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: Health for Everyone for a Lifetime in a very Personal 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.
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 I
Foundations for Healthy, Active Living

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

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.

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

IN THIS CHAPTER: Lists the main elements of each chapter.
Adopting Healthy Lifestyles and Self-Management Skills

Lesson Objectives
After participating in this lesson, you should be able to
1. name and describe the five types of determinants of fitness, health, and wellness;
2. name and describe the five benefits of a healthy lifestyle; and
3. explain the Stairway to Lifetime Fitness, Health, and Wellness and how it can be used.

Lesson Vocabulary
determinants, priority healthy lifestyle choice, self-management skill, state of being

Determinants of Fitness, Health, and Wellness
As shown in figure 2.1, your fitness, health, and wellness are affected by five types of determinants: (1) personal, (2) environmental, (3) health care, (4) social and individual, and (5) healthy lifestyle choices. Some are more within your control than others. The figure shows the determinant types in varying shades of orange—the lighter the colour, the less control you have; the darker the colour, the more control.

Personal Determinants
You have relatively little control, or none at all, over personal determinants, such as heredity, age, sex, and disability; thus they are shaded in light orange in the figure. Nonetheless, these factors can greatly affect your fitness, health, and wellness. For example, a person might inherit genes that put him or her at risk for certain diseases, and disease risk also increases with age. Sex is also a factor. For example, males, especially after the teen years, tend to have more muscle than females do. As for age, up to a certain point in life, muscles grow, and some parts of fitness improve just because of normal changes in the body. We also know that women have a longer life expectancy than men. Another potential factor is disability, which can affect a person’s capacity to perform certain tasks but does not necessarily affect his or her health or quality of life.

You’ll learn more about personal determinants and their effects on fitness, health, and wellness in other chapters of this book. Although you cannot...
CONSUMER CORNER: Too Good to Be True

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 on the road to 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

Evaluate the source of the information.

- Check the credentials of the person or company doing the promotion.
- Be suspicious of claims that promise quick results and are inconsistent with information presented in this book.
- Be suspicious of “special offers” or “limited-time” deals that say you must take advantage immediately or they will no longer be available.

### CONSUMER ACTION

- 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.
- 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 business and physical therapy are given sound advice about exercise, strength, and conditioning.
- Use government sources (such as Health Canada) and reliable professional organizations (such as the Health and Stroke Foundation of Canada).
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### 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?

### Lesson Activity:

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### Science in Action: Aerobic Capacity

Aerobic Capacity

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

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. 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.

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.

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

FIT FACT: Offers interesting information about key topics.
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 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).
5. With a controlled movement, lower to the beginning position and repeat.

Caution: Do not lift the trunk higher than horizontal.

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 appropriate 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 will 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 heavy 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.

\[
\text{BMI} = \frac{\text{Weight (lbs)}}{\text{Height (in.)}^2}
\]

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

**Back-Saver Sit and Reach**

1. Place a measuring stick, such as a metre stick, on top of a box that is 30 centimetres (12 inches) high with the stick extending 25 centimetres (9 inches) over the box and the lower numbers facing 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 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.

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

<table>
<thead>
<tr>
<th>Category</th>
<th>12 or 14 years old</th>
<th>15 or older</th>
</tr>
</thead>
<tbody>
<tr>
<td>High performance</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Good flexibility</td>
<td>20–23</td>
<td>20–23</td>
</tr>
<tr>
<td>Marginal flexibility</td>
<td>15–18</td>
<td>20–23</td>
</tr>
<tr>
<td>Low flexibility</td>
<td>7</td>
<td>20–23</td>
</tr>
</tbody>
</table>

Note: The back-saver sit and reach assesses flexibility.
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.
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.

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.

TAKING ACTION: Fundamental Movement Skills

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

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*!