on your back on a bench with your feet on floor, lower back flat. Extend your arms perpendicular to the floor, into the "up" position.
2. Grasp the bar with a palms-up grip, hands slightly wider than shoulder-width, elbows straight, bar approximately over your navel.
3. Lower the bar until it touches your chest, even with a line just below your armpits. When the bar touches your chest, your forearms should be perpendicular to the floor and your elbows should point neither at your feet nor out to the side but halfway in between (45 degrees).
4. Push the bar up to the starting position, arms perpendicular to the floor. The bar follows a slightly curved path.

**Caution:** Do not bounce the bar off your chest. Do not arch your back or lift your hips. Do keep your arms perpendicular to the floor. If the weight gets in front of or behind your arms, you will lose control and get injured.

From Fitness for Life Activity and Vocabulary Cards, 3rd Edition (2008), by Anne McDaniel and Charles S. Cook, 2008, Thompson, © Human Kinetics

Activity 3.3.3  
Fundamentals of Weight and Resistance Training  
Card 123

### Hamstring Curl




**Weights:** Weighted boot or ankle weight  
**Spotting:** One person can assist lifter to put on the boot or ankle weight.

1. Put the weight on one foot

From Fitness for Life Activity and Vocabulary Cards, 3rd Edition (2008), by Anne McDaniel and Charles S. Cook, 2008, Thompson, © Human Kinetics

Activity 3.3.3  
Fundamentals of Weight and Resistance Training  
Card 124

### Biceps Curl



**Weights:** Barbell, dumbbells  
**Spotting:** Spotters are not required but can place barbell in lifter's palms-up hands.

1. Stand erect, feet in side-by-side position. Tighten your abdominal and back muscles.
2. Grasp the bar with palms up, hands slightly wider than your shoulders.
3. Keep your elbows close to your sides and lift the weight by bending your elbows only. Raise the weight to near your chin, then return.
4. You can repeat this exercise with your palms down to work the weaker elbow muscles.

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

From Fitness for Life Activity and Vocabulary Cards, 3rd Edition (2008), by Anne McDaniel and Charles S. Cook, 2008, Thompson, © Human Kinetics

Chapter 11  
Card 117

### Muscle-Bound

From Fitness for Life Activity and Vocabulary Cards, 3rd Edition (2008), by Anne McDaniel and Charles S. Cook, 2008, Thompson, © Human Kinetics

Chapter 11  
Card 117

Having bulky muscles that decrease a person's flexibility.

From Fitness for Life Activity and Vocabulary Cards, 3rd Edition (2008), by Anne McDaniel and Charles S. Cook, 2008, Thompson, © Human Kinetics

Chapter 11  
Card 116

### Double Progressive System

From Fitness for Life Activity and Vocabulary Cards, 3rd Edition (2008), by Anne McDaniel and Charles S. Cook, 2008, Thompson, © Human Kinetics

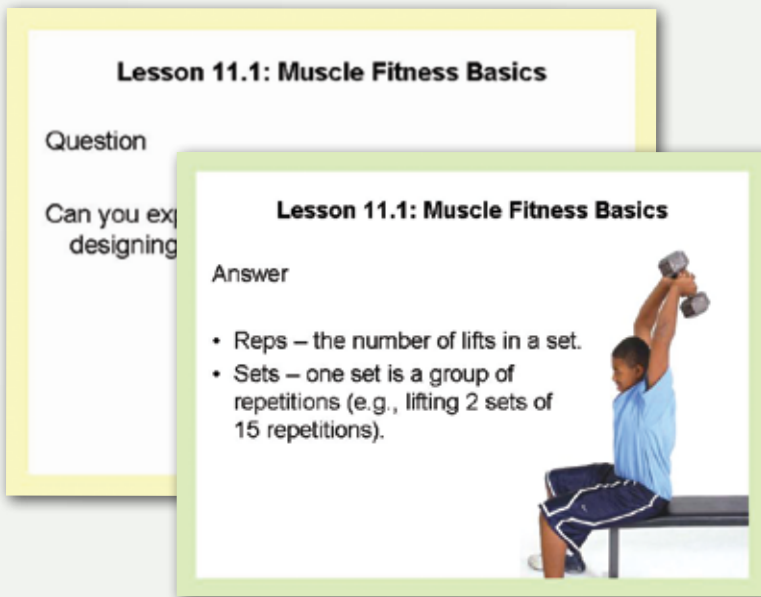
Chapter 11  
Card 116

A method or system of resistance training that progressively increases (1) the amount of weight and (2) the number of repetitions used when performing an exercise.

From Fitness for Life Activity and Vocabulary Cards, 3rd Edition (2008), by Anne McDaniel and Charles S. Cook, 2008, Thompson, © Human Kinetics

## PowerPoint® presentations for each chapter provide clear and concise visual aids

The *Presentation Package* CD-ROM contains a complete PowerPoint presentation for each lesson in the text (a total of 36 presentations). Teachers who don't have a PowerPoint projector can easily turn these into overhead transparencies. The presentations are in a question-and-answer format that facilitates student discussion.



## DVDs enhance instruction and bring content to life

Chuck Corbin's *Fitness for Life* DVDs allow teachers to vary their instruction technique and illustrate the key concepts, activities, and assessments featured in the *Fitness for Life* text. These engaging DVDs provide virtually self-contained lessons that will motivate as well as instruct. Your students will learn to practice goal setting; think critically about health-related fitness; and become responsible for their own activity, fitness, and health.



The **Lifetime Fitness DVD** includes five 20-minute segments:

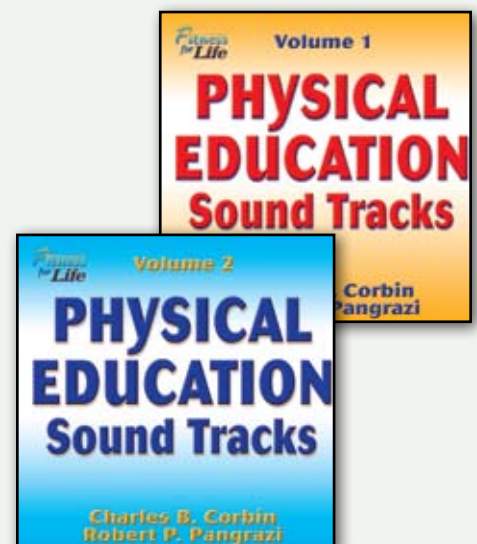
- Introduction to Physical Activity
- Cardiovascular Fitness
- Muscle Fitness
- Flexibility
- Body Composition

The **Wellness DVD** consists of five 20-minute segments:

- Introduction to Wellness
- Nutrition
- Stress Management
- The Activity Pyramid
- Planning Healthy Lifestyles

## Cadence and music CDs add fun to gym time

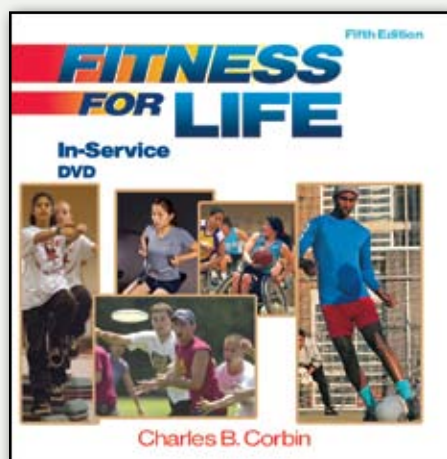
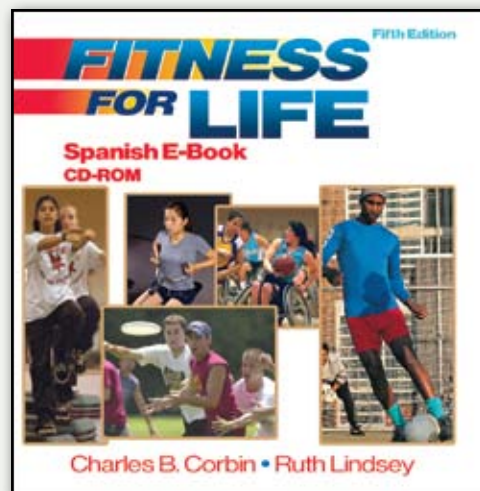
These CDs contain the cadence for FITNESSGRAM/ACTIVITYGRAM tests, including the PACER, the push-up, and the curl-up tests, as well as cadences for the step test. The music intervals can be used with the activity cards and in exercise routines such as aerobic dance, step aerobics, and line exercise.



## Spanish E-book

The entire text of the student book has been translated into Spanish and presented on a CD-ROM. Teachers can print out the chapters for students who need the text in Spanish, or send it home with students whose parents read Spanish. Teachers have the option of printing out key sections or the entire text. (Use is restricted to those who use the *Fitness for Life* book.)

*Fitness for Life Spanish E-book CD-ROM*  
ISBN 978-0-7360-5531-4 • \$99.00



## In-Service DVD

This DVD contains a presentation of the *Fitness for Life* philosophy, objectives, methods of class organization, suggestions for using ancillary materials, and instructions for preparing student workbooks. It also includes information for conducting *Fitness for Life* self-assessments and physical activities, as well as suggestions for using the materials provided in the *Wraparound Teacher Edition and Resources Kit*.

*Fitness for Life In-Service DVD*  
ISBN 978-0-7360-5568-0 • \$79.00



## Physical Activity Pyramid Posters

The *Fitness for Life Physical Activity Pyramid Posters* are bright, colorful, and informative reminders to children and young adults of the need for an appropriate mix of various types of physical activity. Developed by Chuck Corbin, the creator of the tremendously successful *Fitness for Life* program, these posters are excellent tools for teaching physical activity and fitness. The posters reinforce information presented in the *Fitness for Life*, *Physical Best*, and *FITNESSGRAM/ACTIVITYGRAM* programs.

Students will learn the "FIT" formula (suggested frequency, intensity, and time information) for each type of physical activity. Several examples of each type of activity are shown on the posters.

*Fitness for Life Physical Activity Pyramid Posters*

For Children: ISBN 978-0-7360-5097-5  
\$16.00

For Teens: ISBN 978-0-7360-5098-2  
\$16.00

## In-Service Training is available through NASPE and Physical Best

### Physical Best workshops help to ensure successful implementation

Teachers and students will benefit most from a program when teachers have been shown all of the features in a workshop. When they see the program in action, they'll want to start using it right away.

Teachers love Physical Best because it

- teaches through activity,
- was created by teachers for teachers, and
- helps demonstrate that their curriculum is teaching to the standards.



### Half- and full-day in-service workshops are available through Physical Best

- **Implementing a *Fitness for Life* Course (full-day)**

Designed for use as a foundational course in secondary level physical education, the *Fitness for Life* textbook and program provides students an overview of the skills, knowledge, motivation, and independent problem-solving skills needed to live physically active, healthy lives. The Physical Best workshop about the *Fitness for Life* program includes discussions on philosophy, objectives, how to use the textbook and supplemental instructional materials, and implementation and course scheduling options.

- **Introduction to Physical Best and FITNESSGRAM/ACTIVITYGRAM (half-day)**

This workshop provides an overview of the program philosophy and resources, participation in sample activities, and assessments, along with a question and answer session.

- **Assessment with FITNESSGRAM/ACTIVITYGRAM (half- or full-day)**

Geared toward the specific needs of each group, this workshop includes hands-on instruction with the FITNESSGRAM/ACTIVITYGRAM software and assessment protocols.

- **Physical Best gets FITT (half-day)**

This activity-based workshop focuses on the Physical Best activities, demonstrating how they teach the health-related fitness concepts and components through activity, as well as instructions on taking activities and adapting them to the Physical Best template.

For the latest details and more information on training opportunities, contact NASPE at

1-800-213-7193, ext. 489, e-mail [physicalbest@aahperd.org](mailto:physicalbest@aahperd.org), or go to [www.aahperd.org/naspe/physicalbest](http://www.aahperd.org/naspe/physicalbest).

For other training options, contact your sales representative.

Call 1-800-747-4457 Email [k12sales@hkusa.com](mailto:k12sales@hkusa.com)

Or visit [www.FitnessforLife.org](http://www.FitnessforLife.org) to find your sales representative's name and contact information.

## *Fitness for Life* supports **FITNESSGRAM® /ACTIVITYGRAM®**



Chuck Corbin, co-author of the *Fitness for Life* program and pioneer in the field of personal fitness education, has been a member of the FITNESSGRAM Scientific Advisory Board since its inception. The FITNESSGRAM assessments embedded in the *Fitness for Life* self-assessment program—as well as the book's approach to teaching health-related fitness and physical activity—are consistent with the philosophy of the FITNESSGRAM Scientific Advisory Board.

Developed by The Cooper Institute, FITNESSGRAM/ACTIVITYGRAM provides health-related physical fitness testing and assessment, physical activity management, and more. FITNESSGRAM/ACTIVITYGRAM provides the assessment portion of a quality physical education program.

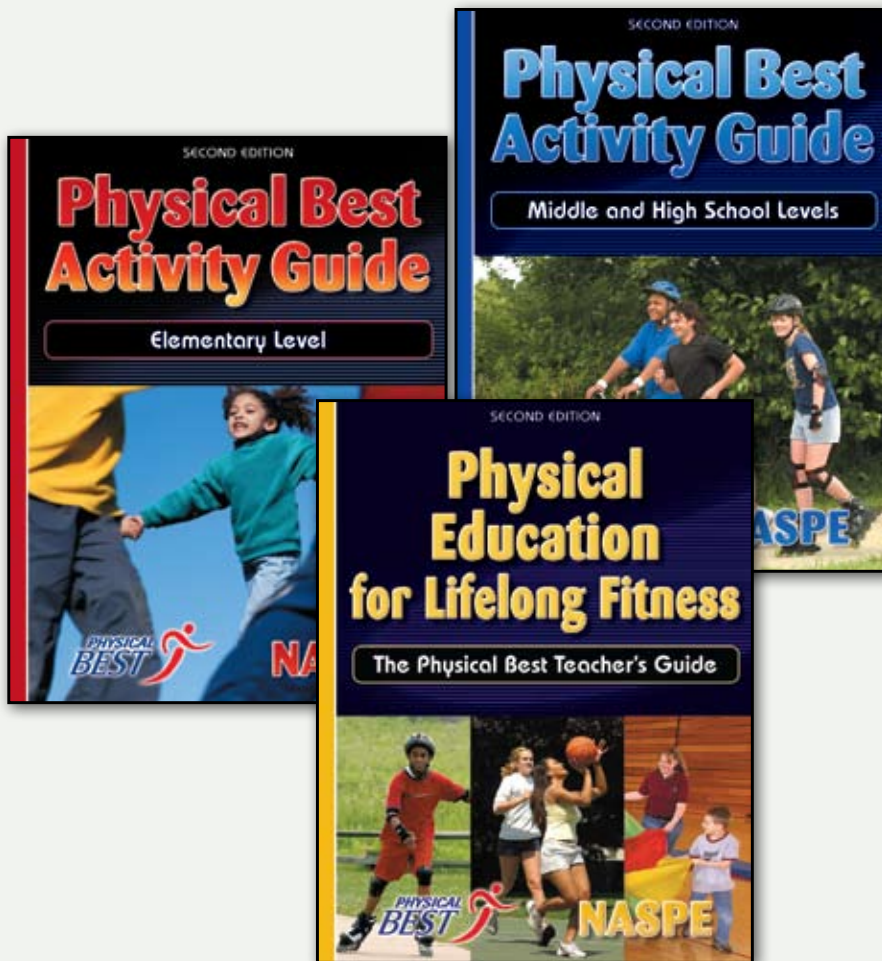
## ...and Physical Best

*Fitness for Life* is also fully compatible with Physical Best resources, and the Physical Best program offers teacher training for *Fitness for Life* course instructors.

A program of NASPE, the Physical Best series provides the material you need to successfully implement a health-related fitness education program, from curriculum development to health-related fitness activities and more. NASPE also conducts Physical Best training workshops on *Fitness for Life* and FITNESSGRAM/ACTIVITYGRAM.

Physical Best also conducts workshops that lead to certification as a Physical Best Health-Fitness Instructor or Health Fitness Specialist.

For more information on training opportunities, contact NASPE at 1-800-213-7193, ext. 489, e-mail [physicalbest@aahperd.org](mailto:physicalbest@aahperd.org), or go to [www.aahperd.org/naspe/physicalbest](http://www.aahperd.org/naspe/physicalbest).



For more information or to request an exam copy of *Fitness for Life*,  
visit the Web site at [www.FitnessforLife.org](http://www.FitnessforLife.org),  
or contact your K-12 sales representative by calling

**1-800-747-4457 or e-mail [K12sales@hkusa.com](mailto:K12sales@hkusa.com)**

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## *Fitness for Life, Updated Fifth Edition (high school)*

Item	ISBN	US Price	CDN Price
Fitness for Life student textbook Hardback	978-0-7360-6675-4	\$36.00	\$49.95
Paperback	978-0-7360-6676-1	\$25.00	\$34.50
Fitness for Life Wraparound Teacher Edition and Resources Kit* <i>Includes the 4 CD-ROMs, 2 DVDs, and 2 audio CDs. See pages 12-19 for details.</i>	978-0-7360-6864-2	\$299.00	\$412.50
Fitness for Life Spanish E-Book	978-0-7360-5531-4	\$99.00	\$136.50
Fitness for Life In-Service DVD	978-0-7360-5568-0	\$79.00	\$108.95
Fitness for Life Physical Activity Pyramid Posters			
For Children	978-0-7360-5097-5	\$16.00	\$21.95
For Teens	978-0-7360-5098-2	\$16.00	\$21.95

**\*Individual components of the *Wraparound Teacher Edition and Resources Kit* are also available separately. Contact Human Kinetics for details or visit the Web site.**

## *Fitness for Life: Middle School*

Item	ISBN	US Price	CDN Price
Fitness for Life: Middle School student textbook (hardback)	978-0-7360-6511-5	\$25.00	\$34.50
Fitness for Life: Middle School Teacher's Guide (paperback with CD-ROM)	978-0-7360-6828-4	\$139.00	\$191.95

Prices subject to change.



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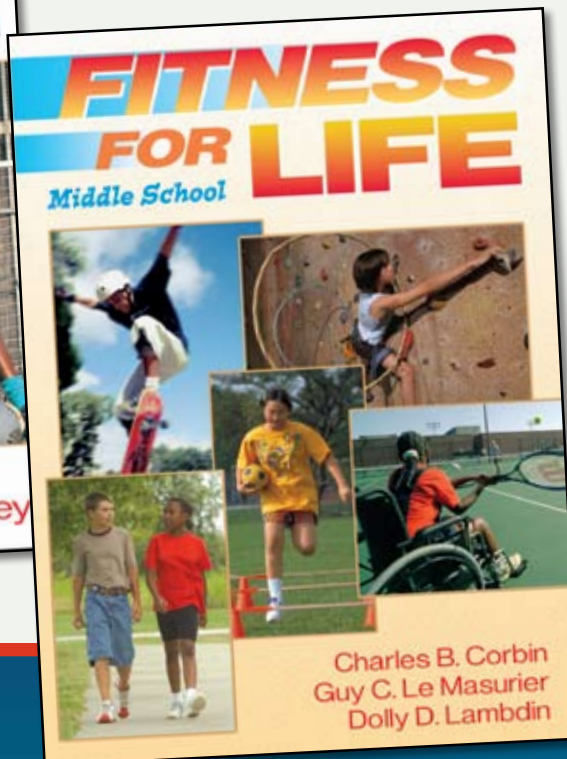
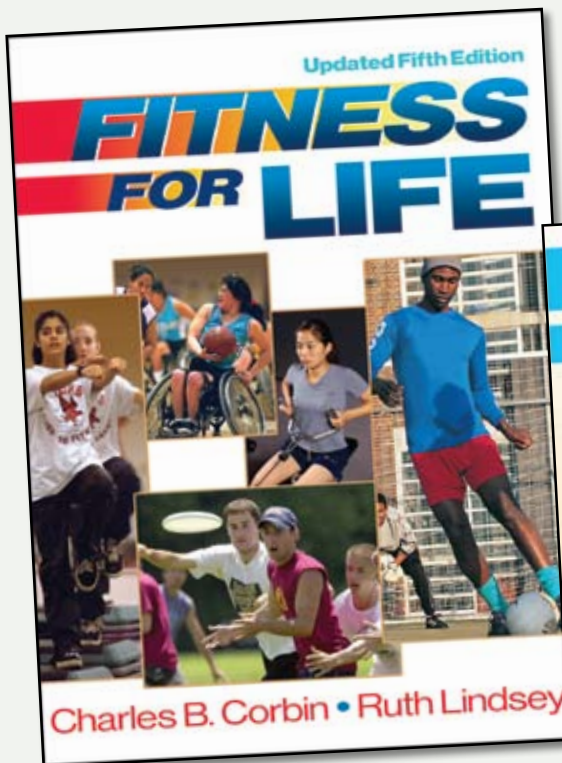
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Complete physical activity and health-related fitness education



*Fitness for Life: Middle School* is a new text co-authored by Chuck Corbin, author of national standards on health and fitness, the award-winning high school text, *Fitness for Life*, which became the basis for many state standards, and award-winning fitness videos. Both *Fitness for Life* and *Fitness for Life: Middle School* are published by Human Kinetics, a company dedicated to the physical activity field, with a proven track record of top-quality products and customer service.