Activity 1
Fitness Trail

Lesson 5.1
Learning Self-Management Skills

Self-Assessment
FITNESSGRAM 2—Body Composition and Flexibility

Lesson 5.2
Goal Setting

Taking Charge
Setting Goals

Self-Management Skill
Setting Goals

Activity 2
Elastic Band Exercise Circuit

In this chapter...

Fitness Trail

A fitness trail is a physical fitness workout in which you follow a varied path and stop at exercise stations along the way. You jog from station to station and perform the exercise described on the posted sign, using the number of repetitions recommended for your fitness status. These stations are designed for a complete workout—a warm-up and cool-down with flexibility, strength, and endurance exercises in between. Jogging between stations takes care of the cardiovascular component.
Lesson Objectives
After reading this lesson, you should be able to
1. Describe the stages of physical activity change.
2. Describe several different self-management skills.
3. Explain how you can use self-management skills for living a healthy life.

Lesson Vocabulary
determinants (p. 77), motor skill (p. 78), self-management skills (p. 78), skill (p. 78), sport skill (p. 78)

In chapter 3 you learned about the benefits of physical activity, and in chapter 4 you learned about how much physical activity you have to do to get those benefits. In this chapter you will learn how to become active if you are not already active and how to stay active if you are currently active on a regular basis.

Stages of Physical Activity
Some people are more active than others. Look at the figure at the bottom of the page. It shows the five stages of physical activity. The least active is the couch potato.

Couch potatoes are totally sedentary. More than 40 percent of all adults over 18 are included in this stage because they do no regular physical activity. You might think there are no teen couch potatoes. It is true that fewer teens than adults exist in this category, but 14 percent of teens can be classified here. In an ideal world, all people would be active exercisers, but sometimes people move slowly from one stage to the next. For example, a couch potato might read about the importance of physical activity and start to think about being active but take no action. A person like this would move from being a couch potato to being an inactive thinker. An inactive thinker does little physical activity but is thinking about becoming active. At the next stage a person starts planning to be active. For example, the inactive thinker might visit an exercise facility or buy a new tennis racket. The person has now become a planner, even though he or she is not yet active. The next stage is actually becoming active. The activator goes to the exercise facility to do exercise or plays tennis with a friend. The ultimate goal is to help all people progress to the stage of the active exerciser. When this stage is reached, a person is active on a regular basis for a long time.

Many factors are involved in determining who will be active and who will not. Some of these factors, sometimes called determinants, that account for why some people are active and some are not include skill level, fitness level, self-confidence, barriers to physical activity, and attitude toward activity. All of these determinants, as well as many others, will be discussed in this chapter and throughout this book.

Activity Levels of Teens
We know from viewing the Physical Activity Pyramid that many different kinds of activity exist. It is possible to be at a different stage for one type of activity than for
another. For example, some people do active sports regularly but may not do stretching or muscle fitness exercises. A national survey of teens shows the percentage of teens who are classified as active exercisers for each of the different types of physical activity. The chart here shows that many teens are not active exercisers. You may be interested to know that girls are less active than boys in all types of activity other than flexibility exercises. And as teens progress through school they become less active. For example, ninth graders are twice as likely to do moderate activity as twelfth graders, and one in three teens who is an active exerciser in the ninth grade is no longer an active exerciser by the twelfth grade.

So how do you become more active if you are not as active as you should be? Or if you are active now, how do you avoid becoming an adult couch potato? Experts have studied these questions extensively and have learned that people who learn self-management skills and use them regularly are likely to be active and stay active.

You already know what a sport skill is. Examples of a skill are throwing, catching, hitting a tennis or golf ball, and kicking a soccer ball. In fact, sport skill is one type of self-management skill. Learning sport skills helps you to be active for a lifetime. Teachers and coaches help you learn these skills, and with practice you improve your skills. Other types of self-management skills are shown in table 5.1. All of the self-management skills can help you no matter what your current stage of physical activity. However, some are especially useful in helping you to get started. They can help people who are couch potatoes or who are thinking about becoming more active. Other self-management skills help you to plan to be active. Finally, some are most useful in helping you continue to be an active exerciser and avoid dropping out.
Skills and skill-related physical fitness are different things. Skill is the ability to do a specific task such as throwing, catching, and kicking. Skills are also called sport skills or motor skills because they are frequently used in sports and because “motor” nerves cause muscles to contract, allowing you to perform skills. The six parts of skill-related fitness are abilities that influence the learning of motor skills. For example, if you have good coordination, it will help you learn to catch or kick a ball more quickly and better than someone without good coordination. Most experts agree that if you practice, you can learn motor skills regardless of your skill-related fitness.

Who is most active? National surveys indicate that many factors are associated with physical activity among teens, including age, gender, ethnicity, and socioeconomic status. Young teens are more active than older teens. Boys do more moderate, vigorous, and muscular fitness activities than girls. Hispanic and African American teens are less active than other ethnic groups; this is probably related to socioeconomic status. People in lower socioeconomic groups are less active than those in higher socioeconomic groups. A national health goal is to increase opportunities for all people to be active.

Table 5.1
Self-Management Skills for Active Living, Health, and Wellness

<table>
<thead>
<tr>
<th>Skill</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessment</td>
<td>This skill allows you to test your own fitness to help you see where you are and to help you get to where you want to be. Chapter 1</td>
</tr>
<tr>
<td>Building self-confidence</td>
<td>This skill helps you build the feeling that you are capable of being active for life. Chapter 2</td>
</tr>
<tr>
<td>Identifying risk factors</td>
<td>This skill helps you identify, assess, and reduce health risks. Chapter 3</td>
</tr>
<tr>
<td>Choosing good activities</td>
<td>This skill helps you select activities that are best for you personally. Chapter 4</td>
</tr>
<tr>
<td>Goal setting</td>
<td>This skill helps you set realistic and practical goals for being active and achieving physical fitness. Chapter 5</td>
</tr>
<tr>
<td>Building positive attitudes</td>
<td>This skill allows you to identify and build attitudes that will help you to be active throughout life. Chapter 6</td>
</tr>
<tr>
<td>Self-monitoring</td>
<td>This skill helps you learn to keep records (or logs) to see whether you are in fact doing what you think you are doing. Chapter 7</td>
</tr>
<tr>
<td>Finding social support</td>
<td>This skill helps you find ways to get the help and support of others (your friends and family) to adopt healthy behaviors and to stick with them. Chapter 8</td>
</tr>
<tr>
<td>Building performance skills</td>
<td>These skills help you to be good at and enjoy sports and other physical activities. Chapter 9</td>
</tr>
<tr>
<td>Building intrinsic motivation</td>
<td>This skill helps you learn to enjoy physical activity for your own personal reasons rather than because others think it is good for you. Chapter 10</td>
</tr>
<tr>
<td>Preventing relapse</td>
<td>This skill helps you stick with healthy behaviors even when you have problems getting motivated. Chapter 11</td>
</tr>
<tr>
<td>Managing time effectively</td>
<td>This skill helps you learn to schedule time efficiently so that you will have more time for important things in your life. Chapter 12</td>
</tr>
<tr>
<td>Building positive self-perceptions</td>
<td>This skill helps you think positively about yourself so you can stay active for a lifetime. Chapter 13</td>
</tr>
<tr>
<td>Learning to say “No”</td>
<td>This skill helps you from doing things you don’t want to do, especially when you are under pressure from friends or other people. Chapter 14</td>
</tr>
<tr>
<td>Thinking critically</td>
<td>This skill helps you find and interpret information that will be useful in making decisions and solving problems. Chapter 15</td>
</tr>
<tr>
<td>Finding success</td>
<td>This skill helps you find success in physical activity. Chapter 16</td>
</tr>
<tr>
<td>Overcoming competitive stress</td>
<td>This skill helps you prevent or cope with the stresses of competition or the tension you feel when performing some types of activity. Chapter 17</td>
</tr>
<tr>
<td>Overcoming barriers</td>
<td>This skill helps you find ways to stay active despite barriers such as lack of time, unsafe places to be active, and weather. Chapter 18.</td>
</tr>
</tbody>
</table>
You have already learned about several self-management skills such as self-assessment, building self-confidence, reducing risk factors, and choosing good activities in chapters 1 through 4. In this chapter you will learn about goal setting, and in the remaining chapters you will learn about other self-management skills. A major purpose of this book is to help you to live an active, healthy life. To accomplish this goal it is important for you to learn about and practice each of the self-management skills listed in table 5.1.

Several manufacturers have developed interactive video games that require moderate to vigorous activity to do well at the game. Using one of these games is a great way to enjoy playing video games while maintaining a healthy level of physical activity.

Lesson Review
1. What are the five stages of physical activity?
2. What are some self-management skills?
3. How can you use self-management skills for living a healthy life?

Fitness Technology: Active Video Games

Research has shown that the average teen spends more time watching television and playing computer games than in school (as many as 4 hours a day). This includes weekend time when teens do not attend school but spend considerable time playing video games or watching television. Research has also shown that watching television and playing video games are associated with inactivity and greater risk of obesity. One study has shown that inactive video games, especially violent ones, increase aggressive behavior. Several manufacturers have developed interactive video games that require moderate to vigorous activity to do well at the game. Examples are bicycle exercisers, resistance machines, and steppers that allow you to score points while you exercise. In one exercise game you are a self-powered aircraft that fights fires. People who use these active computer games can get fit and enjoy the game at the same time, and they may reduce aggressive behavior rather than increase it.
Self-Assessment

FITNESSGRAM 2—Body Composition and Flexibility

In this self-assessment you will perform two additional tests from FITTESTGRAM: the body mass index and the back-saver sit and reach. The body mass index (BMI) is an indicator of your body composition. It is one of two methods for assessing body composition in FITTESTGRAM. You will do this assessment now so that you can complete your report, but you will also measure skinfolds when you study body fat later. The back-saver sit and reach measures flexibility of the lower back and the muscles on the back of the thigh (hamstrings). After you record your results on the record sheet, complete your record sheet.

### Body Mass Index

1. Measure your height in inches without shoes.
2. Measure your weight without shoes. If you are wearing street clothes (as opposed to lightweight gym clothing), you can subtract 2 pounds from your weight.

| Height | 4' 6" | 4' 7" | 4' 8" | 4' 9" | 4' 10" | 4' 11" | 5' 0" | 5' 1" | 5' 2" | 5' 3" | 5' 4" | 5' 5" | 5' 6" | 5' 7" | 5' 8" | 5' 9" | 5' 10" | 5' 11" | 6' 0" | 6' 1" | 6' 2" | 6' 3" | 6' 4" |
|--------|-------|-------|-------|-------|--------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Weight | 90    | 95    | 100   | 105   | 110    | 115    | 120   | 125   | 130   | 135   | 140   | 145   | 150   | 155   | 160   | 165   | 170   | 175   | 180   | 185   | 190   | 195   |

3. Use the body mass index chart to determine your BMI. You can also calculate your BMI using the formula: BMI = weight in kilograms/(height in meters)^2.

4. Consult table 5.2 to find your BMI rating. Record the results on your record sheet.
Fitness for Life

Back-Saver Sit and Reach

1. Place a measuring stick such as a yardstick on top of a 12-inch-high box. Have the stick extend 9 inches over the box with the lower numbers toward you.

2. To measure 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 2 to 3 inches to the side of your straight right leg.

3. Extend your arms forward over the measuring stick. Place your hands on the stick, one on top of the other, with the palms facing down. The middle fingers should be together with the tips of one finger exactly on top of the other.

4. Lean forward and reach with the arms and fingers four times. On the fourth reach, hold the position for 3 seconds and observe the inch mark below your fingertips. Then record your score to the nearest inch.

5. Repeat the test with the left leg straight. Consult table 5.3 and write the results on your record sheet.

Table 5.3
Rating Chart: Back-Saver Sit and Reach

<table>
<thead>
<tr>
<th>13-14 YEARS OLD</th>
<th>15 YEARS AND OLDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
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</tr>
<tr>
<td>High performance</td>
<td>10+</td>
</tr>
<tr>
<td>Good fitness</td>
<td>8-9</td>
</tr>
<tr>
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<td>6-7</td>
</tr>
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Some companies have developed a flexibility box that adjusts for each person's arm and leg length. The fitness ratings in this book and for the FITNESSGRAM back-saver sit and reach test using a box and a measuring stick. If your school has an adjustable testing box, you may want to test yourself both ways to see whether you get a difference.

Adapted by permission from FITNESSGRAM.
Lesson 5.2

Goal Setting

Lesson Objectives
After reading this lesson, you should be able to
1. Explain how goal setting can help you plan your fitness program.
2. Identify some guidelines you should follow when setting goals.

Lesson Vocabulary
goal setting (p. 83), long-term goals (p. 83), short-term goals (p. 84)

www.fitnessforlife.org/student/5/3

Suppose you wanted money for a specific purpose. It might be to buy a CD player, a bicycle, or a car. Or you might want to go on a trip or need money for college. Most likely you would develop a plan to get money. You might decide to babysit after school or work on weekends. You would identify your goal—to make money—and then develop a plan to reach it.

Successful people use goal setting as part of their overall planning to achieve success; they decide ahead of time what they plan to accomplish and then establish how they will go about doing it. You can use goal setting to plan your personal fitness program. In this lesson you will learn how to use long-term goals and short-term goals to plan your personal program.

Long-Term Goals
Goals that take months or even years to accomplish are called long-term goals. For example, if your goal is to save money for college, you might have to work on weekends and summers all through high school. When you plan your fitness program, you will want to consider two types of long-term goals: long-term physical activity goals and long-term physical fitness goals.

Long-Term Physical Activity Goals
When setting physical fitness goals, long-term goals are usually set for more than one month and up to several months or even a year. An example of a long-term physical activity goal would be to spend at least 30 minutes a day in activities from the Physical Activity Pyramid each week for the next two months. You should examine your long-term goals periodically to see whether you need to adjust them in any way.

Obviously, long-term goals are sometimes hard to accomplish because they require a lot of effort and dedication. For this reason, you are more likely to succeed if you perform activities you enjoy. Fun activities not only build fitness but they also enrich life.

Long-Term Physical Fitness Goals
Setting long-term fitness goals is a good idea, especially if the goals are consistent with your long-term physical activity goals. If you do the right kind of physical activity, your fitness will improve automatically. For example, a person who meets a long-term activity goal of doing at least 30 minutes of physical activity each day for two months would no doubt meet a long-term fitness goal to improve fitness by the end of the two-month period.

Long-term fitness goals are important because they increase the probability that fitness improvement will occur. Of course, doing the right kind of activity and doing it regularly (meeting long-term activity goals) is critical to meeting long-term physical fitness goals.
Short-Term Goals

Short-term goals can be reached in a short period of time, such as a few days or a few weeks. You might set a series of short-term goals to help accomplish a long-term goal. For example, to meet your long-term goal of making money, you may set a short-term goal of finding a job. After completing this short-term goal, you can re-examine your long-term goal, decide on the next step, and establish your next short-term goal.

Short-Term Physical Activity Goals

Most physical activity goals make good short-term goals. Walking 30 minutes a day for the next two weeks is a short-term activity goal. It can be accomplished in a short time—two weeks—and with effort virtually anyone can accomplish it. Your participation, rather than your performance, determines whether you meet the goal.

Short-Term Physical Fitness Goals

Although physical activity goals are good short-term goals, achieving fitness takes time. A realistic short-term fitness goal is one that can be accomplished in four to six weeks because it takes at least this many weeks of regular exercise to produce fitness improvement. An example of a short-term fitness goal would be to move from the marginal fitness zone to the good fitness zone on a fitness assessment such as the back-saver sit and reach test of flexibility. This goal could be realistically reached in four to six weeks.

Short-Term Physical Activity Versus Short-Term Physical Fitness Goals

Each year millions of Americans set unrealistic short-term fitness goals. One reason is that many people choose short-term goals that cannot be accomplished in the time allotted. This explains why so many people waste their money on products that claim to give them quick fat loss or fast muscle gain. These products do not work because fitness does not come quickly.

Proper stretching is a good way to increase your flexibility and help you reach your fitness goals.

It is also important to set team goals as well as individual goals.
5. Learning Self-Management Skills

If you are a beginner, you should focus on short-term activity goals rather than fitness goals. If you meet your short-term activity goals, you are making progress toward getting fit. Set goals for increasing activity in one or more areas of the Physical Activity Pyramid. Both long-term activity and long-term fitness goals are appropriate for beginners. If you are a more advanced exerciser who has been active for several months, you may want to set both short-term activity and short-term fitness goals. Because a long-term exerciser has had continuous involvement in activity, short-term gains in fitness are more likely than for beginners.

For Discussion

Was the goal Kevin set a realistic one? What kinds of advice do you think Mr. Booker gave Kevin about goal setting? What kind of goal did Kevin set? What other kinds of goals do you think Kevin should set for himself? What else could Kevin do to make sure that he set realistic goals for himself? You can use the goal-setting worksheet supplied by your teacher to plan some realistic goals for yourself. Consider the guidelines on page 86.

Lesson Review

1. How can you use long-term and short-term goals to plan your fitness program?
2. What are some guidelines you should follow when setting goals? Be sure they are appropriate for your level.
Self-Management Skill

Setting Goals

Now that you know more about the different types of activity and fitness goals, you can begin developing some goals of your own. Follow these guidelines to help you as you identify and develop your personal goals:

- **Be realistic.** Realistic goals are ones that can be accomplished easily by those willing to give effort but that are difficult enough to be challenging. Set goals you know you can attain. People who set goals that are too difficult doom themselves to failure before they begin.

- **Be specific.** Vague or very general goals are difficult to accomplish. Specific goals help you determine whether you have accomplished what you set out to do.

- **Personalize.** A realistic goal for one person can be unrealistic for another. Base your goals on your own individual needs and abilities. Meeting health standards or setting your own performance standards makes more sense than trying to be like others.

- **Put your goals in writing.** Writing down a goal represents a personal commitment and increases the chances that you will meet that goal. You will get the chance to write down your goals as you do the activities in this book.

- **Know your reasons for setting your goals.** Those who set goals for reasons other than their own personal improvement often fail. Ask yourself why when setting goals. Make sure you are setting goals for yourself based on your own needs and interests.

- **Consider goals for all parts of fitness.** If you want to reap the health and wellness benefits described in this book, you will have to set goals for all parts of health-related fitness. A realistic goal is to reach the good fitness zone for all parts. You may want to focus first on the parts of fitness in which you need improvement rather than trying to do everything at once.

- **Self-assess periodically and keep logs.** Doing self-assessments will help you set your goals and determine whether you have met them. Keeping logs will help you determine whether you have met physical activity goals.

- **Focus on improvement.** Set goals at one level higher than your current fitness level. For example, if you are in the low fitness zone, aim for the marginal zone. If you are very far from moving to the next zone, set smaller, short-term goals.

- **Set new goals periodically.** Achieving a personal goal is rewarding. You feel good. Congratulate yourself for your accomplishment. Now you can set a new goal.

- **Revise if necessary.** Set smaller, more realistic goals rather than goals that are too difficult. If you do find that your goal is too difficult to accomplish, don’t be afraid to revise the goal. It is better to revise your goal than to quit being active because you did not reach an unrealistic goal.

- **Reward yourself.** If you decide to walk every day for two weeks and you accomplish your goal, tell someone! Your effort deserves credit. Keeping an activity log is a good way to reward yourself.

- **Participate in activities with others who have similar abilities.** Friends can keep friends going and can give each other a pat on the back whenever a goal is achieved.

- **Consider maintenance goals.** An active, fit person cannot continue to improve in fitness forever. At some point enough is enough. Following a regular workout schedule and maintaining fitness in the good fitness zone are reasonable goals for fit and active people.
Elastic Band Exercise Circuit

Elastic band exercises are an inexpensive way of providing resistance for building strength and muscular endurance. In this type of exercise, you use elastic bands to provide overload to the muscles. The first people to use elastic band exercises used old bicycle inner tubes or pieces of surgical tubing. You might try using these yourself. The size and thickness of the band you use will depend on your current fitness level.

In this activity you will get the opportunity to try several elastic band exercises and to develop some of your own. You will learn more about muscle fitness in chapters 11 and 12.

**Two-Leg Press**

1. While sitting on the floor, loop the band under the balls of your feet with the ends held with your hands.
2. Begin with your knees near your chest. Press out with your legs against the band to straighten your legs.
3. Return to the starting position. Repeat the exercise 7 to 10 times. Do 1 to 3 sets.

This exercise develops your quadriceps and the muscles of your buttocks.

**Upright Row**

1. While standing, loop the band under your feet.
2. Hold the band with both hands, your palms facing you. Gradually pull up on the band, keeping your elbows high. Pull until your hands reach your chin or as far as you can pull.
3. Lower your hands to the starting position. Repeat the exercise 7 to 10 times. Do 1 to 3 sets.

This exercise develops your biceps, the muscles on top of your shoulders, and the muscles between the shoulder blades.

**Arm Curl**

1. While standing, loop the band under your feet.
2. With your palms facing up, pull your hands to your chest. Keep your elbows against your sides.
3. Return to the starting position. Repeat the exercise 7 to 10 times. Do 1 to 3 sets.

This exercise develops your biceps muscles.
**Toe Push**

1. Sit on the floor and loop the band under your toes. Hold the ends with your hands.
2. Push with your feet by pointing your toes against the band.
3. Return to the starting position. Repeat the exercise 7 to 10 times. Do 1 to 3 sets. To make the exercise more difficult, hold the band closer to your feet.

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**Leg Curl (Prone)**

1. Lie on the floor facedown and loop the band behind one heel.
2. Have a partner stand on the ends of the bands.
3. Pull backward on the band with your heel until your leg is bent at a 90-degree angle.
4. Perform the exercise with your other leg. Complete 7 to 10 repetitions with each leg. Do 1 to 3 sets.

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**Arm Press**

1. Lay the band on the floor. Lie down so that the band is under your back. Grab the ends of the band.
2. With your arms bent, press up against the band. Return to the starting position. To make the activity more difficult, hold the band closer to your shoulders.
3. Repeat the exercise 7 to 10 times. Complete 1 to 3 sets.
Chapter Review

Reviewing Concepts and Vocabulary

Number your paper from 1 to 5. Next to each number, choose the letter of the best answer.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. couch potato</td>
<td>a. just bought exercise equipment</td>
</tr>
<tr>
<td>2. inactive thinker</td>
<td>b. is active most days of week</td>
</tr>
<tr>
<td>3. planner</td>
<td>c. is sometimes active</td>
</tr>
<tr>
<td>4. activator</td>
<td>d. is thinking about becoming active</td>
</tr>
<tr>
<td>5. active exerciser</td>
<td>e. is sedentary</td>
</tr>
</tbody>
</table>

Number your paper from 6 to 15. Next to each number, write the word (or words) that correctly completes the sentence.

6. Deciding to walk 30 minutes a day for the next two months is an example of a __________-term goal.
7. Performing 30 push-ups by next week is an example of a ______________-term goal.
8. Being able to run a mile in 6 minutes six months from now is an example of a __________-term goal.
9. Deciding to do flexibility exercises three days a week for the next week is an example of a ______________-term goal.
10. A skill that helps you change your behavior is called ________________.
11. A type of fitness that helps you learn skills is called ________________.
12. A term used to describe throwing, kicking, and catching is ____________.
13. A self-management skill that enables you to test your own fitness is called ____________.
14. A self-management skill that enables you to keep track of the things you have accomplished is called ________________.
15. The self-management skill that helps you get the help of friends and family is called ____________________.

Thinking Critically

Write a paragraph to answer the following question.

What suggestions would you give a friend who is just beginning a physical activity program and wants to set some goals?

Project

Investigate locations in your school and community that have facilities and equipment for various types of physical activity. Compile a directory of phone numbers, addresses, Internet addresses, facilities, and equipment. Distribute the directory to class members or post it on a Web site that other students can access.