



Middle School
6-8

Teacher Instructional Guide Unit 1 – Personal Fitness

- Lesson 1 – The Components of Fitness**
- Lesson 2 - Aerobic and Anaerobic Exercises**
- Lesson 3 – Playing Sports**
- Lesson 4 – Eating for Sports and Physical Activity**

The Healthy and Wise monthly publications can also be used to enhance this unit or provide additional content and lessons.

Lesson 1 – The Components of Fitness

Objective:

Students will learn the five components of fitness and how to incorporate activities and exercises from each area into their daily lives.

Standards

Health TEKS 6.1B – Students explain the importance of a personal dietary and exercise plan.

Health TEKS 6.1 F – Students describe the mental, physical, and social benefits of regular exercise and fitness.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK – “What is physical fitness?” Accept reasonable answers. **ASK** – “Should physical fitness be a **priority?**” (Something that is important.) Explain to students that they are going to learn the components of fitness in the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- How is physical fitness described in the article? (**Physical fitness is described as a condition where the body looks, feels, and performs at its best.**)
- What are the five components of fitness? (**cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition**)

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class. Have magazines available for students to locate pictures if possible and provide a copy of a calendar template for the Home Connection activity.

Additional Activities

- Have students write a paper that would convince a person to exercise daily to increase his/her physical fitness. Ask them to include facts from the article and include other benefits of exercise. Give students the opportunity to demonstrate different exercises.
- Have students compare and contrast people that exercise and people that do not exercise. What are the health differences? What advice would you give a person that never exercises? Demonstrate your exercise suggestions.
- Divide the students into groups and ask each group to develop a plan that would incorporate an additional 30 minutes of exercise into the daily school schedule for an entire week. Have them list and demonstrate the physical activities that will be done daily.
- Have students make posters that list and illustrate the five components of fitness.

- Devise an obstacle course for students. Use a stopwatch or second hand and record each time. Ask students to assess their time and level of fitness and determine how they can improve.
- Ask a doctor or nurse to speak to your class concerning limits and expectations when exercising. Some diseases can be prevented or delayed with exercise. Also, some injuries can occur when exercising. Be aware of both, and make a plan of action to become more active and fit. Learn how to take your pulse and find out what pulse rate or range is normal for someone your age and size.
- Set up a “Fitness Day.” Invite parents to participate.
- Host a “Five Minute Fitness” activity every day this week, and consider adding this event to each PTA meeting.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about the components of fitness.

1. Tell students to list the five components of fitness and briefly describe each. This can be an oral or written activity.
2. Have students prepare an oral presentation for their parents or an adult that will convince them to begin an exercise program to improve their physical fitness. Tell the students that they must include facts from the article.
3. Create a brochure that highlights the importance of being physically fit. List suggestions for increasing one’s fitness level.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student’s work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 2 – Aerobic and Anaerobic Exercises

Objective:

Students will learn the terms **aerobic** and **anaerobic** and understand how both kinds of exercises help condition the body.

Standards Covered

Health TEKS 6.1B – Students explain the importance of a personal dietary and exercise plan.

Health TEKS 6.1 F – Students describe the mental, physical, and social benefits of regular exercise and fitness.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

ASK - “Have you ever participated in an aerobic activity or heard someone talk about their aerobics class?” Encourage responses. Explain to students that they are going to learn about aerobic and anaerobic exercises by reading the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- According to the article, what kinds of activities are considered aerobic? **(brisk walking, jogging, biking, dancing, and swimming) Accept other correct responses.**
- What kind of workout does an aerobic exercise give the heart and lungs? **(a continuous workout)**
- What kinds of activities are considered anaerobic? **(weightlifting, sprinting, baseball, football, and calisthenics) Accept other correct responses.**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign some of the activities as home projects and let the students share their findings with the class.

Additional Activities

- Write several paragraphs describing your favorite aerobic or anaerobic activity. Demonstrate the activity you wrote about.
- Put students in groups and assign each group the task of creating an aerobic or anaerobic exercise video or skit.

- Have students create an aerobic and anaerobic activity schedule for the class for an entire week. Encourage the students to include different types of activities.
- Visit an aerobics exercise class at a local gym or community center. Learn how to incorporate many different exercises into 30 minutes or more. Invite an aerobics class to meet and perform at your location.
- Create aerobic word problems. Students can calculate time spent exercising each day, week, or month.
- Ask students to find an article in a magazine, newspaper, or on the Internet that discusses the benefits of aerobic or anaerobic exercise.
- Encourage students to walk every evening with their families. Have students keep track of their time and, as a class, add the totals to determine how many hours, minutes, etc. the class spent walking.

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned about aerobic and anaerobic exercises.

1. Ask students to create a week’s schedule that incorporates a combination of aerobic and anaerobic activities.
2. Have students promote the benefits of walking by creating a “Walking Campaign” in your school. Students can create posters and other educational awareness materials.
3. Use the log of physical activities from the article as each student’s performance assessment.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student’s work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 3 – Playing Sports

Objective:

Students will learn the benefits of playing school and recreational sports.

Standards

Health TEKS 6.1B – Students explain the importance of a personal dietary and exercise plan.

Health TEKS 6.1 F – Students describe the mental, physical, and social benefits of regular exercise and fitness.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

Have a sports “**Show and Tell**” Day. Encourage the students to share stories, trophies, pictures, etc. about their experiences playing school or recreational sports. After hearing from the students who had something to share, introduce the article in Healthy and Wise.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- What health benefits are associated with playing sports? **(cardiorespiratory fitness, increasing muscle strength, endurance, and coordination)**
- What are the social benefits of playing sports? **(team building and forming new friendships)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Discuss the sports available at your school and refer to the school calendar of athletic events coming up.

Additional Activities

- Have students write a paper that would convince a friend to take up a specific sport. Divide the class into teams and play a game of soccer or basketball.
- Divide students into groups and ask each group to demonstrate the basics and benefits of playing a specific sport. Give each group 5-7 minutes to present their session.

- Let students organize a sports tournament. Hold the tournament over a one or two week period. Have students play and demonstrate their sports skills and knowledge.
- Ask a local coach or celebrity player to speak to your class about the different terms used in various sports. Example: how to keep score, what type of uniform/gear is required, and good sportsmanship.
- Have students vote for their favorite sport. Create a graph to display the results. Which sport does everyone seem to favor? Are any sports missing from the graph? Name them.
- Use a Venn diagram to compare and contrast two different sports (include point system used, uniforms, equipment needed, time of play, etc).

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about playing sports.

1. Ask the students to assume the role of an athletic recruiter from a high school. Tell them to give a brief oral presentation that would encourage their classmates to select a sport offered at the high school.
2. Create a flyer or advertisement for a local sports team. The purpose of the flyer is to recruit players. Your flyer should list the skills needed to play, as well as the benefits of playing the sport. Incorporate facts from the article.
3. Have students organize a “School Sports Day” at your campus. Encourage students to wear a jersey that supports their favorite sport. Set up sports stations that offer skill demonstrations and opportunities for student participation. Stations can be open before school, during lunch, during PE, and after school.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student’s work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Lesson 4 – Eating for Sports and Physical Activity

Objective:

Students will learn that it is important that they eat healthy foods to supply and sustain the energy their bodies need during physically active periods.

Standards

Health TEKS 6.1 A – Students analyze healthy and unhealthy dietary practices.

Health TEKS 6.1 B – Students explain the importance of a personal dietary and exercise plan.

Health TEKS 7- 8.1 A – Students analyze the interrelationships of physical, mental, and social health.

Health TEKS 7- 8.12 A, B - Students interpret critical issues related to solving health problems and relate practices and steps necessary for making health decisions.

National Health Standard (1) – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

National Health Standard (5) – Students will demonstrate the ability to use decision-making skills to enhance health.

National Health Standard (7) – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

Preparation/Background:

Read the article, discussion questions, and activities. Determine which vocabulary words might need to be introduced based on your grade level. Obtain any necessary items or resources for selected activities.

Introduction/Focus:

Ask students to describe their typical diet on a day that includes an abundance of physical activity or sports. Facilitate a discussion and then refer students to the Healthy and Wise article.

Reading the Article:

Students can read the article silently, with a friend, or as a group. The teacher may also read the article to the students. After the students have read the article, assess reading comprehension by asking the following questions:

- If people are extremely active, they may need extra calories. True or False? **(True)**
- Which foods are listed in the article as good choices? **(Whole grains, vegetables, fruits, skim or low-fat dairy products, and lean meats.)**
- According to the article, what kinds of foods should be avoided? **(Foods to avoid include sodas, sweets, and high fat foods.)**

Use the discussion questions after the article to generate further interest and discussion.

Activities:

Select the desired activities and give students an opportunity to work together in small groups. Assign the home connection activity for homework.

Additional Activities

- Have students visit www.mypyramid.gov to obtain a personalized MyPyramid plan for a 14 year old male adolescent that is physically active more than 60 minutes each day.
- Do further research on hydration. What is dehydration and how can you prevent it from happening?
- Let students analyze the school lunch and breakfast menu. Do the choices available each day support the current Dietary Guidelines? Are there foods on the menu that you feel should be omitted?

Performance Assessment:

Give students an opportunity to give an oral or written demonstration of what they learned this week about eating for sports and physical activity.

1. Divide students into groups and assign each group the task of creating a day's menu and hydration schedule for a jr. high athlete. Vary the genders and sports for each group. Let each group present their project to the class.

Evaluation/Grading:

Use the rubrics available on the last few pages of this instructional guide to evaluate each student's work and performance. Other rubrics are available online at www.caprockpress.com in the school staff section.

Administer Unit 1 Test – Available at the end of this instructional guide.

GENERAL RUBRIC

Read each box below and determine if the student completed most or all of the characteristics listed. Make your decision based on a student's overall performance.

Points, stickers, or other forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

<p>“Excellent” or 4 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An outstanding example of student's work. <input type="checkbox"/> Student understands and applies all health concepts and skills. <input type="checkbox"/> Student had needed supplies. <input type="checkbox"/> Student participated with enthusiasm and worked well with others/alone. <input type="checkbox"/> Student displays knowledge of language, reading, writing and math. <input type="checkbox"/> Finished work is easy to decipher and understand. <input type="checkbox"/> Work shows no significant errors in grammar, punctuation, capitalization, or spelling. <input type="checkbox"/> Student obviously did their best.
<p>“Good” or 3 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An above average example of student's work. <input type="checkbox"/> Student understands and applies most health concepts and skills. <input type="checkbox"/> Student had most of his/her needed supplies. <input type="checkbox"/> Student made an effort to participate and did his/her best to cooperate with others/work alone. <input type="checkbox"/> Student is able to organize thoughts. <input type="checkbox"/> Finished work contains few errors and does not detract from its intended meaning. <input type="checkbox"/> Student stayed focused on the task.
<p>“Average” or 2 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An average/fair example of student's work. <input type="checkbox"/> Student attempts to understand and apply health concepts and skills. <input type="checkbox"/> Student couldn't find some of his/her needed supplies. <input type="checkbox"/> Student didn't work well with others or alone. <input type="checkbox"/> Student is not well organized or focused and does not complete work efficiently. <input type="checkbox"/> Work contains several noticeable errors. <input type="checkbox"/> Student can do better.
<p>“Poor” or 1 point</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A poor example of student's work. <input type="checkbox"/> Student does not understand and apply health concepts and skills. <input type="checkbox"/> Student was without his/her needed supplies. <input type="checkbox"/> Student refused to cooperate and did not work well alone either. <input type="checkbox"/> Student is confused/distracted/lacks ability to finish. <input type="checkbox"/> Student displays major problems with spelling, grammar, coloring, etc. <input type="checkbox"/> Student needs redirection/reteaching.

Health Knowledge and Skills Evaluation Rubric

Read each box below and determine if the student accomplished the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on a student's overall performance.

Points, stickers, or other forms of praise may be used when assessing or grading student work. Be creative, and give feedback as often as possible.

<p>“Excellent” or 4 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student has mastered (90-100%) of the health concepts presented. <input type="checkbox"/> Student has successfully applied health skills in a variety of situations and settings. <input type="checkbox"/> Student always demonstrates good health behaviors. <input type="checkbox"/> Student has a positive and enthusiastic attitude towards health.
<p>“Good” or 3 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student understands most (80-89%) of the health concepts presented. <input type="checkbox"/> Student has been able to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student demonstrates good health behaviors most of the time. <input type="checkbox"/> Student cooperates and demonstrates a good attitude towards health.
<p>“Average” or 2 points</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student has demonstrated an average (70-79%) understanding of the health concepts presented. <input type="checkbox"/> Student has attempted to apply most of the health skills in a variety of situations. <input type="checkbox"/> Student attempts to demonstrate good health behaviors. <input type="checkbox"/> Student is willing to try and isn't negative towards health.
<p>“Poor” or 1 point</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student does not understand the health concepts presented. <input type="checkbox"/> Student can't apply health skills. <input type="checkbox"/> Student refuses to change health behaviors for the better. <input type="checkbox"/> Student has a poor attitude towards health.

Home Connection - Parental Involvement Evaluation Rubric

Read each box below and determine if the completed home connection activities and parental involvement meets the cognitive, behavioral, and attitudinal outcomes listed. Make your decision based on overall performance.

Communication is key in encouraging parental involvement. Recognize parental involvement and express your appreciation on a regular basis.

<p>“Excellent” or 4 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is always informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities on a regular basis. <input type="checkbox"/> Always demonstrates good health attitudes and behaviors. <input type="checkbox"/> Is a good role model.
<p>“Good” or 3 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tries to stay informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Participates in home and school health and physical education activities most of the time. <input type="checkbox"/> Demonstrates good health attitudes and behaviors most of the time. <input type="checkbox"/> Tries to be a good role model and sets good examples.
<p>“Average” or 2 points</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is somewhat informed and involved in school health and physical education programs and activities. <input type="checkbox"/> Sometimes participates in home and school health and physical education activities. <input type="checkbox"/> Attempts to demonstrate good health attitudes and behaviors. <input type="checkbox"/> Attempts to set good examples.
<p>“Poor” or 1 point</p> <p><i>Parent(s)...</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is uninformed and not involved in school health and physical education programs and activities. <input type="checkbox"/> Never participates in home and school health and physical education activities. <input type="checkbox"/> Doesn't demonstrate good health attitudes and behaviors. <input type="checkbox"/> Is not a good role model.

Middle School Subscribers also have access to the Healthy and Wise Monthly Program. These issues support lessons in the Healthy and Wise Strength, Conditioning, and Wellness Guide.

**Additional Resources Available Online for
The Healthy and Wise Monthly (Elem./Middle/Family)
Publications www.caprockpress.com**

Teachers

- Weekly Sample PE Lesson Plans
- Scope and Sequence
- Using HEALTHY & WISE Within and Across the Grade Levels
- Changing Health Behaviors
- Reading, Writing, Math, and Science Skills
- Healthy and Wise Classroom Centers
- Healthy and Wise Online Curriculum Strategies

Assessment and Planning Tools

- Elementary/Middle School Health Index - Assessment and Planning Tools
- MyPyramid Nutrition Resources and Planning Tools
- MyPyramid Worksheet/Log
- Anatomy of MyPyramid
- MyPyramid Mini Poster
- Healthy Cafeteria Checklist and Action Plan
- Healthy Educator's Checklist
- District Coordinated School Health Accountability Checklist
- Coordinated Health Rubric
- Health Knowledge and Skills Evaluation Rubric
- Physical Education Rubric
- Recess Rubric
- General Rubric
- Parental Involvement Rubric
- Health/PE Presentation Rubric

- Student Portfolio Form
- Weekly Lesson Planning Form **(Texas)**
- Weekly Lesson Planning Form **(Generic)**

Correlations for Monthly Publications

- National Health Standards
- National Association for Sport and Physical Education
- Texas (TEKS/TAKS) – Health, Physical Education, Reading, Writing, Math, and Science

Students

- MyPyramid.gov Resources
- Food/Exercise Diary/Journal

Parents

- Monthly Parent Letters – English/Spanish

Unit 1 Test – Personal Fitness

1. True or False: Coed recreational sports teams are becoming less popular in today's society.
2. Two health benefits provided by playing sports are:
 - a. Coordination and Improved Eyesight
 - b. Endurance and Muscle Strength
 - c. Cardiovascular Activity and Improved Memory
 - d. Muscle Strength and Increased Growth
3. Most school and recreational teams practice:
 - a. Twice a Month
 - b. Once a Month
 - c. Every Week
 - d. Every Day
4. True or False: Team building is an important part of playing sports.
5. Cardiorespiratory endurance means that your _____ and _____ work together to supply oxygen and nutrients for muscular activity.
 - a. Heart and Lungs
 - b. Heart and Brain
 - c. Arms and Legs
 - d. Lungs and Brain
6. True or False: Muscular Strength is the ability of a muscle to exert force for a brief period of time.
7. Which physical activity or sport is considered aerobic?
 - a. Sprinting
 - b. Brisk Walking
 - c. Football
 - d. Stretching
8. Flexibility exercises should be performed _____ without jerking or bouncing.
 - a. Quickly
 - b. Repeatedly
 - c. Slowly
 - d. Often
9. True or False: Body Composition is the same as your weight or figure.
10. Registered Dieticians are sometimes hired by professional athletes to help them do what?

- a. Select the healthiest foods so their bodies can meet the demands of their sport
 - b. Work out harder and build bigger muscles
 - c. Prepare food for them to eat before a big game
 - d. Make sure they drink plenty of water
11. Two good examples of healthy foods are:
- a. Red meat and potatoes
 - b. Sugared cereal and whole milk
 - c. Whole grains and fruits
 - d. White bread and butter
12. True or False: Athletes need to drink extra water before, during, and after exercising or playing a game.
13. Two examples of foods to avoid while playing sports are _____ and _____.
- a. Oranges and water
 - b. Sodas and sweets
 - c. Raw vegetables and water
 - d. Sports drinks and trail mix
14. Foods that do NOT contain any valuable nutrients are often called:
- a. Empty foods
 - b. Negative foods
 - c. Empty calorie foods
 - d. None of the above
15. True or False: Everyone needs to perform a variety of exercises to achieve their health goals.
16. Aerobic Exercise uses _____ to supply energy.
- a. Food
 - b. Water
 - c. Vitamins
 - d. Oxygen
17. Aerobic Exercise is _____ in intensity, but _____ in duration than Anaerobic Exercise.
- a. Higher, shorter
 - b. Shorter, shorter
 - c. Lower, longer
 - d. the Same, longer
18. Which exercise is NOT considered Aerobic?
- a. Brisk walking
 - b. Baseball
 - c. Swimming

- d. Dancing
19. Anaerobic Exercise does NOT use _____ to supply energy.
- a. Oxygen
 - b. Food
 - c. Water
 - d. Sugar
20. True or False: Anaerobic activities are usually short and fast.
21. Anaerobic Exercise DOES or DOES NOT give the heart and lungs a continuous workout.
22. Which exercise is NOT considered Anaerobic?
- a. Sprinting
 - b. Weightlifting
 - c. Jogging
 - d. Football
23. A person should be physically active for _____ minutes most days of the week to achieve a good fitness level.
- a. 20
 - b. 30
 - c. 60
 - d. 40
24. True or False: A person should include both aerobic and anaerobic activities into their workout regimens.

Unit 1 Test – Answer Key

1. True or **False**: Coed recreational sports teams are becoming less popular in today's society. **False**
2. Two health benefits provided by playing sports are: **b**
 - a. Coordination and Speed
 - b. Endurance and Muscle Strength**
 - c. Cardiovascular Activity and Improved Memory
 - d. Muscle Strength and Increased Growth
3. Most school and recreational teams practice: **c**
 - a. Twice a Month
 - b. Once a Month
 - c. Every Week**
 - d. Every Day
4. **True** or False: Team building is an important part of playing sports. **True**
5. Cardiorespiratory endurance means that your _____ and _____ work together to supply oxygen and nutrients for muscular activity. **a**
 - a. Heart and Lungs**
 - b. Heart and Brain
 - c. Arms and Legs
 - d. Lungs and Brain
6. **True** or False: Muscular Strength is the ability of a muscle to exert force for a brief period of time. **True**
7. Which physical activity or sport is considered aerobic? **b**
 - a. Sprinting
 - b. Brisk Walking**
 - c. Football
 - d. Stretching
8. Flexibility exercises should be performed _____ without jerking or bouncing. **c**
 - a. Quickly
 - b. Repeatedly
 - c. Slowly**
 - d. Often
9. True or **False**: Body Composition is the same as your weight or figure. **False**
10. Registered Dieticians are sometimes hired by professional athletes to help them do what? **a**

- a. **Select the healthiest foods so their bodies can meet the demands of their sport**
- b. Work out harder and build bigger muscles
- c. Prepare food for them to eat before a big game
- d. Make sure they drink plenty of water
11. Two good examples of healthy foods are: **c**
- a. Red meat and potatoes
- b. Sugared cereal and whole milk
- c. Whole grains and fruits**
- d. White bread and butter
12. **True** or False: Athletes need to drink extra water before, during, and after exercising or playing a game. **True**
13. Two examples of foods to avoid while playing sports are _____ and _____ **b**
- a. Oranges and water
- b. Sodas and sweets**
- c. Raw vegetables and water
- d. Sports drinks and trail mix
14. Foods that do **NOT** contain any valuable nutrients are often called: **c**
- a. Empty foods
- b. Negative foods
- c. Empty calorie foods**
- d. None of the above
15. **True** or False: Everyone needs to perform a variety of exercises to achieve their health goals. **True**
16. Aerobic Exercise uses _____ to supply energy. **d**
- a. Food
- b. Water
- c. Vitamins
- d. Oxygen**
17. Aerobic Exercise is _____ in intensity, but _____ in duration than Anaerobic Exercise. **c**
- a. Higher, shorter
- b. Shorter, shorter
- c. Lower, longer**
- d. The Same, longer
18. Which exercise is **NOT** considered Aerobic? **b**
- a. Brisk walking
- b. Baseball**
- c. Swimming

- d. Dancing
19. Anaerobic Exercise does NOT use _____ to supply energy. **a**
- a. **Oxygen**
 - b. Food
 - c. Water
 - d. Sugar
20. **True** or False: Anaerobic activities are usually short and fast. **True**
21. Anaerobic Exercise DOES or **DOES NOT** give the heart and lungs a continuous workout. **DOES NOT**
22. Which exercise is **NOT** considered Anaerobic? **c**
- a. Sprinting
 - b. Weightlifting
 - c. **Jogging**
 - d. Football
23. A person should be physically active for _____ minutes most days of the week to achieve a good fitness level. **c**
- a. 20
 - b. 30
 - c. **60**
 - d. 40
24. **True** or False: A person should include both aerobic and anaerobic activities into their workout regimens. **True**