

COMMENCEMENT LEVEL

Wellness Topics For Physical Education

NAME: _____
TEACHER: _____
BLOCK: _____

Developed by the
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INTRODUCTION

WHY THIS MANUAL?

Physical education is based upon the acquisition of knowledge and skills as a foundation for engaging in physical activity. However, the mere acquisition of knowledge and skills is not enough. The mission of physical education is to enable students to sustain regular, life-long physical activity as a foundation for a healthy, productive, and fulfilling life. (Adapted from the Content Standards of the National Association for Sports and Physical Education)

Personal fitness/wellness, a focus of study that has become well established in the past twenty years, is based on a balance of behaviors and actions that enhance good health, quality of life, and well-being. This balance extends beyond physical fitness to disease prevention, stress management, substance abuse control, nutrition, and safety. Teaching physical fitness is grounded in concepts from physiology and physiology of exercise.

Students gain an understanding of the importance of developing and maintaining optimum fitness in the areas of Cardio respiratory endurance, flexibility, muscular strength and endurance, and body composition.

This Health Topics Manual will be used in conjunction with physical education classes to help meet the New York State Learning Standards for Health, Physical Education, and Home Economics. The performance indicators that follow each standard will be used to determine the effectiveness of this manual. These performance indicators were taken from the New York State Standards Guide for Health, Physical Education, and Home Economics, May 1996.

THE NEW YORK STATE LEARNING STANDARDS AND PERFORMANCE INDICATORS HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS

STANDARD #1: PERSONAL HEALTH AND FITNESS

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

STANDARD #1 Performance Indicators

- Students will perform appropriate warm-up and cool-down exercises before and after vigorous activity to avoid muscle injuries.
- Students will understand prevention and risk reduction strategies, which can delay the onset or reduce the risk of potential problems into adulthood.
- Students will complete a self-analysis within some of the components of wellness including self-esteem and stress management.

STANDARD #2: A SAFE AND HEALTHY ENVIRONMENT

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

STANDARD #2 Performance Indicators

- Students will be able to identify and take precautions to avoid hazards associated with outdoor activity. (e.g. proper clothing and equipment)
- Students will be able to describe risks and prevention measures associated with being physically active in extreme heat or cold.
- Students will accept physical activity as an important part of life. They will understand that self-renewal; productivity, energy, fitness, weight control, stress management, and reduction in health costs are benefits of physical activity.

12th GRADE TASKS

TASKS for LEARNING STANDARD #1

- Demonstrate basic competence in a variety of physical activities, and intermediate to advanced competence in at least three activities, selected from the categories of: aquatics, self-defense, dance, individual, dual, and team activities; and outdoor pursuits.
- Evaluate their personal wellness in terms of the components of wellness
- Establish a personal profile of wellness and fitness. Design a personal fitness/wellness.

TASKS for LEARNING STANDARD #2

- Describe the dangers of overexertion, hypothermia, and heat exhaustion in outdoor activities, with some preventive measures and first aid treatments for each.
- Analyze facilities and equipment in the gym and fields for possible safety hazards and demonstrate proper use and care of equipment.
- Identify and take precautions to avoid hazards associated with outdoor activities (i.e.: proper clothing and equipment for hiking, cycling, cross country skiing)

TASKS for LEARNING STANDARD #3

- Examine fitness and health clubs criteria for quality and service.
- Analyze media ads and marketing practices for fitness and sports equipment.

The disciplines of health, physical education, and home economics provide a natural foundation for reaching the Regents Goals and the aims of A New Compact for Learning. By mutually reinforcing a comprehensive approach to personal well-being and managing one's life, these disciplines help students prepare for the roles and responsibilities of adulthood. Through active participation, hands-on learning, and laboratory experiences, students develop the capacity to analyze their physical, intellectual, social, and emotional well-being. They learn to set goals, make informed decisions, balance the demands of daily living, and understand what is needed for a healthy life.

The major focus of health, physical education, and home economics is on the living skills that enable students to become competent, confident, and responsible adults and that enhance the quality of their lives. These living skills are divided into the categories of character development, social skills, and personal management.

Physical education prepares students with the knowledge and skills to lead physically active and physically fit lives. In our sedentary society, physical education makes an increasingly important contribution to the education of the whole child. In addition to helping students develop physical skills, the group and individual activities in the physical education program provide opportunities for students to acquire and demonstrate social skills, cooperative skills, diligent work habits, respect for others, and integrity. Physical education provides a unique opportunity for students to recognize that all students regardless of abilities or limitations are valuable and that each participant has a significant contribution to make towards the successful completion of a group task.

The mission of physical education is to enable all students to sustain regular, life-long physical activity as a foundation for a healthy, productive, and fulfilling life. As a result, physical education focuses on three major areas; motor/movement skills; personal fitness/wellness; and personal living skills.

Motor/movement skills are basic to the actions of daily life and of games, sport, and recreational activities. In order to participate in a variety of physical activities throughout life, students need to master a number of motor/movement skills. All students need to demonstrate competency in a wide variety of activities and mastery on a few selected ones, preferably those that can be enjoyed throughout adult life.

Personal fitness/wellness is based on a balance of behaviors and actions that enhance good health, quality of life, and well-being. This balance extends beyond physical fitness to disease prevention, stress management, substance abuse control, nutrition, and safety.

Personal living skills serve as a foundation for becoming a productive and concerned citizen. Personal living skills include self-reliance, social interaction, and personal management.

Commencement level students will demonstrate their ability to meet the New York State Learning Standards for physical education by completing the tasks set forward in this book.

Reference:

- “Curriculum, Instruction, and Assessment Preliminary Draft Framework for Health, Physical Education, and Home Economics.” *The University of the State of New York*. The State Education Department. 3/17/95.
- “Learning Standards for Health, Physical Education, and Home Economics.” *The University of the State of New York*. The State Education Department. May 1996.

PERSONAL HEALTH AND FITNESS

Standard #1 states that students will have the knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. In this section students will demonstrate their knowledge of fitness principles by designing a program for another individual. They will also develop a profile of themselves with regard to their fitness, activity level, and activity preferences. They will design a personal fitness/wellness plan based on the information gathered.

HOW FIT ARE YOU?

Physical fitness is defined *as an adopting state of energy and vitality that allows a person to carry out daily tasks, take an active part in recreation and leisure pursuits, and meet unforeseen emergencies without undue fatigue.*

There are two types of fitness – skill related fitness and health related fitness. As you learned, skill related fitness is athletics and sports performance based since it includes such things as power, speed, balance, coordination, agility, and reaction time. These components are necessary in order to take part in competitive sports activities but are not totally necessary to be well. Health related fitness on the other hand is essential to wellness since it consists of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. This is the type of physical fitness that needs to be incorporated into any wellness plan.

In order to develop your own personal fitness plan, you need to know where you stand in each of the health related fitness areas so that you have a starting point from which to work. The following measures will be used to determine your fitness at this time: 1.5 mile run/walk, sit-ups, push-ups, sit and reach wall test, and body composition calculation.

CARDIOVASCULAR ENDURANCE is the ability of the heart and blood vessels to withstand disease, fatigue, or stress. It refers to the capacity of the respiratory and circulatory systems to supply oxygen and nutrients to the muscle cells so activity can continue for a long period of time. To measure your cardiovascular endurance we are going to use the 1.5 mile run/walk test.

1.5 Mile Run/Walk Test: Select someone to be your partner. One-half of the group will take the test at one time while the other half will record the time it takes for their partner to complete the required distance. The object of the test is to run/walk the 1.5 miles as quickly as possible. Warm up before taking the test. This is a test of your maximum capacity, so do the best you can. Push yourself to cover the 6 laps of the track as fast as possible without overdoing it. Try to maintain a continuous, even pace. Run as long as you can, then walk when necessary. When you need to walk, move to the outer lanes of the track so that the runners have the right away on the inside lanes. When you have completed the six laps, your partner will record your time on page 4. You should cool down with walking and stretching.

MUSCULAR FITNESS consists of both muscular strength and muscular endurance. *Muscular endurance* is the ability of the muscle to perform contractions repeatedly for extended periods of time. *Muscular strength* is the ability of a muscle or muscle group to exert force against resistance. It refers to the maximum amount of tension the muscle or muscle groups can apply in a single effort. To measure your muscular fitness we are going to use sit-ups and push-ups.

Sit-ups: Lie on your back with your knee's bent at 90 degrees, feet flat on the floor. Place your arms across your chest, hands on opposite shoulders. Slowly curl your head, shoulders, and upper back off the floor bringing your elbows to your thighs. Breathe out as you curl up and then return to starting position while breathing in. Do as many sit-ups as you can do in one minute. (One complete sit-up is counted each time you return to the starting position on the floor.) Your partner will count for you and record your score on page 4.

Push-ups: Lie face down on the floor in push-up position with hands under shoulders, fingers straight, and legs straight, parallel, and slightly apart, with toes supporting the feet. (Females may do modified push-ups with their hands and knees supporting their weight and their head in line with their spine.) Straighten your arms, keeping your back and knees straight, then lower your body until there is a 90 degree angle at the elbows, with the upper body parallel to the floor. Your partner will hold his/her hands at the point of the 90 degree angle so that you will go down only until your shoulders touch your partner's hands, then back up. You are to do as many push-ups as you can do in one minute. (One complete push-up is counted each time you return to the starting position.) Your partner will record your score on page 4.

FLEXIBILITY is the ability to move muscles and joints through their full ranges of motion. To test your flexibility we will use the sit and reach wall test.

Sit and Reach Wall Test: Warm up by walking and static stretching. Take off your shoes, sit facing a wall, and place your knees straight. Reach forward as far as possible to touch fingertips, knuckles, or palms to wall, and hold for 3 seconds. Your partner will record what part of your body touched the wall on page 4.

Reference:

Robbins, Gwen, Debbie Powers, and Sharon Burgess-Troxell. The Wellness Way of Life. Wm. C. Brown Publishers. 1990.

BODY COMPOSITION is what a body is composed of in terms of fat muscle and bone. It is the relative amounts of fat and lean body tissue. Fat is fat tissue and lean body tissue is muscle, connective tissue, bone, skin, hair, nails, etc. You will calculate your body composition by finding your body mass index (BMI).

Calculating Your BMI:

- Multiply your weight in pounds by 705.

Your weight _____ x 705 = _____

- Divide the answer in #1 by your height in inches.

Answer from #1 _____ - _____ height in inches = _____

- Divide the answer in #2 by your height in inches again.

Answer from #2 _____ - _____ height in inches = _____

Record your answer to #3 on the page below. This is your BMI.

| TEST ITEM | TEST | SCORE | SCORE INTERPRETATION |
|-----------------------------|----------------------|-------|----------------------|
| Cardiovascular Endurance | 1.5 mile Run/Walk | | |
| Strength | Sit-ups | | |
| | Push-ups | | |
| Flexibility | Sit and Reach | | |
| Body Composition | BMI | | |

ASSIGNMENT:

1. What are your strengths?
2. What are your weaknesses?

INTERPRETIG RESULTS

CARDIOVASCULAR ENDURANCE (1.5 mile run/walk test)

| | FEMALE | MALE |
|-----------|---------------|---------------|
| Superior | below 11:50 | below 8:37 |
| Excellent | 11:50 – 12:29 | 8:37 – 9:40 |
| Good | 12:30 – 14:30 | 9:41 – 10:48 |
| Fair | 14:31 – 16:54 | 10:49 – 12:10 |
| Poor | 16:55 – 18:30 | 12:11 – 15:30 |
| Very Poor | over 18:31 | over 15:31 |

Reference: The Aerobics Program for Total Well-Being by Dr. Kenneth H. Cooper. Bantam Books taken from The Wellness Way of Life by Gwen Robbins, Debbie Powers, Sharon Burgess-Troxell. Wm. C. Brown Publishers. 1990. p. 46.

STRENGTH

SIT-UP RESULTS – FEMALE

| | Grade 10 | Grade 11 | Grade 12 |
|-----------|----------|----------|----------|
| Superior | 53+ | 53+ | 54+ |
| Excellent | 42 – 52 | 42 – 52 | 44 – 53 |
| Good | 33 – 41 | 33 – 41 | 34 – 43 |
| Average | 30 – 32 | 30 – 32 | 30 – 33 |
| Fair | 21 – 29 | 21 – 29 | 21 – 29 |
| Poor | 11 – 20 | 11 – 20 | 12 – 20 |
| Very Poor | 0 – 10 | 0 – 10 | 0 – 11 |

SIT-UP RESULTS – MALE

| | Grade 10 | Grade 11 | Grade 12 |
|-----------|----------|----------|----------|
| Superior | 63+ | 66+ | 70+ |
| Excellent | 53 – 62 | 55 – 65 | 57 – 69 |
| Good | 44 – 52 | 46 – 54 | 47 – 56 |
| Average | 40 – 43 | 41 – 45 | 42 – 46 |
| Fair | 31 – 39 | 32 – 40 | 33 – 41 |
| Poor | 22 – 30 | 23 – 31 | 23 – 32 |
| Very Poor | 0 – 21 | 0 – 22 | 0 – 22 |

Reference: Be New York Fit. *New York State Physical Fitness Screening Test*. 1984 Revision.

PUSH-UP RESULTS – FEMALE (modified)**MALES**

| | | |
|-----------|---------|---------|
| Excellent | 46+ | 51+ |
| Good | 37 – 45 | 43 – 50 |
| Average | 27 – 36 | 34 – 42 |
| Fair | 17 – 26 | 25 – 33 |
| Poor | 0 – 17 | 0 – 24 |

Reference: Adapted from Russell Harris; “The National Fitness Test” for living Well, Inc., The Houstonian Foundation, Houston, TX. Taken from Gwen Robbins, Debbie Powers, and Sharon Burgess-Troxell. The Wellness Way of Life. Wm. C. Brown Publishers. 1990. p. 57.

FLEXIBILITY (Sit and Reach Wall Test)

| | |
|-----------|-----------------------|
| Excellent | Palms touch wall |
| Good | Knuckles touch wall |
| Average | Fingertips touch wall |
| Poor | Cannot touch wall |

Reference: Robbins, Gwen, Debbie Powers, Sharon Burgess. A Wellness Way of Life. Wm. C. Brown Publishers. 1991. p. 80.

BMI

| | |
|-----------------------|-------------------------|
| Excellent | BMI between 19 and 24.9 |
| Moderately overweight | BMI between 25 and 29.9 |
| Obese | BMI of 30 or higher |

Reference: Donohue, Dr. Paul. “Number on your scale is not the final word on your weight.” Democrat and Chronicle.

WHAT IS WELLNESS

Wellness is the constant and deliberate effort to stay healthy and achieve the highest potential for well-being. There are twelve different aspects to wellness. These aspects are:

Physical Fitness – An adapting state of energy and vitality that allows a person to carry out daily tasks, take an active part in recreation and leisure pursuits, and to meet unforeseen emergencies without undue fatigue. It is made up of health related fitness and skill or performance related fitness.

Nutrition – The act of promoting growth by following the food pyramid and eating a well balanced diet from a variety of food choices.

Safety – The condition of being safe by using safety devices such as seat belts, bike helmets, and fire detectors and/or abiding by safety rules such as not drinking and driving, posting emergency numbers, etc.

Health Education – The act of being an educated and informed health consumer. Understanding that there are no quick fixes when it comes to any aspect of our health or our wellness. Knowing the difference between health scams and truth in health advertising.

Preventing Cancer – Following the American Cancer Society Guidelines for preventing cancer by exercising, not smoking, eating fruits and vegetables, taking vitamins, and having regular checkups, etc.

Preventing Cardio Vascular Disease (CDV) – Following the American Heart Association Guidelines for preventing heart disease by exercising, controlling weight, eating a low fat/low sodium diet, not smoking, etc.

Not Smoking or quitting smoking

Stress Management – The ability to manage stress by controlling the things that stress you and taking time for relaxation and leisure activities.

Substance Abuse – Limiting the use of alcohol and over the counter medications. Not using illegal drugs and fully understanding any prescription medications you take.’

Medical Exams – Getting annual medical checkups and being a good health care consumer. Asking questions of your doctor and taking an active role in your medical care.

Sexuality – Being informed about sexually transmitted diseases, HIV, AIDS, birth control and pregnancy, and getting educated about human sexuality.

Spirituality – Understanding that people need time for spiritual reflection and meditation regardless of religious beliefs. Taking time in your own life to reflect and meditate.

In establishing your profile, it is necessary for you to find out where you are in relation to your emotional health, fitness, environmental health, medical responsibility, stress, and nutrition. To do that, you need to take the wellness Lifestyle Questionnaire on the following pages.

Wellness Lifestyle Questionnaire

Please circle the appropriate answer to each question and total your points as indicated at the end of the questionnaire. Circle 5 if the statement is “Always true,” 4 if the statement is “Frequently True”, 3 if the statement is “Occasionally True”, 2 if the statement is “Seldom True”, and circle 1 if the statement is “Never True”.

- | | | | | | |
|---|---|---|---|---|--|
| 5 | 4 | 3 | 2 | 1 | 1. I am able to identify the situations and factor that over stress me. |
| 5 | 4 | 3 | 2 | 1 | 2. I eat only when I am hungry. |
| 5 | 4 | 3 | 2 | 1 | 3. I don't take tranquilizers or other drugs to relax. |
| 5 | 4 | 3 | 2 | 1 | 4. I support efforts in my community to reduce environmental pollution. |
| 5 | 4 | 3 | 2 | 1 | 5. I avoid buying foods with artificial coloring. |
| 5 | 4 | 3 | 2 | 1 | 6. I rarely have problems concentrating on what I am doing because of worrying about other things. |
| 5 | 4 | 3 | 2 | 1 | 7. My school takes measures to ensure that my study place is safe. |
| 5 | 4 | 3 | 2 | 1 | 8. I try not to use medications when I feel sick. |
| 5 | 4 | 3 | 2 | 1 | 9. I am able to identify certain bodily responses and illnesses as my reaction to stress. |
| 5 | 4 | 3 | 2 | 1 | 10. I question the use of diagnostic X-rays. |
| 5 | 4 | 3 | 2 | 1 | 11. I try to alter personal living habits that are risk factors for heart disease, cancer, and other lifestyle diseases. |
| 5 | 4 | 3 | 2 | 1 | 12. I avoid taking sleeping pills to help me sleep. |
| 5 | 4 | 3 | 2 | 1 | 13. I try not to eat foods with refined sugar or corn sugar ingredients. |
| 5 | 4 | 3 | 2 | 1 | 14. I accomplish goals I set for myself. |
| 5 | 4 | 3 | 2 | 1 | 15. I stretch for several minutes each day to keep my body flexible. |
| 5 | 4 | 3 | 2 | 1 | 16. I support immunization for all children for common childhood diseases. |
| 5 | 4 | 3 | 2 | 1 | 17. I try to prevent friends from driving after they have been drinking alcohol. |
| 5 | 4 | 3 | 2 | 1 | 18. I minimize extra salt intake. |
| 5 | 4 | 3 | 2 | 1 | 19. I don't mind when other people and situations make me wait or lose time. |

| | | | | | |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 20. I walk four or fewer flight of stairs rather than take the elevator. |
| 5 | 4 | 3 | 2 | 1 | 21. I eat fresh fruits and vegetable. |
| 5 | 4 | 3 | 2 | 1 | 22. I use dental floss at least once a day. |
| 5 | 4 | 3 | 2 | 1 | 23. I read product labels on foods to determine the ingredients. |
| 5 | 4 | 3 | 2 | 1 | 24. I try to maintain a normal body weight. |
| 5 | 4 | 3 | 2 | 1 | 25. I record my feelings and thoughts in journal or diary. |
| 5 | 4 | 3 | 2 | 1 | 26. I have no difficulty falling asleep. |
| 5 | 4 | 3 | 2 | 1 | 27. I engage in some form of vigorous physical activity at least threetimes a week. |
| 5 | 4 | 3 | 2 | 1 | 28. I take time each day to quiet my mind and relax. |
| 5 | 4 | 3 | 2 | 1 | 29. I am willing to make and sustain close friendships and intimaterelations. |
| 5 | 4 | 3 | 2 | 1 | 30. I obtain an adequate daily supply from my food or vitamin supplements. |
| 5 | 4 | 3 | 2 | 1 | 31. I rarely have tension or migraine headaches or pain in the neck or shoulders. |
| 5 | 4 | 3 | 2 | 1 | 32. I wear s seat belt when in a car. |
| 5 | 4 | 3 | 2 | 1 | 33. I am aware of the emotional and situational factors that lead me to over eat. |
| 5 | 4 | 3 | 2 | 1 | 34. I avoid driving after drinking and alcohol. |
| 5 | 4 | 3 | 2 | 1 | 35. I am aware of the side effects of the medicines I take. |
| 5 | 4 | 3 | 2 | 1 | 36. I am able to accept feelings of sadness, depression, and anxiety knowing that they are almost always passing. |
| 5 | 4 | 3 | 2 | 1 | 37. I would seek several additional professional opinions if my doctor were to recommend surgery for me. |
| 5 | 4 | 3 | 2 | 1 | 38. I agree that non-smokers should not have to breathe the smoke from cigarettes in public places. |
| 5 | 4 | 3 | 2 | 1 | 39. I agree that pregnant women who smoke harm their babies. |
| 5 | 4 | 3 | 2 | 1 | 40. I think I get enough sleep. |
| 5 | 4 | 3 | 2 | 1 | 41. I ask my doctor why a certain medication is being prescribed andI inquire about alternatives. |

| | | | | | |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 42. I am aware of the calories expended in my activities. |
| 5 | 4 | 3 | 2 | 1 | 43. I am willing to give priority to my own needs for time and psychological space by saying no to others request of me. |
| 5 | 4 | 3 | 2 | 1 | 44. I walk instead of drive whenever feasible. |
| 5 | 4 | 3 | 2 | 1 | 45. I eat a breakfast that contains about 1/3 of my daily need for calories, protein, and vitamins. |
| 5 | 4 | 3 | 2 | 1 | 46. I discourage smoking in my home. |
| 5 | 4 | 3 | 2 | 1 | 47. I remember and think about my dreams. |
| 5 | 4 | 3 | 2 | 1 | 48. I seek medical attention only when I have symptoms, or believe that some(potential) condition needs checking, rather than have routine yearly checkups. |
| 5 | 4 | 3 | 2 | 1 | 49. I endeavor to make my home accident free. |
| 5 | 4 | 3 | 2 | 1 | 50. I ask my doctor to explain the diagnosis of my problem until I understand all that I care to. |
| 5 | 4 | 3 | 2 | 1 | 51. I try to include fiber or roughage (whole grains, fruits, and bran or vegetables) in my daily diet. |
| 5 | 4 | 3 | 2 | 1 | 52. I can deal with my emotional problems without alcohol or other mood altering drugs. |
| 5 | 4 | 3 | 2 | 1 | 53. I am satisfied with my work/school. |
| 5 | 4 | 3 | 2 | 1 | 54. I would require children riding in my car to be in infant seats or shoulder harness. |
| 5 | 4 | 3 | 2 | 1 | 55. I try to associate with people who have a positive attitude life. |
| 5 | 4 | 3 | 2 | 1 | 56. I try not to eat snacks of candy, pastry, or other “junk” foods. |
| 5 | 4 | 3 | 2 | 1 | 57. I avoid people who are down all the time and bring down those around them. |
| 5 | 4 | 3 | 2 | 1 | 58. I am aware of the calorie content of the foods I eat. |
| 5 | 4 | 3 | 2 | 1 | 59. I brush my teeth after meals. |
| 5 | 4 | 3 | 2 | 1 | 60. (for females only) I routinely examine my breast. |
| 5 | 4 | 3 | 2 | 1 | 61. (for males only) I am aware of the signs for testicular cancer. |

How to score: Enter the numbers you circled next to the question, number and total your score for each category. Then determine your degree of wellness for each category using the wellness status key.

| Emotional Health | Fitness | Environmental Health | Medical Responsibility | Stress | Nutrition |
|---------------------|----------|-------------------------|---------------------------|----------|-----------|
| 6 _____ | 15 _____ | 4 _____ | 8 _____ | 1 _____ | 2 _____ |
| 12 _____ | 20 _____ | 7 _____ | 10 _____ | 3 _____ | 5 _____ |
| 25 _____ | 22 _____ | 17 _____ | 11 _____ | 9 _____ | 13 _____ |
| 26 _____ | 24 _____ | 32 _____ | 16 _____ | 14 _____ | 18 _____ |
| 36 _____ | 27 _____ | 34 _____ | 35 _____ | 19 _____ | 21 _____ |
| 40 _____ | 33 _____ | 38 _____ | 37 _____ | 28 _____ | 23 _____ |
| 47 _____ | 42 _____ | 39 _____ | 41 _____ | 29 _____ | 30 _____ |
| 52 _____ | 44 _____ | 46 _____ | 48 _____ | 31 _____ | 45 _____ |
| 55 _____ | 58 _____ | 49 _____ | 59 _____ | 43 _____ | 51 _____ |
| 57 _____ | 59 _____ | 54 _____ | 60 _____ | 53 _____ | 56 _____ |
| = _____ | = _____ | = _____ | = _____ | = _____ | = _____ |

Wellness Status: for each category, compare your score to this key.

10 – 34 Needs Improvement 35 – 44 Good 45 – 50 Excellent

Your highest score reflects your wellness strength. Your lowest score points out your wellness, weakness and the area you need to work on most.

1. What are your wellness strengths?

2. What are your wellness, weakness and or areas you need to work on?

REAL AGE QUIZ

You may know what your age is in years according to your birthday. However, do you know your REAL AGE? Your real-age takes into consideration your lifestyle and health choices that you make everyday. You are aware that the decisions you make on a daily basis affect how long you live, but you may be surprised to see an actual number. Sign onto the Internet and go to the following web site:

www.realage.com/index.asp

Attached you will find a sample of the first few pages of the site. You will have to enter an email address and password so that you can go back to the site later to update if you like. You also have the option to receive health and wellness email newsletter that may interest you. Enter all the information and take the quiz. The test takes about 30 minutes to complete. Be as honest as you can be about your answers. All answers are confidential, and are only seen by you and the computer quiz. At the completion of the quiz follow the instructions as to how to make some important lifestyle changes that could add years to your life!!!

Print out your summary, and write a one-page essay as to what you have learned from this assignment. Are you going to make any changes in your lifestyle? If so, what changes will you try to make? Are you happy with your real age? Could it be better?

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SPORT AND LEISURE QUESTIONNAIRE

The following is a Sport and Leisure Questionnaire to help you assess the type of active lifestyle you lead. Be as honest as possible in answering the questions.

1. Which leisure activities do you engage in on a regular basis? (check all that apply)

- | | | | |
|--|---------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Playing cards | <input type="checkbox"/> Swimming | <input type="checkbox"/> Badminton | <input type="checkbox"/> Board Games |
| <input type="checkbox"/> Fishing | <input type="checkbox"/> Snow Skiing | <input type="checkbox"/> Video Games | <input type="checkbox"/> Camping |
| <input type="checkbox"/> Water Skiing | <input type="checkbox"/> Watching TV | <input type="checkbox"/> Canoeing | <input type="checkbox"/> Hiking |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Horse riding | <input type="checkbox"/> Climbing | <input type="checkbox"/> Painting |
| <input type="checkbox"/> Tennis | <input type="checkbox"/> Rappelling | <input type="checkbox"/> Sewing | <input type="checkbox"/> Crafts |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Volleyball | <input type="checkbox"/> Racquetball | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

2. How do you rate the amount of physical activity you perform daily?

- ☐ Very little ☐ Slightly active ☐ Moderately active ☐ Very active

3. On the average (over the past year), how many hours a day have you spent performing the following activities?

- | | | |
|-----------------------------------|--|---|
| <input type="checkbox"/> Sitting | <input type="checkbox"/> Walking | <input type="checkbox"/> Moderate physical work |
| <input type="checkbox"/> Standing | <input type="checkbox"/> Light physical activity | <input type="checkbox"/> Heavy physical work |

4. Which sports do you engage in on a regular basis? (Check all that apply)

- | | | | |
|--------------------------------------|-------------------------------------|--|----------------------------------|
| <input type="checkbox"/> Golf | <input type="checkbox"/> Tennis | <input type="checkbox"/> Cycling | <input type="checkbox"/> Bowling |
| <input type="checkbox"/> Soccer | <input type="checkbox"/> Basketball | <input type="checkbox"/> Archery | <input type="checkbox"/> Skiing |
| <input type="checkbox"/> Hiking | <input type="checkbox"/> Volleyball | <input type="checkbox"/> Swimming | <input type="checkbox"/> Skating |
| <input type="checkbox"/> Racquetball | <input type="checkbox"/> Jog/run | <input type="checkbox"/> Weight training | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

5. How often do you exercise for fitness?

- ☐ Daily ☐ 3-6 days/wk ☐ Occasionally ☐ Seldom ☐ Never

6. How do you rate your cardiovascular endurance compared with others of your age & sex?

- ☐ Excellent ☐ Good ☐ Average ☐ Fair ☐ Poor

7. What can you conclude about your leisure patterns? (i.e.: I spend a lot of time watching TV or doing activities that require little physical activity.

8. What can you conclude about your fitness/exercise patterns? (i.e.: I need to spend more time exercising. I am to sedentary.

ACTIVITY PROFILE

The following are activities offered in the Rush-Henrietta curriculum. Look the activities over carefully and then add any areas of your own expertise. For example, you take jazz dance. Add “jazz” on the line next to “other” under dance.

1. In which activities do you have intermediate or advanced competencies? Put an “A” by advanced competencies and an “I” by intermediate competencies.
2. In which activities do you have basic competency? Put a “B” next to all activities in this category.
3. Leave blank any activities in which you have little or no competency.

ACTIVITY PROFILE

AQUATICS

_____ Snorkeling/Scuba
_____ Swimming-Beginner
_____ Swimming
_____ Water Games
_____ Other _____

SELF-DEFENSE

_____ Taebo
_____ Other _____

INDIVIDUAL/DUAL ACTIVITIES

_____ Archery
_____ Bowling
_____ Golf
_____ Lawn Games (Bocce, Horseshoes, etc)
_____ Recreational Games (Badminton, Darts, Table
Tennis, Foosball, Shuffleboard)
_____ Tennis
_____ Weight Training

INDIVIDUAL/DUAL ACTIVITIES (Cont)

_____ Winter Activities (Ice skating, Snow shoeing,
Cross country skiing)
_____ Other _____

OUTDOOR PURSUITS

_____ Canoeing
_____ Fishing
_____ Hiking
_____ Horseback Riding
_____ Kayaking
_____ Orienteering
_____ Other _____

TEAM GAMES

_____ Adventure Games
_____ Basketball
_____ Football
_____ Hockey

TEAM ACTIVITIES

_____ Lacrosse
_____ Matball
_____ Soccer
_____ Softball
_____ Speedball
_____ Team Handball
_____ Ultimate Frisbee
_____ Volleyball
_____ Other _____

4. In which activity or activities are you deficient?

A SAFE AND HEALTHY ENVIRONMENT

Standard #2 states that students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. In this section students will demonstrate their understanding of what to do in case of an emergency and also some knowledge as to what to do with some of the most common injuries they will encounter. Since a variety of activities are engaged in out of doors, students will also understand the dangers of exercising in both a hot and/or cold environment. They will be able to describe the dangers associated with the activity, some preventive measures, and first aid associated with the conditions that can occur.

Today, about 10 million American children participate in sports and even more adults are involved in activities that provide a source of entertainment as well as an opportunity to keep fit. As a consequence, injuries occur even in the fittest individuals. Many are minor such as strains, sprains, or bruises. Others are more serious and require immediate medical attention.

When an emergency occurs, you may at first feel confused. The following plan, however, will guide you through any emergency. The four emergency action principles are the plan of action for any emergency.

Step One: Survey the Scene

Take time to survey the scene and answer the following questions:

1. Is the scene safe? (Are there any downed power lines, falling rocks, traffic, fire, smoke etc)
2. What happened?
3. How many victims are there?
4. Can bystanders help?

Step Two: Do a Primary Survey for Life Threatening Conditions

Check the ABCs of the primary survey

A = Airway – Is the victim conscious and is his/her airway open?

B = Breathing – Is the victim breathing?

C = Circulation – Does the victim have a heartbeat? Is there severe bleeding?

If you can try to check the ABC's in whatever position you find the victim in.

Step Three: Call EMS Personnel (911)

Your top priority is to get professional help to the victim as soon as possible. The EMS system works more effectively if you can give information about the scene or the victim's condition when the call is placed.

Step Four: Do a Secondary Survey

Check for non-life threatening conditions. The secondary survey is a systematic method of finding other injuries or condition that may need care. Even though these conditions are not life threatening they could become life threatening if not cared for.

1. Interview the victim and bystanders
2. Check vital signs – pulse, breathing
3. Do a head-to-toe examination

Reference:

American Red Cross. CPR for the Professional Rescuer. *Mosby Lifeline*. 1993.

ASSIGNMENT

1. List the four emergency action principles:

2. List six conditions that require you to call EMS personnel:

3. Why should you do a primary survey in every emergency situation?

4. If the victim is unconscious, what is the first thing you should check?

5. What is the purpose of the secondary survey?

We can try to prevent the minor day-to-day injuries that occur by focusing on our nutrition and physical fitness. By eating properly we not only provide fuel for our body but we also help prevent many diseases. Through exercise we can keep our body in good condition as we build strength and endurance on our muscular, skeletal, and cardiovascular systems. By stretching we can increase the range of motion in our joint's which allows us to bend and move without causing damage as well as help to stabilize the joint after movement due to increased elasticity. Building muscle mass also helps protect our ligaments and tendons during movement as it creates a "brace" around the joint. In spite of all this, however, some injuries are inevitable and it is therefore important to know how to treat them.

BRUISES

A bruise is caused by a blow to some part of the body, which breaks the small blood vessels under the skin. As the blood collects in the tissues, it causes swelling and discoloration. Application of cold cloths may help to prevent discoloration, reduce swelling, and relieve pain.

STRAINS

A strain is an injury to a muscle or tendon, which results from severe exertion. The symptoms are pain and stiffness in the affected area. Try to relax the injured muscle, apply cold, and gently massage upward.

SPRAINS

Sprains are injuries to joints in which ligaments are stretched or torn, usually caused by stretching, twisting, or pressure at a joint. The symptoms are swelling over the joint, which occurs rapidly, inability to use the part without increasing pain, and often discoloration which may appear immediately. The affected part should be elevated and should not be used until properly examined.

Here are some basic rules concerning the use of cold versus hot in caring for minor injuries. The information should be used as a guide.

COLD APPLICATION

Cold should be applied to muscle and/or bone injuries. The cold should be applied to muscle and and/or bone injuries. The cold should be applied intermittently for 20 minutes every 1/2 hour. To help reduce swelling, discoloration, and pain related to the inflammatory injury the R.I.C.E. principle should be used.

R = Rest – the injured area should no be used

I = Ice – cold should be applied

C = Compression – the injury should wrapped

E = Elevation – the affected part should be elevated depending on the injury, cold may be applied up to 72 hours after the injury occurs. The two most common means of applying cold therapy are ice and cold packs.

ADVANTAGES OF COLD

1. Decreases swelling
2. Decreases pain
3. Speeds recovery
4. Increases joint stiffness
5. Decreases metabolic rate
6. Decreases blood flow

HEAT APPLICATION

Heat is used to treat disease and traumatic injuries. Heat is only used for the rehabilitation of older injuries and is NOT to be used on new ones. Heat penetrates into deeper muscle and increases the collagen fibers. Heated water is the most widely used therapy in the treatment of sports injuries.

ADVANTAGES OF HEAT

1. Increase extensibility of collagen fibers
2. Decreases joint stiffness
3. Reduces pain
4. Relieves inflammation
5. Increases blood flow

Reference:

Clark, Randolph Lee and Russell W. Cumley. The Book of Health A Medical Encyclopedia for Everyone.
D. Van Nostrand company, Inc. Princeton, New Jersey. 1962
Meeks-Mitchell, Linda. Health A Wellness Approach. 1987
American Red Cross. Responding to Emergencies. 1996

ASSIGNMENT

1. List 3 benefits of using cold on an injury:
2. Name 2 injuries on which to use cold therapy:
3. When would you use heat on an injury?
4. Name 3 benefits of heat therapy:
5. Name an injury that you had and describe how you treated it:

EXERCISING IN THE COLD

The chief problem with exercising in the cold is to prevent sudden changes in temperature (chilling). What clothing to wear and how much are very important considerations. Many outdoor activities require total body movement and a great expenditure of energy. As a result, tremendous amounts of heat can be generated, and therefore, over dressing will result in overheating. The best way to dress is based on the “layering” principle (i.e.: by wearing layers of loose-fitting clothing). Layers enable you to add or subtract articles of clothing according to the prevailing weather conditions.

The two most important considerations in choosing the clothing to be worn is that during actual participation it be as light as possible in weight and that it provide as little barrier to passage of sweat (water vapor) as possible. The following are attire.

1. A non-moisture absorbing layer (polypropylene material) should be worn next to the skin. This enables moisture and perspiration to pass out to your middle layer of clothing.
2. Avoid fabrics that do not breathe because they tend to hold heat and moisture. Fabric that are water repellent are preferable to fabrics that are waterproof.
3. Outer garments should be of a nonabsorbent material. Occasional falls may cause snow to cling to outer garments and may wet the inside layer.
4. Because much heat is lost through the head, a warm woolen knit hat or head covering big enough to be pulled down over the ears should be worn.
5. Loose fitting pants are recommended to allow freedom of movement. A wool sweater or turtleneck shirt plus a nylon shell will keep you warm and dry under most conditions.
6. Wear a light inner pair of polypropylene socks and a pair of woolen knee-length socks on top to keep your feet and legs warm and dry.
7. Wear mittens with a down fill or a light wool lining and a leather outer shell. Leather gloves with a warm lining are preferred by a lot of people because your hands have better control.
8. You may also carry a fanny pack or a knapsack to carry emergency materials and/or extra clothes.

The important thing to remember is that the layering of loose-fitting garments permits you to adapt to all types of weather conditions.

GENERAL SAFETY CONSIDERATIONS

1. Be aware that the wind chill factor can make the air feel much colder than the actual temperature, therefore causing the danger of frostbite. Cover and protect extremities – ears, nose, fingers, and toes are especially vulnerable.
2. Dress appropriately for the prevailing conditions. Remember that as the temperature falls, wet clothes are very uncomfortable. Wear a hat. One third of the body's heat loss is lost through the head.
3. Wear a good pair of sunglasses on bright, sunny days to cut the glare and prevent possible snow blindness.
4. Always stay with at least one person.
5. Tell someone where you will be and when you intend to return.

PROLONGED EXPOSURE TO COLD

Overexposure to severe cold causes the individual to become numb and movement to become difficult; the victim becomes drowsy, and his drowsiness may be difficult to overcome. The person may stagger as he walks, his eyesight may fail, and he may become unconscious. First aid treatment consists of moving the patient to a cool room and massaging the limbs briskly. After the patient regains consciousness the temperature of the room should be raised gradually. He may be given hot milk, tea, or coffee. Then he should be put in a warm bed. In instances where the patient is chilled, no parts of the body are frozen, and the victim is conscious, they should be put in a warm bed and given hot stimulating drinks.

COLD EMERGENCIES

Frostbite and hypothermia are two types of cold emergencies. Frostbite occurs in body parts exposed to cold. Hypothermia develops when the body can no longer generate sufficient heat to maintain normal body temperature.

FROSTBITE

Frostbite is the freezing of body tissues. It usually occurs in exposed areas of the body, depending on air temperature, length of exposure, and the wind. The nose, cheeks, ears, toes, and fingers are especially susceptible to frostbite. Frostbite can be superficial or deep. In superficial frostbite, the skin is frozen but the tissues below are not. In deep frostbite, both the skin and underlying tissues are frozen. Both types of frostbite are serious. The water in and between the body's cells freezes and swells. The ice crystals and swelling damage can destroy the cells. Frostbite can cause the eventual loss of fingers, hands, arms, toes, feet, and legs.

The signs and symptoms of frostbite include:

- Lack of feeling in the affected area
- Skin that appears waxy
- Skin that is cold to the touch
- Skin that is discolored (flushed, white, yellow, blue)

CARE FOR FROSTBITE

First aid treatment consists of warming the affected area either by wrapping or bathing in water until the frozen part is thawed and circulation is restored.

- Cover affected area.
- Handle gently, NEVER RUB.
- Soak affected part in water 100 to 105 degrees F (38 – 41 degrees C).
- Do not let affected part touch bottom or sides of container.
- Keep in water until red and warm.
- Avoid breaking blisters.
- Bandage with dry, clean dressing.
- Do not allow affected area to refreeze.
- Do not allow victim to walk on thawed feet until all feeling has returned to the affected area.
- Call EMS personnel or transport the victim to a medical facility.

HYPOTHERMIA

Hypothermia is a life-threatening condition in which the body's warming mechanisms cannot maintain normal body temperature and the body cools. This happens when the body loses heat faster than it can produce it. The victim will die if not given care. In hypothermia, body temperature drops below 95 degrees F (35 degrees C). As the body cools, an abnormal heart rhythm (ventricular fibrillation) may develop and the heart eventually stops. Death then occurs.

You can protect yourself from hypothermia in the following ways:

1. Wear layers of clothes.
2. Wear insulated clothes. Wool insulates you even when it is wet, although it becomes heavy. Polypropylene and capylene are even better than wool because they don't hold as much water and stay lighter.
3. Carry matches in a waterproof container. You may need to build a fire to warm up.
4. Don't drink alcohol to stay warm, it actually increases loss of body heat.

SIGNS OF HYPOTHERMIA

- Shivering (may be absent in later stages).
- Slow, irregular pulse.
- Numbness.
- Glassy stare.
- Apathy or change in level of consciousness.

CARE FOR HYPOTHERMIA

- Call EMS personnel.
- Move victim to a warm place if possible.
- Warm body gradually by wrapping blankets or putting on dry clothes.
- Apply heat sources (hot water bottle, chemical heat pack, or heating pad if victim is dry) if available.
- Give warm liquids to conscious victim.
- Do not re-warm too quickly.
- Handle gently.
- Be prepared to do rescue breathing or CPR.

Reference:

American Red Cross Standard First Aid.

Clark, Randolph Lee and Russell W. Cumley. The Book of Health A Medical Encyclopedia for Everyone. D. Van Nostrand Company, Inc. Princeton, New Jersey. 1962.

ASSIGNMENT:

1. What is the problem with overdressing for a winter activity?
2. Why is “layering” the best way to dress for outdoors?
3. List 3 signs of overexposure to severe cold:
4. What is frostbite?
5. What body parts are most susceptible to frostbite and why?
6. How should frostbite be treated?
7. What is hypothermia?
8. How can hypothermia be prevented?

EXERCISING IN THE HEAT

HEAT ILLNESS

AVOIDING HEAT ILLNESSES

In a hot climate, metabolism and environment combine increase heat gain in body tissue. When in periods of high temperature and humidity, there are things we all should do to lessen the chances of heat illness. These things are:

- avoid overexertion, particularly during the warmer periods of the day
- move to cooler places during the heat of the day (shaded area, inside)
- drink plenty of fluids
- dress in loose-fitting, light colored clothing
- eat a little more salt, unless your diet prohibits it
- lose weight if you are overweight

WHAT ARE HEAT ILLNESSES

Hot humid weather – particularly a series of hot, humid days, can cause serious illness including heat cramps, heat exhaustion, and heat stroke. While anyone, under certain circumstances, can be affected by these illnesses, some people are in much greater danger and should take extra precautions. (See notes above) The symptoms described for each illness serve only as guideposts. Some people may exhibit all of these symptoms; others may exhibit only one or two.

HEAT CRAMPS

Heat cramps occur in fairly healthy individuals, usually after exercise. They may even occur if outside temperature is less than body temperature. The cause is loss of salt in perspiration.

SYMPTOMS OF HEAT CRAMPS

- Mild nausea
- Muscle cramps in the abdominal area or extremities
- Cool, pale skin
- Perspiration

TREATMENT OF HEAT CRAMPS

- Move person to a cooler place
- Give the person water or other fluids, and also salt
- Encourage the person to rest

Heat cramps can lead to heat exhaustion if left untreated.

Reference:

How to Deal with Heat Illnesses. New York State Office of Mental Health.

deVries, Herbert A. Physiology of Exercise for Education and Athletics. Wm. C. Brown Company Publishers. 1966.

ASSIGNMENT

1. When do heat illnesses usually occur?
2. List 3 things you can do to lessen your chance of suffering a heat illness:
3. List 3 heat illnesses:
4. If left untreated, heat cramps might lead to what complications?
5. Have you ever suffered from heat cramps? If yes, what had you been doing?

HEAT EXHAUSTION

DEFINITION

Heat exhaustion is the early stage and the most common form of heat-related illness. It typically occurs after long periods of strenuous exercise or work in a hot environment. This condition occurs when the limitations of the cardiovascular system are exceeded.

FACTS

- Heat exhaustion is commonly associated with athletes although it also affects fire fighters, construction workers, factory workers, and others who wear heavy clothing in a hot, humid environment.
- The victim loses fluid through sweating.
- Blood flow goes to the skin and decreases the amount going vital organs.
- The person goes into mild shock.

SIGNS and SYMPTOMS

- Normal or below normal body temperature
- Cool, moist, pale, or red skin
- Headache
- Dizziness and weakness due to inadequate circulation
- Exhaustion

Heat exhaustion in its early stage can usually be reversed with prompt care. Often the victim soon feels better when he or she rests in a cool place and drinks cool water. If heat exhaustion progresses, the victim may vomit and begin to show changes in his or her level of consciousness. Without care, heat exhaustion can quickly advance to a more serious stage of heat-related illness, heat stroke. By recognizing the signs and symptoms in the early stages of heat related illness and responding appropriately, you may be able to prevent the condition from becoming life threatening.

ASSIGNMENT

1. List four signs and symptoms of heat exhaustion:

2. List types of people most susceptible to heat exhaustion:

3. Does heat exhaustion occur before or after heat stroke?

HEAT STROKE

DEFINITION

Heat stroke is a life threatening condition that develops when the body's cooling mechanisms are overwhelmed and body systems begin to fail. It is serious enough to demand medical attention.

FACTS

- Heat stroke is the least common and most severe heat emergency.
- It often occurs when people ignore the signals of heat exhaustion.
- Body systems become overwhelmed by heat and begin to stop functioning.
- Sweating stops because body fluids are low.
- When sweating stops, the body cannot cool itself effectively and body temperature rapidly rises.
- If the body is not cooled, convulsion, coma, and death will result.
- Body temperature reaches level in which the brain and other vital organs cannot function.

SIGN and SYMPTOMS

- High body temperature (often as high as 106)
- Red, hot, dry skin
- Progressive loss of consciousness
- Rapid, weak pulse
- Rapid, shallow breathing

CARING for HEAT STROKE

- Call for medical assistance immediately
- Cool the body – use a cold compress, cold shower, or ice packs
- Give fluids
- Minimize shock

When you recognize heat-related illness in its early stages, you can reverse it. Remove the victim from the hot environment and give them cool water to drink. Moving the victim out of the sun or away from the heat allows the body's own temperature mechanism to recover. Loosen any tight clothing and remove clothing soaked with perspiration. Apply cool, wet clothes, such as towels or sheets to the skin. A victim of heat-related illness should not resume normal activities the same day.

ASSIGNMENT

1. Name four signs/symptoms of heat stroke:

2. What could happen to a heat stroke victim if not cared for promptly?

3. List two ways to cool a victim of a suspected heat-related illness:

QUESTIONS

Choose one of the listed sports below:

1. Soccer
2. Archery
3. Softball
4. Swimming
5. Football

1. Analyze the facilities and fields for possible safety hazards – list potential safety hazards in/on that facility or field that could cause harm to an athlete.

2. List any equipment that this individual would use for their sport – to protect them and/or to help them perform.

3. How can this equipment be properly cared for in order to be continually used?

ASSIGNMENT

1. Below are listed four outdoor activities. Choose one and design an appropriate outfit that would prepare that individual for their activity based on the prevailing conditions that this person will be exercising in.
 - a. Whitewater kayaker
 - b. Olympic cross-country skier
 - c. Deep sea diver
 - d. Rock climber in the summer

2. List any specific equipment or necessities that this person would use.

3. Explain what dangers are associated with this activity.

4. Name one specific injury associated with this activity and how you would care for it.

RESOURCE MANAGEMENT

Standard #3 states that students will understand and be able to manage their personal and community resources. In this section students will demonstrate their ability to be informed consumers by analyzing product and/or program advertisements for validity. They will also be able to select a personal trainer and evaluate fitness centers.

EXERCISE CONSUMERISM

Money is wasted each year on exercise and weight loss gimmicks that fail to produce the desired results. People purchase the latest exercise device or buy into the latest fad in an effort to get results without waiting for them.

Most people realize that they should be exercising and eating properly. What they lack, however, is the knowledge of how to exercise properly, how to make healthy food choices. The following information will provide them with some suggestions on how to become a more informed consumer.

There are four basic steps that should be followed to become a more informed consumer:

Step 1: Educate Yourself

Step 2: Question Everything

Step 3: Don't Depend on Others for Protection

Step 4: Know Where to Get Useful Information

STEP 1: EDUCATE YOURSELF

The best way to become an enlightened exercise consumer is to educate your self about exercise and about exercise products and programs. You need to know where to find exercise information.

The most reliable sources for exercise and fitness information are peer-reviewed articles, published in nationally recognized professional journals. You need to look for publications where the authors and reviewers are receiving no money for the product (s) being tested.

Textbooks, newsletters, and research reviews published by professional societies or university faculty members are another source of information. These types of material are good for those people who do not have access to professional journals or have a hard time understanding scientific writing.

Local colleges or universities may be a potential source for exercise and fitness information. Because it is important to have a basic understanding of how the body works in order to understand the limitations of various products, an institution that has a physical education or exercise science department can provide valuable information on product reliability.

Exercise or well columns from the newspaper may also provide a source of product information. It is important, however, that the column's author really be a fitness educator or professional to ensure the reliability of the information presented.

STEP 2: QUESTION EVERYTHING

Be aware that fraudulent products exist. You need to take a "show me" attitude. Unless a product is proven to you, it is document by peer-reviewed research, and/or it stands the test of time, it may not be any good and you need to treat it as inferior. Here are some advertising techniques that are used which should cause you to reevaluate the product being touted.

1. Testimonials – Testimonials are statements about the benefits an individual has received by using product or program. Such testimonials usually indicate a lack of substantive evidence that the product really works.
2. Money-Back Guarantee – Money back guarantees are usually given on products or programs that must be used in their entirety and usually require adherence to health and fitness regimens. Because of the fine print tied to these guarantees on e can be led to the conclusion that the health and fitness regimen are probably what cause the results and that the product is not the miracle cure.
3. Cures or Miracles – Cures and miracles are usually too good to be true because they suggest that results will be gained without the individual having to change their behavior patterns. As rational individuals we know that this cannot be true even though we would like to believe it.

4. Celebrity Endorsements – Celebrity endorsements usually take good-looking stars or professional athletes to support a product or program. The problem is that such people are not necessarily knowledgeable about fitness and nutrition; they just “look good”.
5. Foreign Research – Advertisers who support their product with foreign research usually do so because they cannot find supportive research at home or they want to make it hard to verify the validity of the research.
6. Mass Media Marketing – Mass media marketing is usually done when research has been done but not published by peer-reviewed journals. The cause for this may be that the scientific method was not applied or was improperly applied so that the results are in doubt.
7. Buzzwords – Some buzzwords commonly used are “secret”, “miracle”, “rapid”, and “quick fix”. Such words usually indicate that the advertisers don’t know what their product will do or they don’t want the consumer to know about the product will do or they don’t want the consumer to know about the product’s limitations.
8. Omission of Facts – Ads that do not mention any side effects or restrictions should be questioned. This usually means that extensive research has not been done on the product.
9. For Your Eyes Only – This type of ad usually suggests that some “secret” ingredients is included in the product when in fact, the product contains ingredients that are known to be ineffective or know to be potentially harmful.
10. Conspiracy – the advertising strategy here is to attack scientific institutions and the medical profession as trying to keep a product off the market for their own benefit. If a product worked, it would be impossible to keep it off the market.
11. Symptom Free – Products that treat the symptoms but not the cause of a problem are also items that need to be addressed. Will the problem disappear when you stop taking the product? If not, the product is not reliable.
12. Express Mail – Companies that will only ship their product through private mailing services may possibly be trying to get around federal restrictions on mail fraud and should be avoided. Such shipping may indicate that the claims made concerning the product are false.
13. Redundancy – Some products on the market but are unnecessary for obtaining the results. Abdominal exercise gimmicks are good examples of this type of advertising. By doing sit-ups you can get the same effect as you do with the “ab roller” without using the roller itself.

STEP 3: DON’T DEPEND on OTHERS for PROTECTION

Legally there needs to be truth in advertising but most agencies responsible for policing advertising but most agencies responsible for policing advertisements tend to be under staffed and lacking in funds. It is therefore imperative that you as a consumer determine whether the ad is truthful or not. You need to be careful about advertisements that play to your emotions and desires. We all want to believe that there is a “fountain of youth” or a “miracle cure” even though we rationally know that such does not exist.

STEP 4: KNOW WHERE to GET USEFUL INFORMATION

There are a number of organizations and agencies that can be used to verify the validity of a product or program. Consumer organizations, governmental agencies, and professional organizations can all serve as resources. A consumer organization to contact, for example, would be the Better Business Bureau. Some governmental agencies that could be used are the FDA (Food and Drug Administration), the Consumer Information Center, and the Consumer Product Safety Commission. Professional organizations that deal with fitness, exercise, medicine, and/or nutrition can also be good sources of product reliability. Some examples would be the AMA (American Medical Association), AAHPERD (American Alliance health, Physical Education, Recreation, and Dance), and NSCA (National Strength and Conditioning Association).

If after checking out the validity of a product you are convinced that you want to purchase it, consider the following questions:

1. Am I really going to use it after I spend this money?
2. Does the device/program allow me to follow the principles of exercise?
 - a. Can I use the principles of progression and overload? Is it easy to adjust?
 - b. Can the equipment be adjusted for frequency, intensity, and duration of exercise?
3. Does the device:
 - a. Need to be assembled
 - b. Consists of strong, durable material
 - c. Adjust to fit my body comfortably
 - d. Require much space
 - e. Make noise
4. Is the exercise safe?
5. Are the benefits claimed for it reasonable?

Reference:

Thomas, David Q. and John C. Quindry. "Exercise Consumerism-Let the Buyer Beware!" *JOPERD*. March 1997. Vol. 68 No.3.

ASSIGNMENT

1. What are four things you can do to become a more informed consumer?
2. Find 6 different product or program ads. Paste each advertisement to a sheet of paper and write a paragraph evaluating each ad. What advertising strategy was used? Explain how you know that. Are the claims made by the ad valid? Explain your conclusion.
3. List at least one governmental agency, one professional organization, and one consumer organization where you may obtain reliable product or program information. Include the name of the group, address, phone number, and web site.

PERSONAL TRAINERS FITNESS CLUBS

As more and more people are getting bit by the fitness bug and health/fitness clubs are blossoming all over the area, it is important to be an educated consumer when it comes time to select a personal trainer or fitness club for yourself.

When selecting a personal trainer you are buying knowledge of how to work your body with its capabilities and limitations. This education is going to keep you from exercising too hard or too soon. It is going to teach you the correct way to exercise and keep you from over training or neglecting another. It is going to allow you to see results without injuring yourself.

The following is a list of things to look for in selecting a personal trainer:

1. Does the personal trainer require a health screening or release from your doctor? A personal trainer should design a program that takes into account your medical condition and injuries.
2. Does the personal trainer have a network of professionals available to answer your questions? You should have medical, health, and fitness professionals such as nutritionists, massage therapists, and physical therapists available to you.
3. Can the personal trainer provide you with references?
4. Is the personal trainer within your budget? What type of contracts are offered?
5. Is the personal trainer available when you want or can work out?
6. Does the personal trainer have a minimum of the necessary equipment to design a safe and effective program?
7. Does the personal trainer hold current CPR certification?
8. Does the personal trainer have liability insurance?
9. Do you have a signed contract with the personal trainer?
10. Does the personal trainer have some type of agreement with the facility?
11. Does the personal trainer hold current certification through a nationally recognized organization?
12. Can't he personal trainer explain to your satisfaction you workout program and the reason for it?
13. Will the personal trainer evaluate your strength, flexibility, endurance, and cardiovascular fitness on a quarterly basis?
14. Does the personal trainer listen and communicate well? If you can answer yes to all these questions, you have a personal trainer well worth working with. You can feel confident that they will have your best interest at heart. If you answered no to any of these questions, you may need to reevaluate your position.

HEALTH CLUB

QUESTIONS

1. What is the name of the facility and where is it located?

2. What type of machines are offered for cardiovascular training?

3. What type of aerobic classes does this facility offer?

4. What type of equipment is available for strength training?

5. Would you be interested in this athletic club? YES NO

PERSONAL TRAINER FITNESS PROJECT

Welcome to the world of health, wellness, nutrition and fitness. We all know that Americans are #1 in the couch potato area. In the United States, we excel at inactivity and poor eating habits. We are high fat, excessive calorie eaters. Due to our lack of concern for wellness, we are also #1 at dying from heart disease, cancer, and strokes.

THE PROJECT

Part 1

You are a personal trainer from Berry's Fitness Center. You arrive at work this morning and being that this is the computer age you log onto your computer to see what is planned for the day.

<http://www.itdc.sbcss.k12.ca.us/curriculum/personaltrainer.thml>

Once there follow the instructions from Berry. Do not do the section on Berry's site for yourself, do the following in Part 2 instead.

Record all information in Section 1 of your project.

Part 2

You will design a fitness program incorporating all the aspects of fitness you have learned about. The program should be one you would participate in yourself; a personalized program for fitness. Set up a weekly program according to proper fitness guidelines. The program should be for one-month duration (5 days/week for 4 weeks).

Record all information in Section 2 according to the following guide.

Page 1 – Personal data

Name

Age

Height and Weight

Resting HR

Blood Pressure

Current perceived Fitness Level

Target Heart Rate Zone (60% - 90%)

Page 2 – Program specifics

List the activities you will participate in

Design activities that you are really interested in doing.

You must use all health components (cardiovascular, muscular strength and endurance, flexibility, and body composition evaluation).

Page 3 – Examples of activities

Aerobic activities, weight training, stretching, warm-up and cool-down for each day, calisthenics, skills, games, recreational activities.

Page 4 – 7 Program Design and Daily Schedule for 4 weeks

Using chart form, one page per week, incorporate the activities you have chosen and put them together to make up your program. Be sure to apply all of the following principles and that they are appropriate to each component and activity (overload, frequency, intensity, time, progression, and specificity).

Page 8 – Final evaluation

Explain why you chose this program of activities? What will it do for you? Be specific as to why you are doing certain activities.

Grading Rubric (points to be determined)

1. Personal Data
2. Program specifics
3. Appropriate Activities
4. Application of training principles
5. Presentation, neatness, spelling, paper mechanics etc.

5 points subtracted for every day late

Due Date: _____

WEBSITES TO USE:

www.phys.com

www.cyberdiet.com

www.shapeup.org/sua/

<http://library.advanced.org/10991/> (click on “Nutrition on the web”)

<http://nutrition.miningco.com>

www.room42.com/nutrition/basal.shtml

www.geocities.com/healthcentre_2/index.html