The Fitness for Life Program

Do you want to be healthy and fit? Do you want to look your best and feel good? *Fitness for Life: Middle School* will help you meet your fitness and physical activity goals. In addition to the student textbook, the *Fitness for Life: Middle School* program includes other components for teachers and students.

- Your teacher has a special **Teacher’s Guide** with lessons and activities that will help you to better learn and understand the information in this textbook. Many other resources for the teacher are included, such as slide presentations, quizzes and tests, newsletters, and more.

- Many of your lessons will include **activity sheets** that teachers will give you to fill out and return. These activity sheets guide you in putting the information to use in assignments and projects.

- The **Fitness for Life: Middle School website** (www.fitnessforlife.org/middle-school) includes information on topics involving fitness and physical activity for students, teachers, and parents.

Touring the Student Textbook

The student textbook is available in print format or as an interactive web text. The interactive web text has the same great content as the print book plus additional interactive features. You will learn more about the specific features of the textbook in the pages that follow.
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Introduction to Physical Activity and Fitness

LESSON 1.1
Introduction to Physical Fitness
What Is Physical Fitness?
How Do I Know if I’m Physically Fit?
How Do I Prepare a Fitness Summary?
What Else Affects My Physical Fitness?

LESSON 1.2
Introduction to Physical Activity
What Is Physical Activity?
How Do I Know if I Am Active Enough?
What Makes Up a Physical Activity Session?
How Do I Prepare a Physical Activity Summary?
How Do I Make a Personal Activity Plan?

Chapter Review

In This Chapter
Each chapter has two lessons, and this feature lists the main topics in each lesson.
Lesson 2.2

The Importance of Practice

Student Learning Objectives
After completing this lesson you will be able to
• define practice and explain why it is important,
• describe some of the elements of good practice,
• define feedback and explain how it is important to improving skills,
• describe the three types of levers and explain how they are important to skills such as throwing and kicking (demonstrate elements of these skills), and
• explain how a practice session should be organized to learn best.

Lesson Vocabulary
feedback, first-class lever, fulcrum, lever, mental practice, paralysis by analysis, practice, routine, second-class lever, third-class lever

What is practice, and why should I do it?
Do you know the best way to practice? When you finish this lesson, you’ll know the answer to these questions. You’ll also know more about how the levers of the body are used to help you to be active and perform skills.

What Is Practice, and Why Should I Do It?

Practice means repeating an action over and over to improve skill. One famous saying is “Practice makes perfect.” This means that the more you practice a skill, the better you get at performing it. Practice can improve all kinds of skills, from daily performance skills such as brushing your teeth and typing on a computer to sport skills such as hitting, catching, and kicking. If you want to get better at a skill, the best thing you can do is practice it. But some kinds of practice are better than other kinds. For the best results, you should practice in the best possible way.

Good practice is the best way to improve performance.
Introduction to Physical Activity and Fitness

Lesson 1.1

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 seemed to criticize your new haircut and then say she was just kidding. You don’t know what to think, and now you feel uptight.

Communicating with family and friends is important. Being active every day sometimes requires lots of support from people around you, and that requires good communication. 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 Take It Home activity sheet to talk to a friend or family member about their favorite physical activities. 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

1. How do you define physical fitness and each of the six parts of health-related fitness?
2. How do you define kinesiology?
3. What is a fitness summary, and how is it used?
4. What are some factors other than physical activity that affect your physical fitness?
5. Why is communication important, and what are some guidelines for communicating effectively?

Learn More on the Web

Go to www.fitnessforlife.org/middleschool for vocabulary definitions, extra lesson content, links for student research, and additional chapter projects. Your teacher may also have you explore the online interactive web text, which offers activities, audio, video, and more.
Chapter Review
Each chapter gives a 15-question review of the chapter content, including short-answer, matching, and essay questions.

For items 1-5, respond with a word or phrase that best answers the question.
1. Which type of physical activity described in this chapter has rules, is competitive, and has winners and losers? (p. 83)
2. What do you call sports that can be done by people of all ages? (p. 84)
3. What do you call recreational activities that use the large muscles of the body? (p. 86)
4. What word refers to an increase in velocity (speed) of movement? (p. 93)
5. What is the word used to refer to a plan of action? (p. 97)

For items 6-10, match the term in column 1 with the phrase in column 2.
6. playing cards a. an example of a popular participation sport
7. kayaking b. an example of vigorous recreation
8. tennis c. an example of a popular spectator sport
9. football d. figure of speech
10. metaphor e. an example of recreational activity that is not physical recreation

For items 11-15, respond to each statement or question.
11. Identify some vigorous sports, and explain how they differ from vigorous recreational activities.
12. Give examples of why it’s important to play by the rules and keep self-control when playing sports.
13. Give examples of some of the benefits of participating in vigorous sports and recreation.
14. Explain methods of searching the Internet to get good reliable health information.
15. Define velocity, acceleration, and deceleration, and give examples of how each is important in sports.

Project
Promoting With Jingles or Raps
Think of a jingle from a commercial on TV. A jingle is a short song or rap that is used to try to get you to buy something. Millions of dollars are spent on creating jingles and commercials each year. Wouldn’t it be interesting if just as much effort were put into marketing healthy lifestyles? Create a marketing jingle or rap. Choose a theme that would help people to think positively about being physically active, healthy eating, or developing some area of fitness. Make a video or audio or a written copy (or both) of your jingle or rap and submit it to your teacher. You may want to work with a friend or a group on this project. Consider presenting it to your class or as a morning announcement at school.
Biomechanical Principles  “Bio” comes from “biology,” and “mechanical” is a word that describes machines. So this feature in each chapter helps you learn to use your body—the human machine—in physical activity.

Principles in Practice  Follow these suggestions to put the principle in practice and see how it works for you.

Applying the Principle  This section helps you study and apply the principle described in the feature.

Guidelines  These are helpful suggestions for teens.

Discussion Questions  These questions prompt you to come up with ways to help the teens solve the problem presented in the Moving Together feature.

Moving Together  This feature helps you learn how to interact with others in various situations.

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Fitness for Life: Middle School

The scientific method helps you understand how new information is generated using research. A scientific study is done to answer a question of scientific curiosity. A hypothesis is generated when a question or idea is presented. The hypothesis is then tested through research, data collection, and analysis. From the research data, a conclusion is drawn to help answer the research question. New research is often done to check the accuracy of the conclusions or to find more information. If the research is valid, the conclusion is learned. This process then becomes the scientific method. This process can be repeated in other research to answer similar questions or to apply the new information to other areas of study.

A national survey is done each year to see how active teens are. Studies show that fewer than 50 percent of teens meet the national goal of 60 minutes of physical activity on five days each week. Both moderate and vigorous activity are included. More than half of boys (57 percent) meet the goal. Preteens get more moderate activity than teens do, and young teens (13 to 14 years) are more active than older teens. By the teen years, boys typically have higher fitness test scores than girls because during the teen years, male hormones cause boys to grow bigger muscles than girls. As boys and girls mature, they often have similar scores on muscle fitness tests and usually perform similar activities. By the teen years, male hormones cause boys to grow bigger muscles than girls. Male hormones cause boys to grow bigger muscles than girls. Male hormones cause boys to grow bigger muscles than girls.

Percentages of boys who meet the goal are included. More than half of boys (57 percent) meet the goal. Preteens get more moderate activity than teens do, and young teens (13 to 14 years) are more active than older teens. By the teen years, boys typically have higher fitness test scores than girls. Preteen girls are born with more fast-twitch muscle fibers than those who mature later. Also, some people develop stronger muscles as they age. For example, people who exercise regularly tend to have stronger muscles than those who do not.

Science in Action helps you understand how new information is generated using research. A scientific study is done to answer a question of scientific curiosity. A hypothesis is generated when a question or idea is presented. The hypothesis is then tested through research, data collection, and analysis. New research is then done to check the accuracy of the conclusions or to find more information. If the research is valid, the conclusion is learned. This process then becomes the scientific method. This process can be repeated in other research to answer similar questions or to apply the new information to other areas of study.

Discussion Questions
In the previous section, you learned that 57 percent of boys meet the national recommendation for physical activity. This refers to 57 people out of 100, or 5.7 people out of 10. In the following illustration, five figures are totally colored in red and 70 percent of another five are colored blue. Fifty-seven percent of boys are active, or 5.7 of 10. Percentage terms can be confusing. To understand them, remember that percentages refer to a part of a whole. Fifty-seven percent of all boys are active. This means that 57 people out of 100, or 5.7 people out of 10, are active. To help you understand more clearly how percentages can be confusing, you might want to try the following drill. In the previous section, you learned that 57 percent of boys meet the national recommendation for physical activity. This refers to 57 people out of 100, or 5.7 people out of 10. In the following illustration, five figures are totally in red and 70 percent of another five are colored in blue. Fifty-seven percent of boys meet the goal. Preteens get more moderate activity than teens do, and young teens (13 to 14 years) are more active than older teens. By the teen years, boys typically have higher fitness test scores than girls.

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How many of the 10 figures should be colored in red to represent 25 percent or one-quarter of the total of 10? How many for 75 percent or three-quarters? How does your physical activity level compare with that of the typical teen?
Eating well is one of the most important things that you can do for good fitness, health, and wellness. But food manufacturers use marketing tricks to get you to buy foods that are high in empty calories and low in nutritional value. To sell foods with empty calories, they will use tactics such as the food portion trick. Beware of ads that use tricks such as the food portion trick. 

The government requires that all foods have food labels. The Nutrition Facts label shows the number of calories and other nutrients in a serving of the food. It also shows the percentage of daily values for these nutrients. The Daily Values are guidelines set by the government. They are based on the number of calories and nutrients that the average person needs to eat each day to stay healthy. The Daily Values are different for different age groups and genders. For example, the Daily Value for calories is 2000 calories per day for an adult. The Daily Values for other nutrients are also different for different age groups and genders.

Consumer Corner

Don’t Get Fooled by Food Marketing Tricks

Getting in and out of stores can be very tempting. You may see things that look good and want to buy them. But you need to be careful not to get fooled by food marketing tricks. Here are some things to look for:

- **Food Portion Trick:** The food portion trick is when the actual amount of food you eat is less than the amount shown on the label. For example, a snack food may be advertised as having 150 calories per serving. But the actual amount of food you eat may be only 1 tablespoon, which is much less than the 150 calories.
- **Hidden Calories:** Hidden calories are calories that are not listed on the label. For example, a food may be advertised as having 150 calories per serving, but it may actually have 250 calories per serving because it contains hidden calories from sugar or fat.
- **Probiotics:** Probiotics are live bacteria that are good for your health. They are often added to food as a marketing trick. For example, a food may be advertised as having probiotics, but it may not actually contain any probiotics.
- **Healthy Ingredients:** Food manufacturers may say that their food contains healthy ingredients, but it may not actually be healthy. For example, a food may be advertised as having “all-natural” ingredients, but it may actually contain processed ingredients.

Nutrition Matters

This feature provides additional information on food and nutrition topics.

Actions and Interactions

This feature offers information about social relationships during physical activity.

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