

STAGES OF PHYSICAL ACTIVITY



Couch potato



Inactive thinker



Planner



Activator

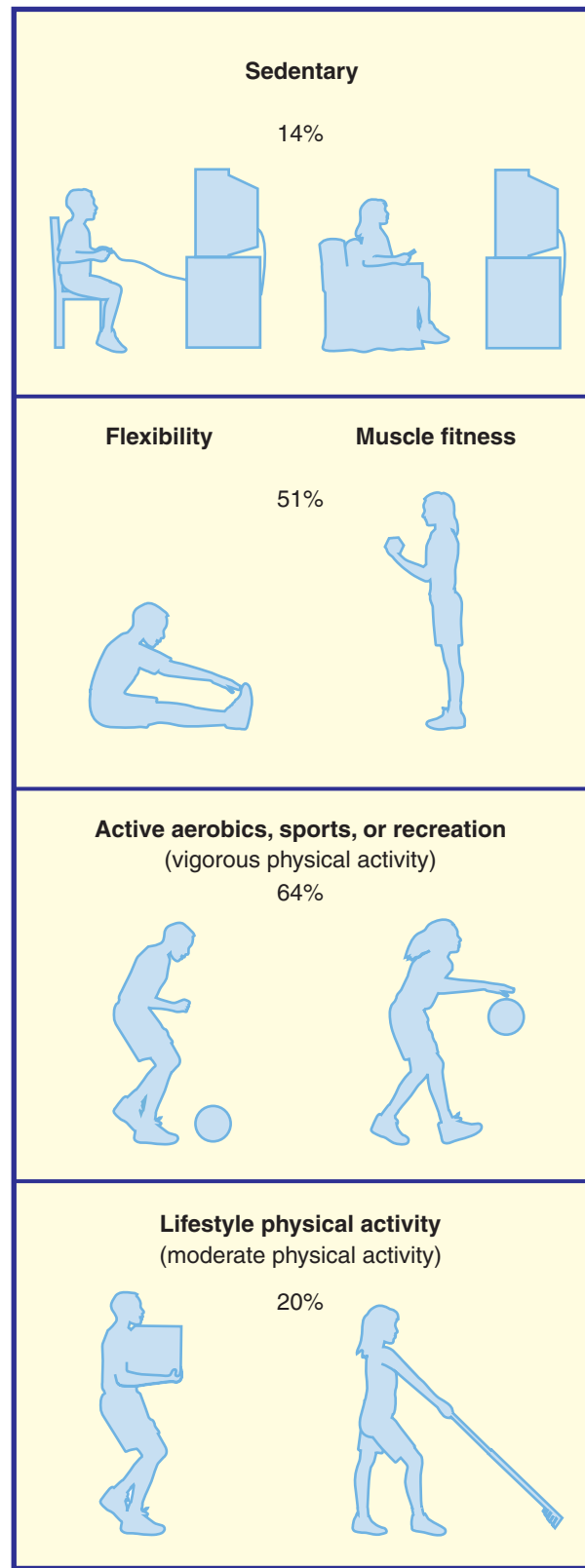


Active exerciser

Overhead
Transparency
Master

5-B

PERCENTAGE OF TEENS ACTIVE BY ACTIVITY



From *Fitness for Life: Teacher Resources and Materials, Fifth Edition* by Karen McConnell, Charles B. Corbin, and Darren Dale, 2005, Champaign, IL: Human Kinetics.

SELF-MANAGEMENT SKILLS FOR ACTIVE LIVING

- **Self-assessment skills**
- **Building self-confidence**
- **Identifying risk factors**
- **Choosing good activities**
- **Goal setting**
- **Building positive attitudes**
- **Self-monitoring**
- **Finding social support**
- **Building performance skills**
- **Building intrinsic motivation**
- **Preventing relapse**
- **Managing time effectively**
- **Building positive self-perceptions**
- **Learning to say “no”**
- **Thinking critically**
- **Overcoming barriers**
- **Self-planning**
- **Finding success**
- **Overcoming competitive stress**

5-D

GENERAL GUIDELINES FOR GOAL SETTING

- **Be realistic.**
- **Be specific.**
- **Personalize.**
- **Put your goals in writing.**
- **Know your reasons.**
- **Consider all fitness parts.**
- **Self-assess and keep logs.**
- **Focus on improvement.**
- **Set new goals periodically.**
- **Revise unrealistic goals.**
- **Reward yourself.**



Application**WHAT STAGE AM I IN?****5**

Check the description that best describes your current physical activity level.

1	Couch Potato —"I don't engage in regular physical activity. I can often be found doing sedentary activities like reading, playing computer games, or watching television."
2	Inactive Thinker —"I don't yet engage in regular physical activity, but I do think about activities I might like to try and what it would be like to be active."
3	Planner —"I am not active but I'm on my way. I've taken some steps to get ready, like buying clothes or shoes or inquiring about fitness equipment."
4	Activator —"I am physically active but it isn't always a priority for me. I'm not very consistent with my activity, but I am working on it."
5	Active Exerciser —"I am active on a regular basis and can stay active even when I get busy or when life throws me challenges. I enjoy activity and value what it can do for me."

If you checked stage 4 or 5, write down what types of activities you do for each part of the Physical Activity Pyramid.

Lifestyle Physical Activity: _____

Active Aerobics: _____

Active Sports and Recreation: _____

Flexibility: _____

Muscular Strength and Endurance: _____

If you checked stage 2 or 3, write down what types of activities you have tried or have thought about trying for each part of the Physical Activity Pyramid.

Lifestyle Physical Activity: _____

Active Aerobics: _____

Active Sports and Recreation: _____

Flexibility: _____

Muscular Strength and Endurance: _____

If you checked stage 1, write down three self-management skills you might be able to develop that could help you to become more active.



5

Reinforcement

SHORT-TERM VERSUS LONG-TERM GOALS

Amanda, Marcus, and Ching-Ma have each identified some physical activity and fitness goals. Look at each person's goals and answer the questions below.

Amanda	Marcus	Ching-Ma
<ul style="list-style-type: none"> • Jog 2 miles without stopping. • Jog 1 mile without stopping. • Walk fast every day for 20 minutes until it feels easy. • Alternate walking and jogging for 1 mile. • Alternate walking and jogging for 2 miles. 	<ul style="list-style-type: none"> • Bench press my body weight (150 lbs). • Learn how to bench press. • Do 5 push-ups without stopping. • Practice my bench press 3 times per week. • Bench press 80% of my body weight. 	<ul style="list-style-type: none"> • Make the school's soccer team next year. • Jog for 40 minutes without stopping. • Practice my shooting skills 4 days each week. • Practice my passing skills 4 days each week. • Play recreational soccer at the YMCA during the summer.

1. What is Amanda's long-term goal? _____

In what order should she try to achieve her short-term goals? _____

What type of activity is Amanda's long-term goal, according to the Physical Activity Pyramid?

2. What is Marcus' long-term goal? _____

Is his long-term goal a physical activity goal or a fitness goal? _____

In what order should he try to achieve his short-term goals? _____

3. What types of physical activities is Ching-Ma participating in as she works to achieve her goals?



5

Chapter Test

LEARNING SELF-MANAGEMENT SKILLS

Choose the letter of the *best* answer for questions 1-14.

Use what you learned throughout the chapter to answer the final question.

1. Girls have lower scores than boys in all types of physical fitness except
 - a. flexibility.
 - b. muscular endurance.
 - c. muscular strength.
 - d. cardiovascular endurance.
2. People who are active and stay active have been shown to use
 - a. sport skills.
 - b. self-management skills.
 - c. cigarettes.
 - d. consumer skills.
3. Body mass index is calculated by using
 - a. height and bone width.
 - b. weight and waist size.
 - c. skinfold measurements.
 - d. height and weight.
4. Goals that take a long time to reach are called
 - a. short-term goals.
 - b. long-term goals.
 - c. mid-range goals.
 - d. lifelong goals.
5. Being able to complete 25 curl-ups in 5 months is an example of a
 - a. short-term fitness goal.
 - b. long-term physical activity goal.
 - c. long-term fitness goal.
 - d. short-term physical activity goal.
6. Someone planning to be active might set a goal such as “walk for 20 minutes, 3 times per week.” This would be an example of a
 - a. short-term fitness goal.
 - b. long-term physical activity goal.
 - c. long-term fitness goal.
 - d. short-term physical activity goal.
7. The best way to meet short-term fitness goals is to
 - a. buy fancy equipment.
 - b. do regular activity.
 - c. set hard long-term goals.
 - d. buy a “miracle” product.
8. Effective goals will be
 - a. very general or vague.
 - b. very hard and challenging.
 - c. realistic and specific.
 - d. the same as your friend’s goals.
9. Beginners should focus on setting
 - a. long-term fitness goals.
 - b. short-term physical activity goals.
 - c. long-term physical activity goals.
 - d. high-level sport skill goals.
10. Maintenance goals are best for
 - a. couch potatoes.
 - b. people who are planning to be active.
 - c. people who are thinking about being active.
 - d. people who are active for life.
11. An example of a sport skill is
 - a. throwing.
 - b. thinking critically.
 - c. identifying risk factors.
 - d. finding social support.
12. The ability to perform an action that helps you change a behavior is known as a
 - a. sport skill.
 - b. self-management skill.
 - c. motor skill.
 - d. stage skill.
13. When it comes to teenagers and physical activity, we know
 - a. 9th graders are more active than 12th graders.
 - b. 12th graders are more active than 9th graders.
 - c. 9th and 12th graders are equally as active.
 - d. the majority of all teenagers are couch potatoes.
14. A person learning how to use basic fitness equipment is probably
 - a. planning to be active.
 - b. a couch potato.
 - c. active for life.
 - d. thinking about being active.
15. Explain how it is possible for someone to be classified as both a “couch potato” and “sometimes active.”
