

Touring *Fitness for Life Canada*

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

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

H = Health

E = Everyone

L = Lifetime

P = Personal

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

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

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



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Fitness for Life Canada will help you meet your fitness and physical activity goals. Take this guided tour to learn about all of the features of this textbook. Two lessons are included in each chapter to help you learn key concepts relating to fitness, health, and wellness.

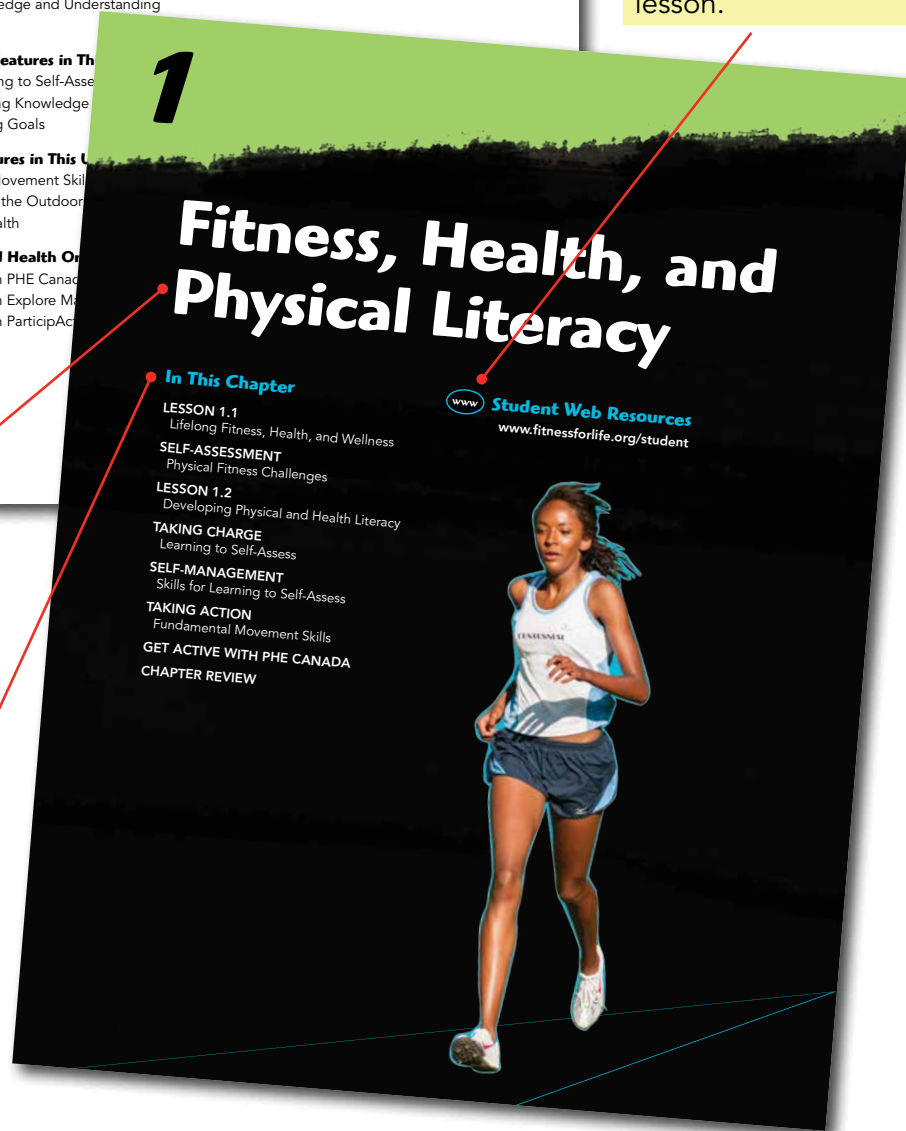
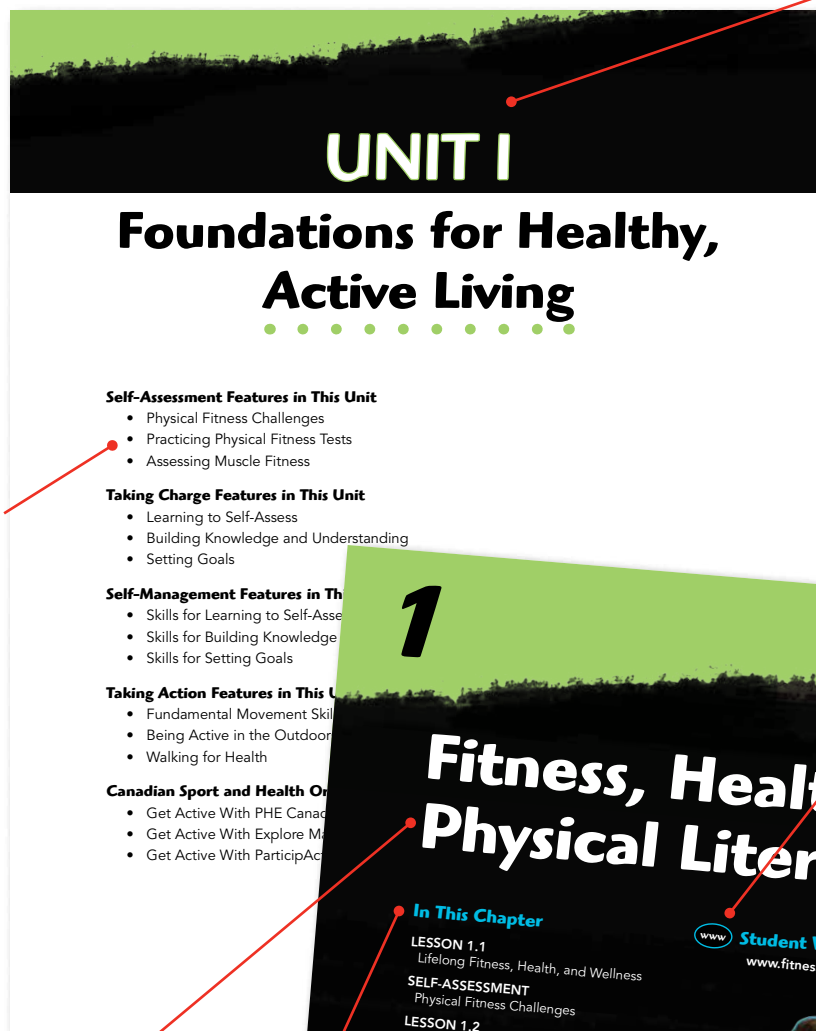
UNIT OPENER: Provides a brief overview of the content in each unit.

STUDENT WEB RESOURCES: Provides the web address for finding additional information in each lesson.

FEATURES: Lists the Self-Assessment, Taking Charge, Self-Management, Taking Action, and Canadian Sport and Health Organization features in each unit.

CHAPTER OPENER: Provides a brief overview of the content of the chapter.

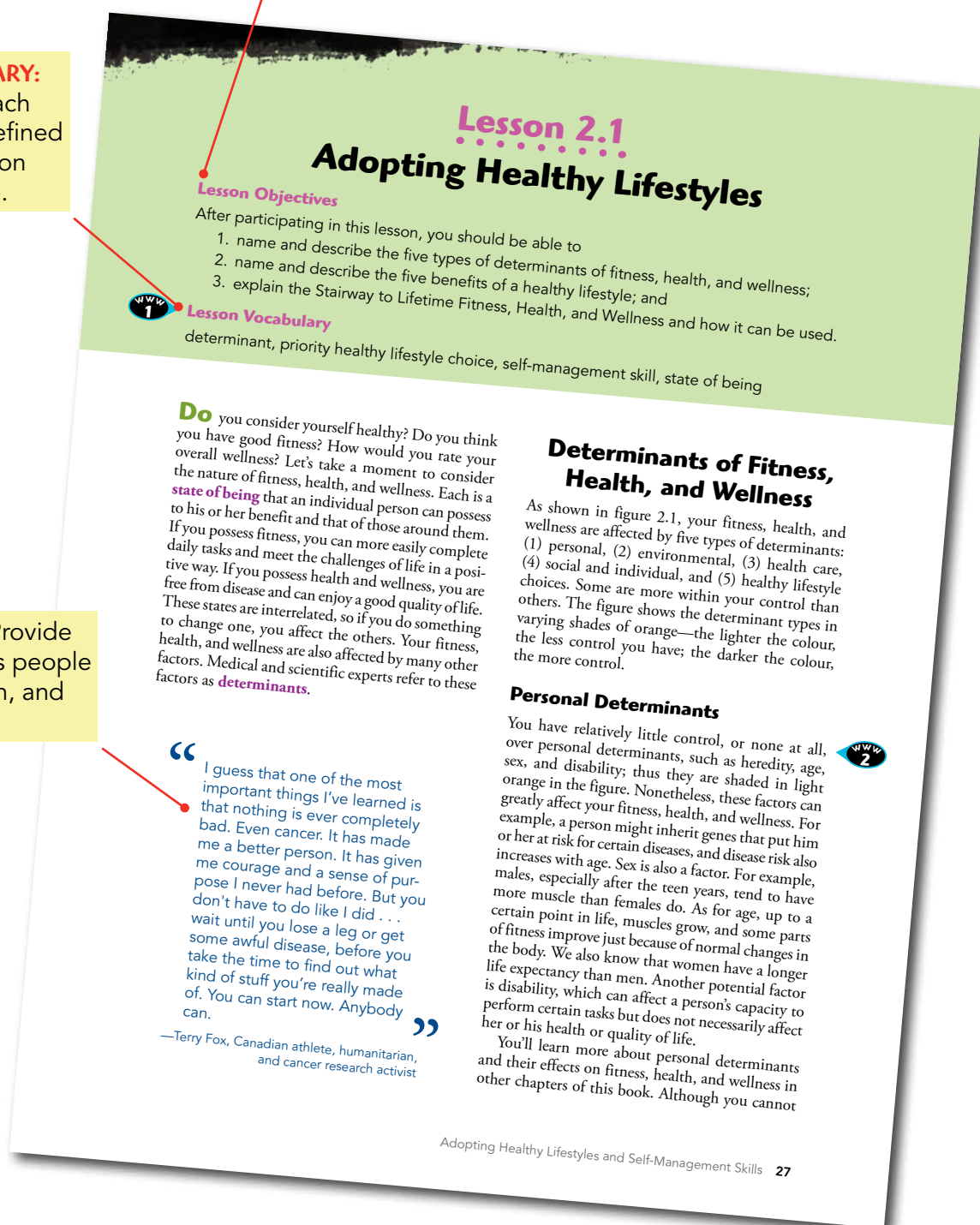
IN THIS CHAPTER: Lists the main elements of each chapter.



LESSON OBJECTIVES: Describes what you will learn in each lesson.

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

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



Lesson 3.2

CONSUMER CORNER: Too Good to Be True



2

These are just a few examples of headlines you'll see in magazines, newspapers, and TV and web ads. The fitness and health industry is big business. Unfortunately, many companies try to make money by promising big results with little effort. They use marketing campaigns that prey

on people who want quick results. As a student of *Fitness for Life Canada*, you're in the process of becoming a critical consumer of fitness, health, and wellness information. Use the tips presented here to make good decisions and avoid falling victim to false claims.

Consumer guideline	Consumer action
Evaluate the source of the information.	Avoid testimonials by famous people (such as athletes and movie stars) who are not experts. Use information from experts in health, medicine, nutrition, and kinesiology who use the scientific method. Use information from government sources (such as Health Canada) and reliable professional organizations (such as the Health and Stroke Foundation of Canada). Use the scientific method to evaluate the information.
Check the credentials of the person or company doing the promotion.	Check to see if people who claim to be experts really are. Do they have a college degree or advanced degree? Are they certified by a well-known, legitimate organization? People with university degrees in kinesiology and physical therapy are good sources of sound advice about exercise. People with a degree in Exercise Physiology or a certification as a certified health fitness specialist (CHFS), certified personal trainer (CPT), or registered exercise professional (RECP). For nutrition, look for a registered dietitian (RD) or a registered dietitian nutritionist (RDN). Only people well qualified to give you advice should be consulted.
Be suspicious of claims that promise quick results and are inconsistent with information presented in this book.	Compare claims with facts from other reliable sources. Beware: If a claim seems too good to be true, it probably is.
Be suspicious of "special offers" that say you must take advantage immediately or they will no longer be available.	Avoid quick action. "Special offers" are designed to get you to make a good decision.

64

CONSUMER CORNER:

Provides information to help you become a good consumer and avoid quackery.

STUDENT ACTIVITY:

Engages you with the concept.

SCIENCE IN ACTION: Aerobic Capacity

After extensive research, the Institute of Medicine recommended the use of the term *cardiorespiratory endurance* for performance on field tests such as the PACER. Because of this recommendation, we use the term *cardiorespiratory endurance* in this book rather than some of the other commonly used terms (such as *cardiovascular fitness* or *aerobic fitness*). Cardiorespiratory endurance reflects a person's functional fitness—the ability to perform tasks of daily life such as leisure-time activities and the ability to meet emergencies without undue fatigue.

As noted earlier, the term *aerobic capacity* is similar to, but not exactly the same as, cardiorespiratory endurance. The only true measure of aerobic capacity is your score on a laboratory-based maximal oxygen uptake test (VO₂max test) recorded in litres of oxygen per minute. You may want to adjust your aerobic capacity score (in litres) to account for body size because big people use more litres of oxygen simply because of their

size. So aerobic capacity scores are commonly reported as millilitres of oxygen per kilogram of body weight per minute (mL/kg/min).

You can also get an idea of your aerobic capacity in other ways. For example, when used with FitnessGram, your cardiorespiratory endurance score is converted to an estimated aerobic capacity score. You can find more information and tables for estimating aerobic capacity from PACER scores in the student section of the Fitness for Life Canada website.

Student Activity

Estimate your aerobic capacity score in millilitres of oxygen per kilogram of body weight per minute (mL/kg/min) using your PACER score. Tables for converting PACER scores to aerobic capacity scores are available in the student section of the Fitness for Life Canada website.

about which score best represents your fitness. After you've done regular exercise over time, test yourself again to see how much you've improved.

How Much Cardiorespiratory Endurance Is Enough?

To get the health and wellness benefits associated with cardiorespiratory endurance, you should achieve the good fitness zone in the rating charts that accompany each self-assessment in this book. Health benefits are associated with moving out of

the low and marginal zones and into the good fitness zone. The risk of hypokinetic diseases is greatest for people in the low fitness zone.

Some people aim for especially high cardiorespiratory endurance because they want to perform at a high level in a sport or a physically demanding job—for example, as a soldier or a police officer. To be properly fit for such challenges, you must train harder than most people. Achieving the high performance zone will be difficult for some people, and doing so is not necessary in order to get many of the health benefits of fitness. Nevertheless, the higher your cardiorespiratory endurance score, the lower your risk of hypokinetic disease.

Lesson Review

1. What are some health and wellness benefits of cardiorespiratory endurance?
2. How does physical activity affect the various parts of your cardiovascular and respiratory systems?
3. What are some methods for assessing cardiorespiratory endurance and aerobic capacity, and how are they done?
4. How much cardiorespiratory endurance is enough?

160

SCIENCE IN ACTION: Helps you understand how new information is generated using the scientific method.

LESSON REVIEW: Helps you review and remember the information you learned in the lesson.

FITNESS TECHNOLOGY: Helps you become aware of new technological information related to fitness, health, and wellness and helps you try out and use new technology.

Lesson 7.1



FITNESS TECHNOLOGY: Pedometers and Accelerometers

A **pedometer** is a small, battery-powered device that can be worn on your belt. It counts each step you take and displays the running count on a meter. You simply open the face of the pedometer or push a button to see how many steps you've taken. Some pedometers also contain a small computer that allows you to enter the length of your step (your stride length) and your body weight so that the computer can estimate the distance you walk and the number of calories you expend. More expensive pedometers can also track the total time you spend in activity during the day and the number of bouts of activity that you perform lasting 10 minutes or longer. Less expensive pedometers must be reset at the end of the day, but some more expensive ones can store steps for several days. There are also numerous free or inexpensive apps for Apple and Android devices.



A pedometer counts steps and is a good way to self-monitor moderate activity.

Accelerometers are similar to pedometers but measure physical activity in more detail. Specifically, accelerometers can record the *intensity* of your movements (for more about intensity, see the discussion of METs and recall the "I" in the FITT formula), as well as the amount of *time* (the first "T" in the FITT formula) you spend at different intensities. Like a pedometer, an

accelerometer is worn on your belt and contains a small computer and a device (the accelerometer itself) that measures the intensity of your movements. Most accelerometers can count your steps taken per day and estimate the calories you expend in activity. There are also numerous free or inexpensive apps for Apple and Android devices. Be sure to check the customer reviews when searching for apps.

Using Technology

Estimate the number of steps you take on a typical weekday and a typical weekend day. Then wear a pedometer to see how many steps you actually take (weekday and weekend day). See if you're as active as you think you are!

FIT FACT

The average person in Canada accumulates 3,500 to 5,000 steps per day. This is considerably less than the averages in some other countries—for example, 9,000 or more in Australia and Switzerland and 7,000 or more in Japan—where obesity rates are much lower.

such as an accelerometer (see the Fitness Technology feature). Heart rate monitors can also be used, and as with the accelerometer, there are heart rate monitor apps. An accelerometer both counts your steps and gives you a better idea of your exercise intensity than a pedometer can. You can determine the distance you've walked by finding out the length of your step (your stride length), then multiplying it by the number of steps you take.

WEB ICONS: Indicate that additional information is available on the student website.



FIT FACT: Offers interesting information about key topics.

EXERCISES: Provide instructions and pictures to teach you correct technique for exercises.



CORE MUSCLE FITNESS EXERCISES

CURL-UP

The curl-up is considered to be among the best abdominal exercises because it isn't risky like some other abdominal exercises. The curl-up is sometimes referred to as the crunch, and it's a good substitute for the straight-leg sit-up and hands-behind-the-head sit-up.

1. Lie on your back with your knees bent at 90 degrees and your arms extended.
2. Curl up by rolling your head, shoulders, and upper back off the floor. Roll up only until your shoulder blades leave the floor.
3. With a controlled motion, slowly return to the starting position and repeat.

Caution: Do not hold your feet while doing a trunk curl. Do not clench your hands behind the head or neck.

Variations

- **Arms across chest or hands by face (more difficult):** Fold your hands across your chest rather than keeping them



This exercise uses your abdominal muscles.

straight, or place your hands on your face by your cheeks (not behind your head or neck).

- **Twist curl (builds oblique muscles):** Fold your arms across your chest, turn your trunk to the left, and touch your right elbow to your left hip. Repeat to the opposite side.

TRUNK LIFT (BENCH)

1. Lie facedown on a padded bench (or a bleacher with a towel on it) that is 41 to 46 centimetres (16 to 18 inches) high. Your upper body (from your waist up) should extend off the bench.
2. Have your partner hold your calves just below the knees.
3. Place one hand over the other on your forehead with your palms facing away and your elbows held to the side at the level of your ears.
4. Start with your upper body lowered. Lift slowly until your upper body is even with the bench (in line with your legs).
Caution: Do not lift the trunk higher than horizontal.
5. With a controlled movement, lower to the beginning position and repeat.

Safety tip: As you do these exercises, lift slowly, move only as far as the directions specify, and use slow, controlled movements to return to the starting position. This exercise is appropri-



This exercise uses your back extensor muscles.

ate when performed properly; but as noted earlier, using the trunk muscles for lifting or carrying is not recommended.

SELF-ASSESSMENT: Body Composition and Flexibility

In this self-assessment, you'll perform two tests: the body mass index (BMI) test and the back-saver sit and reach. Body mass index is an indicator of your body composition. The back-saver sit and reach measures the flexibility of your lower back and your hamstrings (the muscles on the back of your thighs). If you have not done so already, practice this test before performing it for a score. You will have an opportunity later to do other self-assessments of body composition and flexibility. For these

two tests, record your scores and fitness ratings as directed by your teacher. These tests give you information that you can use to develop your personal needs profile (step 1) for your personal physical activity plan. If you're working with a partner, remember that self-assessment information is personal and considered confidential. It shouldn't be shared with others without the permission of the person being tested.

Body Mass Index

1. Measure your height in metres (or inches) without shoes.
2. Measure your weight in kilograms (or pounds) without shoes. If you're wearing street clothes (as opposed to lightweight gym clothing), subtract 0.9 kilograms (2 pounds) from your weight.
3. Calculate your BMI using the chart or either of the following formulas.

$$\frac{\text{weight (lb)}}{\text{height (in.)} \times \text{height (in.)}} \times 703 = \text{BMI}$$

$$\frac{\text{weight (kg)}}{\text{height (m)} \times \text{height (m)}} = \text{BMI}$$

Use table 4.2 to find your BMI rating, and record your BMI score and rating.

Height	ft/in	cm	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
6' 4"	192.5	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
6' 3"	190	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	
6' 2"	187.5	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	
6' 1"	185	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37
6' 0"	182.5	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37
5' 11"	180	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37	38
5' 10"	177.5	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37	38
5' 9"	175	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37	38
5' 8"	172.5	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37	38	39
5' 7"	170	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37	38	39
5' 6"	167.5	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37	38	39	40
5' 5"	165	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37	38	39	40
5' 4"	162.5	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37	38	39	40	41
5' 3"	160	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37	38	39	40	41
5' 2"	157.5	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37	38	39	40	41	42
5' 1"	155	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37	38	39	40	41	42
5' 0"	152.5	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37	38	39	40	41	42	43
4' 11"	150	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36	37	38	39	40	41	42	43	44
4' 10"	147.5	20	22	23	24	25	26	27	28	29	30	31	32	33	34	35	37	38	39	40	41	42	43	44	45
4' 9"	145	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	37	38	39	40	41	42	43	44	45
4' 8"	142.5	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45

Body mass index calculation chart. Locate your height in the left column where the selected row and column intersect is your BMI score.

82 Fitness for Life Canada

SELF-ASSESSMENT: Helps you learn more about your fitness and behaviours that affect your health and wellness and helps you prepare a personal plan for improvement.

TABLE 4.2 Rating Chart: Body Mass Index

	13 years old		14 years old		15 years old		16 years old		17 years old		18 years old	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Very lean	≤15.4	≤15.3	≤16.0	≤15.8	≤16.5	≤16.3	≤17.1	≤16.8	≤17.7	≤17.2	≤18.2	≤17.5
Good fitness	15.5–21.3	15.4–22.0	16.1–22.1	15.9–22.8	16.6–22.9	16.4–23.5	17.2–23.7	16.9–24.1	17.8–24.4	17.3–24.6	18.3–25.1	17.6–25.1
Marginal fitness	21.4–23.5	22.1–23.7	22.2–24.4	22.9–24.5	23.0–25.2	23.6–25.3	23.8–25.9	24.2–26.0	24.5–26.6	24.7–27.6	25.2–27.4	25.2–27.1
Low fitness	≥23.6	≥23.8	≥24.5	≥24.6	≥25.3	≥25.4	≥26.0	≥26.1	≥26.7	≥27.7	≥27.5	≥27.2

Data based on FitnessGram.

Back-Saver Sit and Reach

1. Place a measuring stick, such as a metre stick or yardstick, on top of a box that is 30 centimetres (12 inches) high with the stick extending 23 centimetres (9 inches) over the box and the lower numbers toward you. You may use a flexibility testing box if one is available.
2. To measure the flexibility of your right leg, fully extend it and place your right foot flat against the box. Bend your left leg, with the knee turned out and your left foot 5 to 8 centimetres (2 to 3 inches) to the side of your straight right leg.
3. Extend your arms forward over the measuring stick. Place your hands on the stick, one on top of the other, with your palms facing down. Your middle fingers should be together with the tip of one finger exactly on top of the other.
4. Lean forward slowly; do not bounce. Reach forward with your arms and fingers, then slowly return to the starting position. Repeat four times. On the fourth reach, hold the position for three

- seconds and observe the measurement on the stick below your fingertips.
5. Repeat the test with your left leg straight.
6. Record your score to the nearest centimetre (2.54 centimetres equals 1 inch). Consult table 4.3 to determine your fitness rating for each side of your body.



The back-saver sit and reach assesses flexibility.

TABLE 4.3 Rating Chart: Back-Saver Sit and Reach (Centimetres)

	13 or 14 years old		15 years or older	
	Male	Female	Male	Female
High performance	≥25	≥30	≥25	≥35.5
Good fitness	20–23	25–28	20–23	30–33
Marginal fitness	15–18	20–23	15–18	25–28
Low fitness	≤13	≤18	≤13	≤23

To convert centimetres to inches, multiply centimetres by 0.39. Alternatively, you can use the Internet to find a calculator that converts centimetres to inches.

Data based on FitnessGram.

TAKING CHARGE AND SELF-MANAGEMENT:

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



TAKING CHARGE: Finding Social Support

Social support involves your family members, friends, teachers, and community members encouraging your physical activities or participating with you. You're more likely to begin or continue an activity if the people you associate with also do it.

Shannon's family has always enjoyed bike riding. As a toddler, she would ride in the child's seat behind her mother. Every evening, the family would ride through the neighbourhood. By the time she was in school, Shannon had her own two-wheeler. Now a teenager, Shannon still loves to ride, but school activities sometimes prevent her from riding with her family. She wants to continue riding but doesn't want to do it alone.

Aleem's family has never been very active. Most of his friends tend to watch television, play video games, or just hang out rather than doing anything active. Sometimes Aleem watches while a group of his classmates plays a quick game of volleyball after school. They often invite



him to join the game. He has been tempted to join but has hesitated because he is not friends with any of the players. He has enjoyed the activities he has tried in the past but has never continued them for very long. Both Shannon and Aleem need social support. Shannon needs it to continue an activity she already enjoys. Aleem needs it to encourage him to begin an activity and then reinforce his participation.

For Discussion

Who might Shannon ask to go riding with her? What could Aleem do to become involved in physical activity? What other suggestions can you offer for finding social support? What groups might Shannon and Aleem identify with to get social support? Consider the guidelines presented in the Self-Management feature when you answer the discussion questions.

FOR DISCUSSION:

Helps you take charge by making good decisions.



SELF-MANAGEMENT: Skills for Finding Social Support

Experts indicate that people who experience support from others are more likely to participate in regular physical activity, especially over the course of a lifetime. Social support is also helpful to people in reaching and maintaining a healthy body weight, building muscle fitness, and improving eating habits. Consider the following guidelines to help you gain others' support for your physical activity.

- **Do a self-assessment of your current level of social support.** Ask your teacher about the social support worksheet that can help you do this assessment. Use the self-assessment to determine areas in which you can improve your social support.
- **Birds of a feather flock together.** Find friends who are interested in the activities that interest you, or encourage your current friends to support you or join you in your participation.
- **Join a club or team.** If no club or team exists for your chosen activity, talk to a teacher, family member, or community recreation leader about starting one.
- **Contact local organizations.** Organizations such as the R.E.A.L. (Recreation Experiences and Leisure) program financially support children and teens to join clubs and teams, and they also provide equipment when possible.
- **Discuss your interests with family and teachers.** Ask them for their support. Ask them to help you learn the activity.
- **If possible, take lessons.** In addition to formal lessons, you can also ask teachers and others to support you by helping you learn to perform an activity properly.
- **Family matters.** Encourage your family members to try the activity.
- **Get proper equipment.** Ask for equipment for your birthday or other special occasion.

TAKING ACTION: Lets you try out teacher-directed activities that can help you become fit and active for a lifetime.

GET ACTIVE: Spotlights Canadian sport and health organizations, describing who they are, what they do, and how you can get active with them.



TAKING ACTION: Fundamental Movement Skills

One key component of physical literacy is learning movement skills. In fact, before you can perform complex and sport-specific movement skills (e.g., kicking a soccer ball, performing a trick on a skateboard, hitting a tennis forehand, catching a lacrosse ball), you need to learn the fundamental movement skills. Fundamental movement skills include kicking, striking (objects), throwing, catching, jumping, and running. When you are confident and competent with these fundamental movement skills, you can develop sport-specific and complex movement skills that allow you to enjoy sport and physical activity. Most importantly, having a firm grasp of the fundamental movement skills will help you enjoy a

long life of physical activity. You will take action here by performing a circuit of fundamental movement skills with your teacher. After you have tried the different stations, you can reflect on your performance and identify the fundamental movement skills that you need to work on and those that you have mastered.



Jumping and throwing are fundamental movement skills used in many different activities.

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GET ACTIVE WITH PHE CANADA

Who We Are

Physical and Health Education Canada (PHE Canada) is a national not-for-profit organization supporting the healthy development of children and youth by advocating for, increasing access to, and developing programs and resources to support the delivery of high-quality health education, physical education, and sport programming. Established in 1933, PHE Canada strives to have all children and youth live physically active and healthy lives now and in their future.

What We Do

PHE Canada works with your teachers, coaches, and recreation leaders and develops fun and educational programs, resources, and activities to help you achieve your personal goals and be your best self. PHE Canada wants you to be happy and healthy. That means helping you develop the skills to participate in sports or any physical activities you have

an interest in, understand the importance of proper nutrition, and establish positive self-esteem and mental resiliency.

Our experienced staff and expert advisors ensure that our programs, resources and activities are appropriate for your age level yet challenging to help you improve; meet the highest standards of educational content to ensure optimal understanding and knowledge transfer; and, perhaps most important, are fun and engaging so you are excited and have a positive experience toward living a healthy, active lifestyle.

Get Involved

PHE Canada has a variety of programs, resources, and activities for children of all ages. We invite you, your parents, your teachers, your coaches, and your recreation leaders to learn more about us. Visit PHECanada on the web at www.phecanada.ca, Facebook at www.facebook.com/PHECanada, and Twitter at @PHECanada.

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CHAPTER REVIEW

Reviewing Concepts and Vocabulary

Complete the following in order to determine your growing understanding of fitness, health, and wellness. Answer items 1 through 5 by correctly completing each sentence with a word or phrase.

1. A _____ person is an individual who moves with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.
2. A physically educated person is a person who participates regularly in _____.
3. Health literacy is the ability to _____, comprehend, evaluate, and communicate information as a way to promote, maintain, and improve health in a variety of settings across the life course.
4. Individuals with physical and health literacy are healthier and _____, and have a higher quality of life than people who do not have physical and health literacy.
5. Engaging in the Fitness for Life Canada program, as well as participating fully in health and physical education, physical activity, school or community sports, and _____, comprises an important step in the development of your physical and health literacy.

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

- | | |
|-----------------------|--|
| 6. muscular endurance | a. movement of the body using larger muscles |
| 7. agility | b. positive component of health |
| 8. physical fitness | c. ability to change body position quickly |
| 9. physical activity | d. ability of your body systems to work together efficiently |
| 10. wellness | e. ability to use muscles continuously without tiring |

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

11. List the five components of health and wellness.
12. Describe how fitness, health, and wellness are interrelated.
13. How do health-related physical fitness and skill-related physical fitness differ?
14. What is the value of a fitness self-assessment?
15. What are some important guidelines for using self-assessments?

Thinking Critically

Write a paragraph to answer the following question.

What health-related and skill-related fitness components improve performance, enjoyment, and confidence in your favourite activity, sport, or occupation (i.e., job)? List at least five components of fitness. For each component, identify whether it is a health- or skill-related fitness component and explain why it is important.

Project

In this chapter we present one interpretation of health and wellness. Use the Internet to learn about other cultures' perspectives on well-being and health. For example, examine health and wellness from the perspective of Aboriginal peoples in Canada or another country. Pick a culture to focus on and compare and contrast the five components of health and wellness presented in this chapter with the components identified in another culture.

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

THINKING CRITICALLY:

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

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



25

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

- **Student Web Resource:** You have access to a wide variety of resources at www.fitnessforlife.org/student. These resources will aid your understanding of the textbook content and include video clips that demonstrate how to do the self-assessment exercises in each chapter, worksheets, interactive review questions, and expanded discussions of topics that are marked by web icons throughout this book.
- **Teacher Web Resource:** Your teacher has access to a special web resource with lessons and activities that you can do to better learn and understand the information in this textbook.

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