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Adopting a Healthy Lifestyle and Self-Management Skills

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Student Web Resources

www.fitnessforlife.org/student



Lesson 2.1

Adopting Healthy Lifestyles

Lesson Objectives

After reading this lesson, you should be able to

1. name and describe the five types of determinants of fitness, health, and wellness;
2. name and describe the five benefits of a healthy lifestyle; and
3. explain the Stairway to Lifetime Fitness, Health, and Wellness and how it can be used.



Lesson Vocabulary

determinant, priority healthy lifestyle choice, self-management skill, state of being

Let's take a moment to consider the nature of fitness, health, and wellness. Each is a **state of being** that an individual person can possess to his or her benefit. If you possess fitness, you can work and play efficiently. If you possess health and wellness, you are free from disease and can enjoy a good quality of life. These states are interrelated, so if you do something to change one, you affect the others. Your fitness, health, and wellness are also affected by many other factors. Medical and scientific experts refer to these factors as **determinants**, and the U.S. government's Healthy People 2020 project suggests that all people learn about them in order to stay fit, healthy, and well.

“One who has health has hope; and one who has hope has everything.”
—Ancient proverb

Determinants of Fitness, Health, and Wellness

As shown in figure 2.1, your fitness, health, and wellness are affected by five types of determinants: personal, environmental, health care, social and individual, and healthy lifestyle choices. Some are more within your control than others. The figure shows the determinant types in varying shades of orange—the lighter the color, the less control you have; the darker the color, the more control.

Personal Determinants

You have relatively little control, or none at all, over personal determinants, such as heredity, age,

sex, and disability; thus they are shaded in light orange in the figure. Nonetheless, these factors can greatly affect your fitness, health, and wellness. For example, a person might inherit genes that put him or her at risk for certain diseases, and disease risk also increases with age. Sex is also a factor. For example, males, especially after the teen years, tend to have more muscle than females do. As for age, up to a certain point in life, muscles grow, and some parts of fitness improve just because of normal changes in the body. We also know that women have a longer life expectancy than men. Another potential factor is disability, which can affect a person's capacity to perform certain tasks but does not necessarily affect his or her health or quality of life.

You'll learn more about personal determinants and their effects on fitness, health, and wellness in other chapters of this book. Although you cannot control personal determinants, you can be aware of them. Being aware can help you decide to alter other determinants over which you do have control.

FIT FACT

A disability is an objective condition (impairment), while a handicap is the inability to do something you would like to do. A disabled person is not necessarily handicapped. We are all physically different, and various personal determinants affect what you can and cannot do. Understanding your own strengths and limitations helps you be the best you can be and allows you to help others be the best they can be.

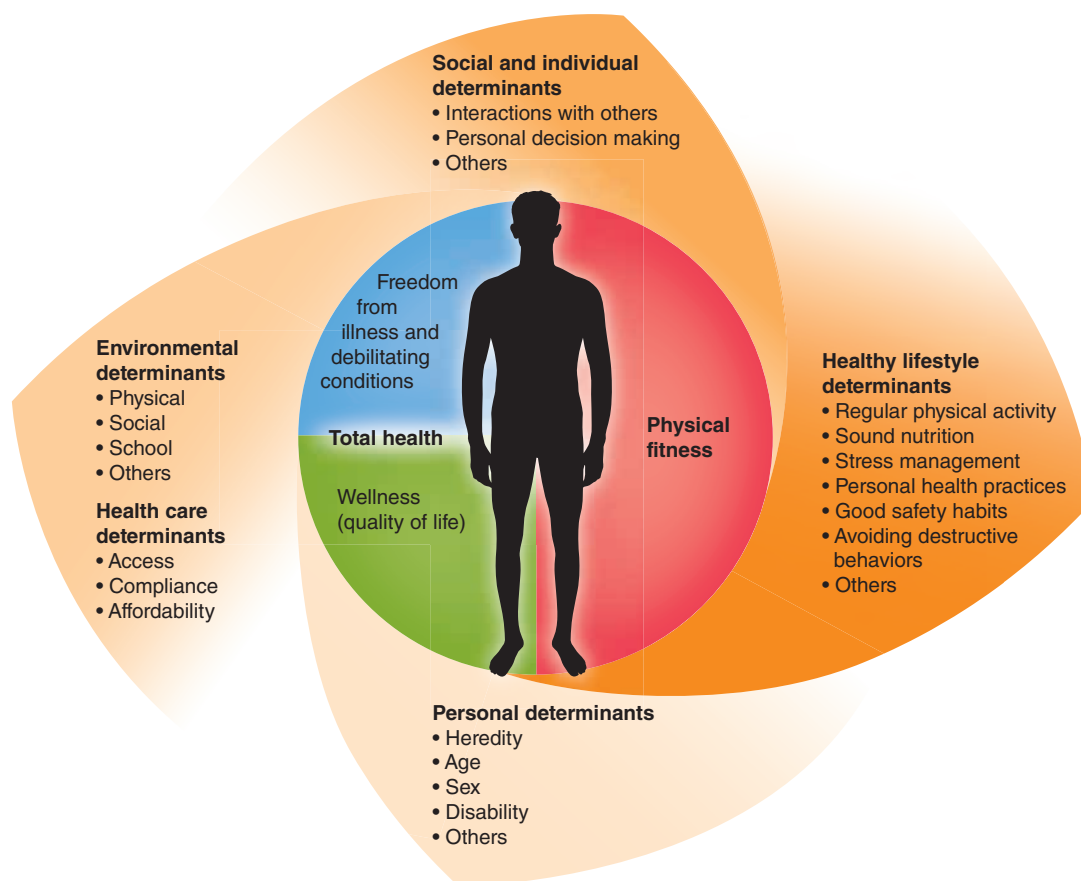


FIGURE 2.1 The five determinants of fitness, health, and wellness.

Adapted, by permission, from C. Corbin et al., 2013, *Concepts of fitness and wellness: A comprehensive lifestyle approach*, 10th ed. (St. Louis, MO: McGraw-Hill). © The McGraw-Hill Companies

Environmental and Health Care Determinants

Fitness, health, and wellness are also affected by environmental and health care determinants. In figure 2.1, they are colored in a darker shade of orange than the personal determinants because you have more control over them. For example, as an adult, you can choose to live or work in a healthy environment; you can also recycle in order to help protect the environment. There are other ways you can take action to improve the environment but, of course, there are limits on your control. For example, you cannot directly control the quality of the air in your neighborhood. Environmental determinants are discussed throughout this book.

Health care refers to being able to see a doctor or other health-care professional as needed and having access to health-care facilities and medicine. Health

care also includes opportunities to learn about prevention of illness and promotion of wellness. People who receive good health care live longer and have higher-quality lives compared to those who don't. This factor is shown in a darker shade of orange because you have some control over it. Having access to good health care, seeking it when needed, and complying with health care recommendations are all important to your health and wellness.

Social and Individual Determinants

As an individual in a free society, you have the freedom to make choices and decisions that affect your fitness, health, and wellness. For example, you choose your friends and make decisions about how you interact with them, and these social choices make a difference. Teens who choose friends who avoid destructive habits and practice healthy ones



SCIENCE IN ACTION: Heredity and Fitness, Health, and Wellness

Exercise physiologists have studied human genes to determine whether heredity plays a role in fitness, health, and wellness. Their studies show that the genes we inherit from our parents do make a difference. For example, some people inherit genes that make them more likely to have a specific disease; other genes make it more likely that a person will be able to build muscle mass. And of course genes make a difference in how tall you are and how much you weigh. Recently, scientists have also discovered that, because of genetics, people respond differently to exercise. They learned this by studying groups of people who all did the same exercise. People who got big benefits are called responders, and those who benefited less are called nonresponders.

Even though heredity surely makes a difference in your fitness, health, and wellness, scientists also emphasize that making healthy lifestyle choices can help counteract heredity. Early in life, heredity plays a major role in your health, fitness, and wellness. However, people who practice a healthy lifestyle throughout life are among the healthiest people regardless of their heredity. What you inherit matters, but over the long haul what you do can be even more important.

Student Activity

Choose one part of health-related fitness and describe how your own heredity influences it.

are more likely to be fit, healthy, and well themselves. Individual determinants are also important. Being a good consumer—for example, by using good information to choose healthy foods—is a way each individual can contribute to good fitness, health, and wellness. In figure 2.1, social and individual determinants are colored in a relatively dark shade of orange because you can exercise a lot of control over the choices you make, both as an individual and with your friends and other people. Personal decision making and peer interaction are discussed in special features throughout this book.

Healthy Lifestyle Choices

By far the most important determinants of your fitness, health, and wellness are your lifestyle choices. A healthy lifestyle is made up of behaviors that you adopt to improve your fitness, health, and wellness. Because you generally have a lot of control over these determinants, they are colored in dark orange in figure 2.1. With good information and good **self-management skills**, you can adopt each of the healthy lifestyle behaviors illustrated in the figure. Self-management skills help you become more active and eat better; they also help you adapt

well in stressful situations. You'll learn more about self-management skills in lesson 2.

Adopting a healthy lifestyle gives you many benefits. First, it reduces your risk of disease and early death. In fact, nearly 60 percent of early deaths result from unhealthy lifestyle choices. Healthy choices, on the other hand, can help you prevent and treat various illnesses. For example, eating well and being active can help prevent heart disease and manage diabetes. You might assume that because illness and disease are more common in later life, you don't have to worry about them now. You might even share an attitude that is common among teenagers: "I'm young and healthy; it can't happen to me." But evidence indicates that the disease process begins early in life. Therefore, choosing and adopting a healthy lifestyle early in your life can do a lot to prevent disease and illness later on.



FIT FACT

Healthy living pays off. For example, Oakland County, Michigan, cut health insurance costs by 15 percent after starting a program to promote healthy lifestyle choices.

Benefits of a Healthy Lifestyle for Teens

Living a healthy lifestyle helps you not only later in life—you can also enjoy many benefits now. Examples include looking and feeling good, learning better, enjoying daily life, and effectively handling emergencies.

Looking Good

Do you care about how you look? Experts agree that regular physical activity is one healthy lifestyle choice that can help you look your best. Others are proper nutrition, good posture, and good body mechanics.

Feeling Good

People who do regular physical activity also feel better. If you're active and therefore physically fit, you can resist fatigue, you're less likely to be injured, and you're capable of working more efficiently. National surveys indicate that active people sleep better, do better in school, and experience less depression than people who are less active. Research indicates that regular activity can increase brain chemicals called endorphins that give you a sensation of feeling great after exercise such as a run. You can also help yourself feel your best by eating well and managing stress wisely (for diet and stress management strategies, see the separate chapters on nutrition and stress).



Regular physical activity can help you feel good and look your best.

Learning Better

In recent years, scientists have found that you learn better if you are active, eat well, get enough sleep, and manage stress effectively. More specifically, studies show that teens who are active and fit score



Physical activity and other healthy lifestyle choices can help you learn better.

better on tests and are less likely to be absent from school. In addition, teens who are active and eat regular healthy meals, especially breakfast, are more alert at school and less likely to be tired in the classroom. And recent studies show that regular exercise and good fitness are associated with high function in the parts of the brain that promote learning.

Enjoying Life

Everyone wants to enjoy life. But what if you're too tired on most days to participate in the activities you really like? Regular physical activity increases your physical fitness, which is the key to being able to do more of the things you want to do. People who are fit, healthy, and well are able to enjoy life to the fullest.

Meeting Emergencies

Sometimes challenging situations arise suddenly in life. You can prepare yourself to meet emergencies, as well as day-to-day demanding situations, by engaging in regular physical activity and making



Good fitness helps you to respond in emergency situations.

other healthy lifestyle choices. For example, if you're physically fit and active, you'll be able to run for help, change a flat tire, and offer various kinds of assistance to others as needed.

Program Overview

Throughout this book, you'll learn how determinants influence your fitness, health, and wellness. We focus especially on three **priority healthy lifestyle choices** that are very important in helping you prevent disease, get and remain fit, and enjoy a good quality of life. These three choices are regular physical activity, sound nutrition, and effective stress management. The fact that these are choices means, of course, that they are largely in *your* control.

Stairway to Lifetime Fitness, Health, and Wellness

Do you live a healthy lifestyle? Do you eat well? If you eat meals at home, then you probably do eat well, but will you continue doing so when you're on your own? Are you physically active? Many teens are. But will you remain active as you grow older? Will you do the same kinds of activity you do now? If you answered no to any of these questions, you need to begin developing a lifetime plan for practicing a healthy lifestyle. One way to accomplish this goal is to climb what is called the Stairway to Lifetime Fitness, Health, and Wellness. As you can see in figure 2.2, when you climb this stairway, you move from a level of dependence to a level of independence. You move from having others make decisions for you to making good decisions on your own.

Step 1: Making Healthy Lifestyle Choices—Directed by Others

Think about the way you eat, the various physical activities you're involved in, and your other lifestyle practices—even simple things such as brushing your teeth. When you were a kid, other people made most decisions about your lifestyle at home, at school, and in the community. As you've grown older, you've started making more decisions for yourself. As an adult, you'll be almost totally responsible for making your own decisions. School programs will no longer serve as your incentive to

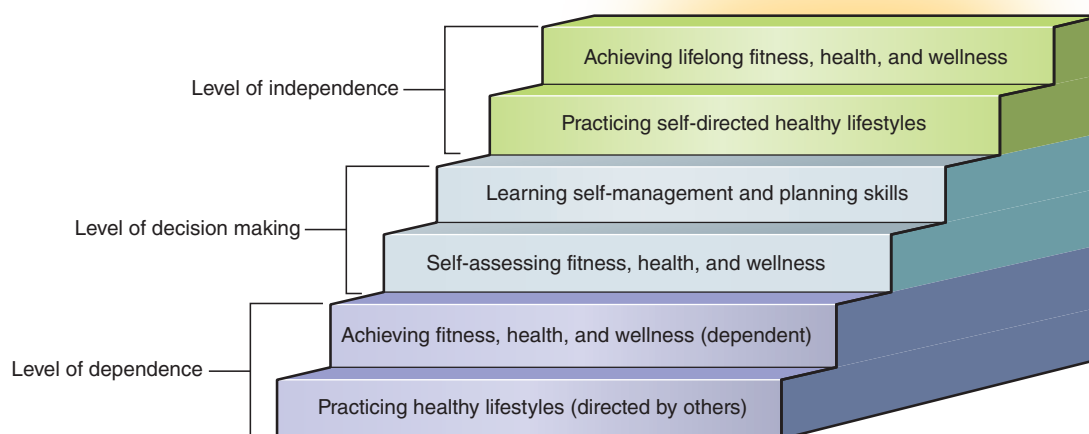


FIGURE 2.2 The Stairway to Lifetime Fitness, Health, and Wellness.

exercise, and other opportunities for physical activity will probably decrease. You'll also choose your own food. Living out the healthy lifestyle choices made for you (or facilitated) by other people is a good first step, but it's up to you to keep climbing the stairway.

Step 2: Achieving Fitness, Health, and Wellness—Dependent

The first step is about taking action based on what others expect. If you stick with the healthy living practices described in step 1, you will improve your fitness, health, and wellness (step 2). The resulting fitness, health, and wellness that you enjoy are dependent on others. In other words, you are not primarily responsible; others are. For example, if you get fit because of exercise prescribed by coaches and physical education teachers, you are dependent on them for the benefit you gain from the exercise. You may also eat well because of choices made by a parent who buys the food and prepares most or all of your meals. It's good that others help you to be active and adopt healthy lifestyles (step 1). It's also good when these lifestyles lead to fitness, health, and wellness (step 2). But it's not until you move to the third step in the stairway that you begin to make your own decisions.

Step 3: Self-Assessment

Self-assessments help you set appropriate goals, make good decisions, and become more independent. A self-assessment is an evaluation that you make of yourself. You can evaluate (self-assess) your fitness, health, and wellness, as well as the lifestyle

choices that produce them. In this book, you'll try self-assessments of many kinds (one in each chapter). Once you learn to self-assess, you'll have reached the third step on the stairway. You can use the skill of self-assessment throughout your life to help you develop and implement your lifetime plan.

Step 4: Self-Management Skills and Self-Planning

Self-management skills help you implement healthy lifestyle choices that lead to good fitness, health, and wellness. One self-management skill was discussed in the previous step—self-assessment—and many others are discussed throughout this book (one per chapter). A brief introduction to these self-management skills is provided in the next lesson of this chapter. After you've learned a variety of self-management skills, you'll be equipped to move on to the next step of the stairway.

Step 5: Practicing a Self-Directed Healthy Lifestyle

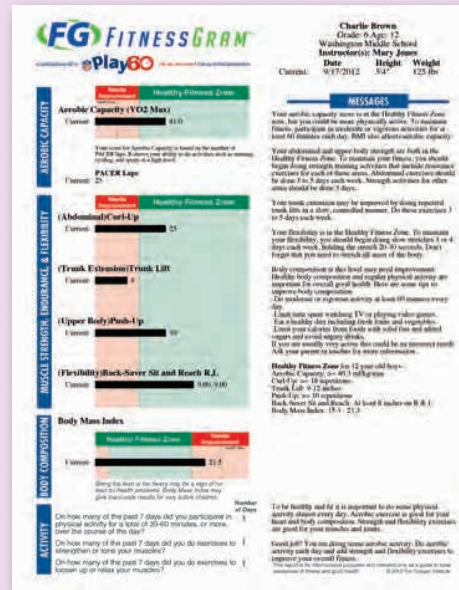
With this step, you will move to the level of decision making and problem solving. You'll have learned *why* fitness, health, and wellness are important; *what* your personal needs are; and *how* to plan for a lifetime. Because no two people have identical needs, no two people will have exactly the same program. But you will now have the necessary tools (self-management skills) to succeed in independent planning. You'll be able to develop your own personal fitness, health, and wellness programs by implementing the healthy choices discussed in this book. In a way, then, this step is much like the first



FITNESS TECHNOLOGY: Fitnessgram



Fitnessgram is a fitness self-assessment program developed by a group of science advisors at the Cooper Institute in Dallas, Texas. The program provides instructions for assessing your fitness by using a variety of health-related test items. It also includes software that allows you to build a personal fitness report by entering your data into a computer. Fitnessgram has been adopted as the national assessment program for both the President's Council on Fitness, Sports, and Nutrition (PCFSN) and the Society of Health and Physical Educators (SHAPE America). You'll learn how to perform and practice the items in the Fitnessgram test battery in this chapter's Self-Assessment feature. Other chapters in this book provide more information about each test item and how to determine fitness ratings using Fitnessgram.



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Using Technology

From time to time, the Fitnessgram science advisors make changes based on new research related to the fitness test items or the method of rating fitness for each test. You can stay up to date with changes in Fitnessgram by accessing the student section of the Fitness for Life website.

step in the stairway, but now you're making your own decisions instead of having other people make decisions for you.

Step 6: Achieving Lifelong Fitness, Health, and Wellness

When you reach the top step of the stairway, you will have taken responsibility for your own lifetime fitness, health, and wellness. You'll have moved from depending on others to making independent decisions, and you'll now implement the programs you developed in the previous step. You'll continue

to use self-assessment and other self-management skills (such as self-monitoring) to modify your plans as your needs and interests change. You'll also use other self-management skills to overcome barriers that might prevent you from sticking to your plan.

Making Healthy Lifestyle Choices

This book and this class are designed to help you make healthy lifestyle choices that enable you to achieve lifetime fitness, health, and wellness. In the remaining chapters, you'll learn how to climb the stairway and reach the highest step.

Lesson Review

1. What are the five types of determinants, and which are most in your personal control?
2. What are the major benefits of healthy lifestyle choices such as regular physical activity and good nutrition?
3. What is the Stairway to Lifetime Fitness, Health, and Wellness, and how can it be used?



SELF-ASSESSMENT: Practicing Physical Fitness Tests

In this book, you'll read about many physical fitness tests. The overall goal is to be able to select appropriate tests (self-assessments) to use both now and throughout your life. Several groups have developed physical fitness assessments specifically for young people. One of these, called Fitnessgram (see the Fitness Technology feature), is the most widely used test battery in the United States and is also used in many other countries. A test battery is a group of items designed to test several parts of fitness, and the Fitnessgram test battery assesses various parts of health-related physical fitness.

There are other test batteries in addition to Fitnessgram. The ALPHA-FIT test battery includes multiple test items that assess health-related physical fitness. It was developed in Europe and, like Fitnessgram, is used throughout the world. ALPHA-FIT contains some of the same items as Fitnessgram but also some different ones. For example, ALPHA-FIT includes the long jump and grip strength tests. These same two test items are included in the Institute of Medicine (IOM) Fitness Test

Battery developed for youth fitness surveys in the United States. Recent research has shown a relationship between grip strength and long jump tests and good health.

Before using a physical fitness test, learn about the test and what it measures, then practice each test item that you plan to use. Practice helps you get better at taking the test properly, so that you're truly measuring fitness rather than just learning test-taking skills. For best results, give your best effort when doing the self-assessment. For now, the goal is not to determine a score or rating on the test items but to practice the tests so that you know how to perform them properly. Since body composition assessments are not performance tests, they don't require practice and thus are not described here, but you'll learn more about them later.

Remember that self-assessment information is personal and is considered confidential. It should not be shared with others without the permission of the person being tested. Record your results as directed by your teacher.

Test of Cardiorespiratory Endurance

PACER

(Progressive Aerobic Cardiovascular Endurance Run, or 20-meter shuttle run)

This test is included in Fitnessgram, ALPHA-FIT, and the IOM Fitness Test Battery.

1. The test objective is to run back and forth across a 20-meter (almost 22-yard) distance as many times as you can at a predetermined pace (pacing is based on signals from a special audio recording provided by your instructor).
2. Start at a line located 20 meters from a second line. When you hear the beep from the audio track, run across the 20-meter area to the second line, arriving just before the audio track beeps again, and touch the line with your foot. Turn around and get ready to run back.
3. At the sound of the next beep, run back to the line where you began. Touch the line with your foot. Make sure to wait for the beep before running back.
4. Continue to run back and forth from one line to the other, touching the line each time. The beeps will come faster and faster, causing you to run faster and



The PACER is a good test of cardiorespiratory endurance.

faster. The test is finished when you twice fail to reach the opposite side before the beep.

Practice Tips

- Practice running at the correct pace so that you arrive just before the beep that signals you to change directions.
- Practice adjusting your pace as the beeps come faster and faster.

Tests of Muscle Fitness

Curl-Up (abdominal muscle strength and muscular endurance)

This test is included in Fitnessgram.

1. Lie on your back on a mat or carpet. Bend your knees approximately 140 degrees. Your feet should be slightly apart and as far as possible from your buttocks while still allowing your feet to be flat on the floor. (The closer your feet are to your buttocks, the more difficult the movement is.) Your arms should be straight and parallel to your trunk with your palms resting on the mat.
2. Place your head on a piece of paper. The paper will help your partner judge whether your head touches down on each repetition. Place a strip of cardboard (or rubber, plastic, or tape) 4.5 inches (about 11.5 centimeters) wide and 3 feet (about 1 meter) long under your knees so that the fingers of both hands just touch the near edge of the strip. You can tape the strip down or have a partner stand on it to keep it stationary.
3. Keeping your heels on the floor, curl your shoulders up slowly and slide your arms

forward so that your fingers move across the cardboard strip. Curl up until your fingertips reach the far side of the strip.

4. Slowly lower your back until your head rests on the piece of paper.
5. Repeat this procedure so that you do one curl-up every three seconds. A partner can help you by saying "up, down" every three seconds.

Practice Tips

- Practice keeping your buttocks and heels in the same location (that is, not moving them) as you do repetitions.
- Practice doing one repetition (up, down) every three seconds.
- Practice reaching to the end of the strip for each repetition.
- Practice lowering your head to the mat on each repetition.
- Next, practice as many repetitions as you can (up to 15). Have a partner check your form to make sure you are performing each curl-up correctly.



When properly performed, the curl-up is a good measure of muscle fitness of the abdominal muscles.

Push-Up (upper body strength and muscular endurance)

This test is included in Fitnessgram.

1. Lie facedown on a mat or carpet with your hands (palm down) under your shoulders, your fingers spread, and your legs straight. Your legs should be slightly apart and your toes tucked under.
2. Push up until your arms are straight. Keep your legs and back straight. Your body should form a straight line from your head to your heels.
3. Lower your body by bending your elbows until your upper arms are parallel to the floor (elbows at a 90-degree angle), then push up until your arms are fully extended. Do one push-up every three seconds. You may want to have a partner say "up, down" every three seconds to help you.

Practice Tips

- Practice lowering until your elbows are bent at 90 degrees. You may want to have a partner hold a yardstick parallel to the floor (at the elbow) to help you determine when your elbows are properly bent.
- Practice pushing up all the way so that your arms are at full extension at the top of each push-up.
- Practice doing one repetition (up, down) every three seconds.
- Next, practice as many repetitions as you can (up to 15). Have a partner check your form to make sure you are performing each push-up correctly.



The 90-degree push-up is a measure of muscle fitness of the upper body.

Handgrip Strength (isometric hand and arm strength)

This test is included in ALPHA-FIT and the IOM Fitness Test Battery.

1. Use a dynamometer to measure isometric strength. Adjust the dynamometer to fit your hand size.
2. Squeeze as hard as possible for two to five seconds. Your arm should be extended with your elbow nearly straight. Do not touch your body with your arm or hand.
3. Repeat with each hand. Alternate hands to allow a rest between each attempt.
4. Results are most often reported in kilograms (a kilogram equals about 2.2 pounds). To get your score in pounds, multiply your score in kilograms by 2.2.

Practice Tips

- Try the grip at different settings to see which enables you to perform the best.
- Try bending your knees a bit as you squeeze to help maintain good balance, which may help your score.



The handgrip strength test measures muscle fitness, and scores are related to total body strength.

Standing Long Jump (leg power, or explosive strength)

This test is included in ALPHA-FIT and the IOM Fitness Test Battery.

1. Use masking tape or another material to make the necessary line on the floor.
2. Stand with your feet shoulder-width apart behind the line on the floor. Bend your knees and hold your arms straight in front of your body at shoulder height.
3. Swing your arms downward and backward, then vigorously forward as you jump forward as far as possible, extending your legs.
4. Land on both feet and try to maintain your balance on landing. Do not run or hop before jumping.

The standing long jump is a test of power (explosive strength).



Practice Tips

- For best performance, lean forward just before you jump. Practice to get the best timing of the lean followed by the forward arm swing just before you jump.
- Try the test several times so that you can land without losing your balance. To help you avoid falling when you land, keep

your arms extended in front of you. Also bend your knees when you land to help you absorb the shock of landing and to help you maintain your balance.

- Try bending your knees more or less before different jumps to see which amount of knee bend gives you the best jump.

Test of Muscle Fitness and Flexibility

Trunk Lift (back muscle fitness and back and trunk muscle flexibility)

This test is included in Fitnessgram.

1. Lie facedown with your arms at your sides and your hands under or just beside your thighs.
2. Lift the upper part of your body very slowly so that your chin, chest, and shoulders come off the floor. Lift your trunk as high as possible, to a maximum of 12 inches (30 centimeters). Hold this position for three seconds while a partner measures how far your chin is from the floor. Your partner should hold the ruler at least 1 inch (2.5 centimeters) in front of your chin. Look straight ahead so that your chin is not tipped abnormally upward.

Caution: The ruler should not be placed directly under your chin, in case you have to lower your trunk unexpectedly.

Practice Tips

- Practice lifting your trunk 12 inches (30 centimeters) off the floor. Hold the trunk off the floor at 12 inches (do not lift higher) for three seconds.
- Practice three to five times to see if you are able to hold the lift for the required three seconds.
- Practice looking straight ahead so that your chin is not tipped up.



The trunk lift measures muscle fitness of the back and trunk muscles as well as flexibility.

Test of Flexibility

Back-Saver Sit-and-Reach (range of motion, or flexibility, of the hip)

This test is included in Fitnessgram.

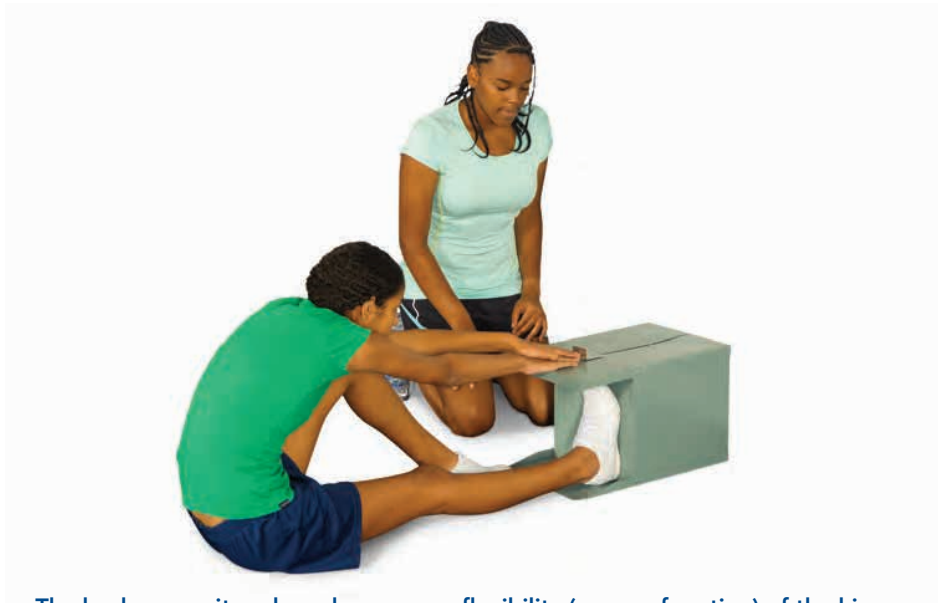
1. Place a measuring stick, such as a yardstick or meter stick, on top of a box that is 12 inches (30 centimeters) high with the stick extending 9 inches (23 centimeters) over the box and the lower numbers toward you. You may use a flexibility testing box if one is available.
2. To measure the flexibility 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 (5 to 8 centimeters) 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 your palms facing down. Your middle fingers should be together with the tip of one finger exactly on top of the other.
4. Lean forward slowly; do not bounce. Reach forward with your arms and fin-

gers, then slowly return to the starting position. Repeat four times. On the fourth reach, hold the position for three seconds and observe the measurement on the stick below your fingertips.

5. Repeat with your left leg.

Practice Tips

- Do the PACER practice or another general warm-up before practicing this test.
- Practice keeping your extended leg straight (a very slight bend is okay).
- Practice keeping your other leg bent and the foot of that leg about 2 to 3 inches (5 to 8 centimeters) from your straight leg.
- Practice keeping one middle finger on top of the other.
- Practice holding your stretch for three seconds.
- Practice three to five times with each leg.



The back-saver sit-and-reach measures flexibility (range of motion) of the hip.

Lesson 2.2

Learning Self-Management Skills

Lesson Objectives

After reading this lesson, you should be able to

1. describe the stages of change in adopting a healthy lifestyle,
2. describe several self-management skills, and
3. explain how to use self-management skills for living a healthy life.



Lesson Vocabulary

exercise, motor skill, physical activity, sedentary, skill

In the first lesson of this chapter, you learned about what it means to live a healthy lifestyle. You also learned about many determinants of health, fitness, and wellness. In this lesson, you'll learn about making lifestyle changes to enhance your fitness, health, and wellness. First, you'll learn about the stages of change. People do not change overnight; change takes time, and people who are making a change typically progress through five stages. These stages were identified by psychologists working to help people stop smoking. They found that most smokers do not quit all at once but go through stages instead. Later, exercise psychologists and nutrition scientists found that these five stages of change apply to other lifestyle choices, such as physical activity and nutrition. Understanding these stages can help you make positive changes in your lifestyle.

FIT FACT

Physical activity refers to movement that uses your large muscles. Thus it includes a wide range of pursuits, such as sport, dance, recreational activities, and activities of daily living. **Exercise** is a form of physical activity specifically designed to improve your fitness.



Stages of Change for a Healthy Lifestyle

Healthy lifestyle behaviors—such as being active, eating well, and managing stress—are within your

control. With effort, most anyone can make healthy lifestyle changes in these areas. There are five stages of change for modifying behaviors to improve fitness, health, and wellness: precontemplation (not thinking of change), contemplation, planning for change, taking action to change, and maintenance. Figure 2.3 shows the five stages of change for physical activity.

- **Precontemplation:** A person at stage 1 chooses not to be active. Another word for being inactive is **sedentary**, and more than one-third of all adults are sedentary and thus are included in this stage. You might think there are no sedentary teens, but there are. It's true that this category includes fewer teens than adults, but nearly one in four teens can also be included here. In an ideal world, all people would be active exercisers, but sometimes people move slowly from one stage to the next.
- **Contemplation:** A sedentary person might read about the importance of physical activity and even start to think about being active—but take no action. This person has moved from being sedentary to being an inactive thinker (stage 2). An inactive thinker does little physical activity but is thinking about becoming active.
- **Planning:** At stage 3, a person starts planning to be active. For example, he or she 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.



FIGURE 2.3 The five stages of change for physical activity.

- **Taking action:** Stage 4 involves actually becoming active. The person, now an activator, goes to the exercise facility to work out, for example, or plays tennis with a friend.
- **Maintenance:** Stage 5 involves maintaining regular activity. The ultimate goal is to help all people progress to the stage of the active exerciser (stage 5). When this stage is reached, a person is active on a regular basis for a long time (at least several months).

Living a healthy lifestyle means making good choices in various areas of your life. You can be at one level of change in one area and at another level in a different area. For example, perhaps you're not active on a regular basis but are thinking about becoming more active; therefore, you're at stage 2 for physical activity. At the same time, you might regularly eat well and therefore be at stage 5 for healthy eating.

The same five stages of change apply to other healthy lifestyle choices. For example, figure 2.4 shows the stages as they might relate to eating well. Only about 1 in every 4 teens eats the recommended number of fruits and vegetables each day, and about 1 in 10 have avoided eating meals for as long as 24 hours. Teens who do not eat well are at stage 1, whereas those who do eat well on a regular basis are at stage 5. For any healthy lifestyle choice, the goal is to move to stage 5.

FIT FACT

Changes in behavior don't always occur from stage 1 to 5 without interruption. Sometimes people move forward a few stages, then fall back a stage, and then move forward again. With effort, progress is made gradually from one stage to another.



FIGURE 2.4 The five stages of change for eating well.

Self-Management Skills: Adopting a Healthy Lifestyle

How do you change your lifestyle? How do you move from stage 1 to stage 5 for being active or eating well?

The best way is to learn self-management skills for change. A **skill** is an ability that allows you to perform a specific task effectively. You improve your skills through practice. For example, writing and typing are skills that help you communicate; if you practice them, you get better at doing them. Similarly, **motor skills**—such as throwing, kicking, and catching—help you perform better in sports and games. They also improve with practice.

Self-management skills are abilities that help you change your lifestyles. There are three kinds: those that help you begin to change, those that help you make change, and those that help you maintain change (see figure 2.5).

“Happiness lies, first of all, in health.”
—George William Curtis,
author and social reformer

Skills That Help You Think About Change

Table 2.1 lists the names and descriptions of 21 self-management skills. Some of these are especially helpful to people who need to make changes but have not begun a plan of action (people in stages 1 and 2). *Self-assessment* skills, for example, help you see that you need to make changes and determine what changes to make. *Building knowledge and understanding* helps you see why it is important to change. Knowing the benefits of healthy lifestyle choices—such as being active and eating right—can also motivate you to make positive changes. More specifically, *identifying risk factors* for disease helps you see the need to adopt a healthy lifestyle not only for now but also for your future.

Two other self-management skills that help you begin to change are *positive attitude* and *self-confidence*. If you think you can make a change and you feel good about the change, then you’re more likely to be motivated to actually do it! You’ll learn more about the self-management skills that help you start making changes as you progress through this book.

Skills That Help You Make Changes

Once you have reached stage 3 of the change process, you’re ready to take action, but you must

Self-management skills

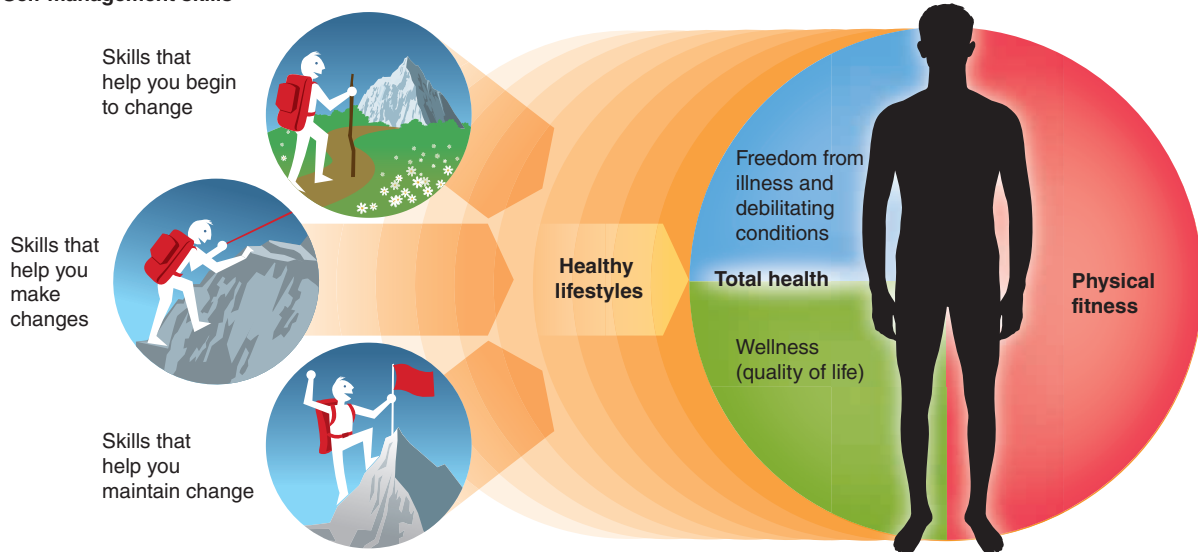


FIGURE 2.5 Self-management skills help you change your lifestyles to improve your fitness, health, and wellness.

TABLE 2.1 Self-Management Skills for Fitness, Health, and Wellness

	Skill	Description
Skills that help you think about change		
1	Self-assessment	This skill helps you see where you are and what to change in order to get where you want to be.
2	Building knowledge and understanding	You can use a modified form of the scientific method to solve problems—such as how to make healthy changes in your life.
3	Identifying risk factors	Identifying your health risks enables you to assess and then reduce them.
4	Positive attitude	This skill helps position you to succeed in adopting healthy lifestyles.
5	Self-confidence	This skill helps you build the feeling that you're capable of making healthy changes in your lifestyles.
Skills that help you make changes		
1	Goal setting and self-planning	These skills create a foundation for developing your personal plan by setting goals that are SMART (specific, measurable, attainable, realistic, and timely) and preparing a written schedule.
2	Time management	This skill helps you be efficient so that you have time for the important things in your life.
3	Choosing good activities	This skill involves selecting the activities that are best for you personally so that you will enjoy and benefit from doing them.
4	Learning performance skills	This skill helps you to perform well and with confidence. For example, learning motor skills helps you become active, learning stress management skills helps you avoid or reduce stress, and learning nutrition skills helps you eat well.
5	Improving self-perception	This skill helps you think positively about yourself so that you're more likely to make healthy lifestyle choices and feel that they will make a difference in your life.
6	Stress management	This skill involves preventing or coping with the stresses of daily life.
Skills that help you maintain changes		
1	Self-monitoring	This skill involves keeping records (logs) to see whether you are in fact doing what you think you're doing.
2	Overcoming barriers	This skill helps you find ways to stay active despite barriers, such as lack of time, temporary injury, lack of safe places to be active, inclement weather, and difficulty in selecting healthy foods.
3	Finding social support	This skill enables you to get help and support from others (such as your friends and family) as you adopt healthy behaviors and work to stick with them.
4	Saying no	This skill helps keep you from doing things you don't want to do, especially when you're under pressure from friends or other people.
5	Preventing relapse	This skill helps you stick with healthy behaviors even when you have problems getting motivated.
6	Thinking critically	This skill enables you to find and interpret information that helps you make good decisions and solve problems in living a healthy lifestyle.
7	Resolving conflicts	This skill helps you solve problems and avoid stress.
8	Positive self-talk	This skill helps you perform your best and make healthy lifestyle choices such as being active by thinking positive thoughts rather than negative ones that detract from success.
9	Developing good strategy and tactics	This skill helps you focus on a specific plan of action and successfully execute the plan.
10	Finding success	Finding success is not technically a skill, but it comes from using a variety of self-management skills to change behavior. If you use the self-management skills described here and believe that they will help you succeed, you are much more likely to achieve success.

know how to take the *right* action. Six of the self-management skills help you begin to actually make the lifestyle changes that are right for you (see table 2.1). *Goal setting and self-planning* skills help you design a plan for change. *Time management* skills help you make time for carrying out your personal plan. Goal setting, self-planning, and time management skills apply to all types of lifestyle change.

Other self-management skills that help you become more active are *choosing good activities* and *learning performance skills*. As you do so, the skill of *improving self-perception* helps you think positively about yourself. Also, people who think positively and know how to *manage stress* are more likely to make changes because they believe that change is possible and aren't worried about confronting change.

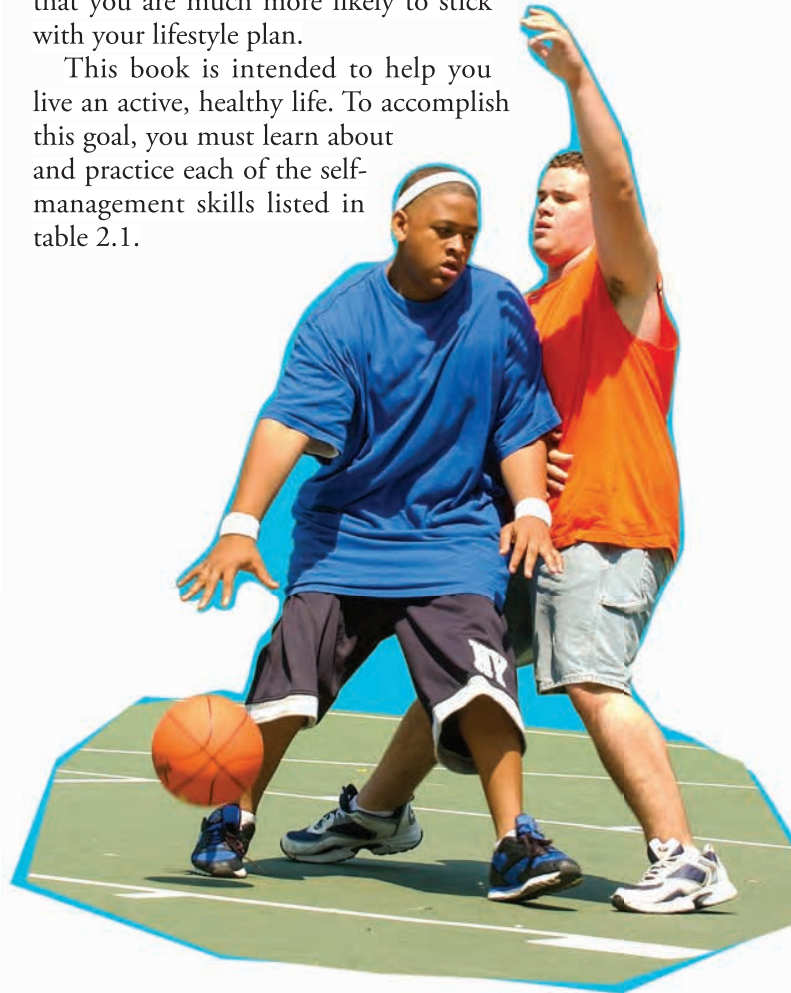
Skills That Help You Maintain Changes

The remaining self-management skills presented in table 2.1 help you stick with your healthy lifestyle changes. Once you've made a lifestyle change (that is, achieved stage 4 or 5 in that area of your life), these skills help you stay there. *Self-monitoring* helps you track your progress. You can also learn to *overcome barriers*, *find support from others*, and *say no* to those who might deter you. And you can learn specific skills that help keep you from quitting your healthy lifestyle (*preventing relapse*).

Several other skills can also help you stay on the right track. Learning to *think critically* helps you

make good decisions and avoid mistakes that can hurt your health. Learning to *resolve conflicts* helps you avoid stress. Using *positive self-talk* and *good strategy and tactics* helps you *find success* so that you are much more likely to stick with your lifestyle plan.

This book is intended to help you live an active, healthy life. To accomplish this goal, you must learn about and practice each of the self-management skills listed in table 2.1.



Lesson Review

1. What are the five stages of change, and how are they useful to you?
2. What are some examples of self-management skills for each of the different stages of change?
3. How can you use self-management skills for living a healthy life?



TAKING CHARGE: Building Knowledge and Understanding

Anish's mother, Mrs. Bhalla, made a New Year's resolution to be more active. She did not know a lot about how to exercise, so she searched the web for information about fitness programs. She found a website with the following claim: "Get fit in five minutes a day without getting sweaty!" Anish was concerned because he had learned in class that it takes weeks of regular exercise to improve fitness.

Anish told his mom, "I think you need to get more knowledge and understanding about fitness and physical activity before you get started." But his mother decided to try the plan. Several months later, her fitness had not improved, and she felt discouraged.

At this point, she talked with Anish about the fitness and activity strategies he was learning at school. They both decided that it was important for her to gain good knowledge about fitness before trying a new program. Anish had also learned the value of understanding the



"why" of exercise if a person wants to get best results: Why should I exercise (what are the benefits)? Why is this plan best for me (what are my personal needs)?

Anish and his mother agreed that she would learn along with him as he studied fitness and physical activity at school so that she could do things right the next time she tried.

For Discussion

Mrs. Bhalla made one good decision and one bad decision. How can someone who wants to make a healthy New Year's resolution avoid making a bad decision about fitness and physical activity? Why do you think people choose programs such as the one Mrs. Bhalla tried? Is it possible to get fit in five minutes a day? How might Anish help his mother in the future? Consider the guidelines presented in the following Self-Management feature as you answer these discussion questions.



SELF-MANAGEMENT: Skills for Building Knowledge and Understanding

Knowledge based on sound information can help you make good decisions. But knowledge alone does not always lead to good decisions. You must understand the information you take in. A person with knowledge knows facts, but a person with understanding comprehends the significance of the facts and can use that understanding to make good decisions.

In this book, you learn knowledge about fitness, health, and wellness. You also build higher-level understanding that helps you apply the information you've learned. The following guidelines will help you use this book to build both your knowledge and your understanding.

- **Learn the facts first.** Learning the facts is a necessary first step toward building higher-level understanding.

- **Use the scientific method.** Investigate (collect information) to gain as many facts as possible. The facts help you analyze and test hypotheses. For example, you might have a hypothesis that you can get fit in five minutes a day. After gaining the facts and analyzing them, you would learn that the hypothesis is false. The scientific method helps you understand the information you learn and make sound decisions.
- **Ask why.** When studying healthy lifestyle choices, ask yourself "why" questions: Why do I need this? Why should I believe this information? Why will this information be beneficial?
- **Consult reliable sources.** Whether you're consulting a website, magazine

article, or book, check with trusted people to help you find good sources. Your knowledge and understanding are only as good as the sources you use. The chapter titled Making Good Consumer Choices provides more information about how to find reliable source material.

- **Try to apply.** When learning new information, ask, “How can I apply this?” Applying new information to real situations helps you understand it, which in turn helps you apply it more effectively. For example, regarding the dangers of fat in your diet, ask yourself questions like these: What else do I need to

know? How much fat is too much? What changes can I make in my diet to reduce my fat intake?

- **Put it all together.** When you learn about something new, you often find many pieces of information. Taking time to fit the pieces together will help you make sense of what you’ve learned. Another word for “putting all the facts together” is *synthesizing*. For example, if you know you feel stressed out, and you know that there are several reasons for the stress, how do you use all of the information together—synthesize it—to make a good decision?



ACADEMIC CONNECTION: Accurate Use of Words

English language arts is an area of academic study that focuses on preparing students who are college and career ready in reading, writing, speaking, listening, and language. Learning to use words accurately and knowing how similar words differ are important in the study of the English language and in achieving literacy (being educated).

In this chapter, and in other parts of this book, factors influencing fitness, health, and wellness are discussed. Health experts typically refer to the factors as determinants. The word *sex* is used throughout the book to describe whether you are biologically male or female. Your sex is one determinant that influences your fitness, health, and wellness. The word *gender* has a similar but slightly different meaning. It refers to social or cultural roles of people (masculine or feminine). For

example, in the past some activities were identified as gender appropriate for males only (masculine) or females only (feminine). Over time, stereotypes have diminished, opening up more activity opportunities for both males and females. In this book, activities are not identified as masculine or feminine. Activities are considered appropriate for both sexes (male and female). *Gender* is also a word used in grammar to categorize pronouns (such as *he* or *she*) and other parts of speech.

The use of words sometimes changes over time. In recent years the word *gender* has been used more frequently to indicate a person’s sex (male or female). In the sciences, the preferred term is *sex* rather than *gender* when indicating whether a person is male or female, and for this reason *sex* is the term used in this book (in this context).



TAKING ACTION: Fitness Trails

Fresh air, nature, and fitness? Yes, please! Most communities have natural spaces where you can walk, jog, run, or bike. Some communities have also created fitness trails—pathways through parks or woodlands designed especially for walking, jogging, and running. Some fitness trails include human-made or natural structures intended for particular exercises. These structures allow walkers, joggers, and runners to mix their movement activity with muscle fitness and flexibility exercises. Fitness

trails are sometimes considered “outdoor gyms,” and there’s probably one near you!

Take action by learning about, visiting, or even helping create a fitness trail near you. Many fitness trails are already well established by city or county park and recreation departments or federal agencies such as the U.S. National Park Service. Although they may differ from remote trails, urban areas can have fitness trails.



Being outdoors dramatically increases the amount of activity that people perform.

CHAPTER REVIEW

Reviewing Concepts and Vocabulary

As directed by your teacher, answer items 1 through 5 by correctly completing each sentence with a word or phrase.

1. Factors that affect your fitness, health, and wellness are called _____.
2. Factors influencing fitness, health, and wellness over which you have little control are called _____.
3. Factors influencing fitness, health, and wellness over which you have the most control are called _____.
4. The steps that lead you from dependence to independence are referred to together as the _____.
5. The fitness test used to assess cardiorespiratory endurance by running when signaled by a beep is called the _____.

For items 6 through 10, as directed by your teacher, match each term in column 1 with the appropriate phrase in column 2.

- | | |
|----------------------|------------------------------------|
| 6. sedentary person | a. just bought exercise equipment |
| 7. inactive thinker | b. is active most days of the week |
| 8. planner | c. is sometimes active |
| 9. activator | d. is considering becoming active |
| 10. active exerciser | e. is inactive |

For items 11 through 15, as directed by your teacher, respond to each statement or question.

11. Explain what a self-management skill is and why it can be useful.
12. What are some of the fitness test items used in major fitness test batteries such as Fitnessgram, and what do they measure?
13. Describe the five stages of change.
14. What are fitness trails, and how can they be useful in staying active?
15. What are some guidelines for building knowledge and understanding?

Thinking Critically

Write a paragraph to answer the following question.

Of all the self-management skills described in lesson 2, which one would most help you be more active or eat better? Give the reasons for your answer.

Project

Assume that you are the head of a marketing company assigned to create an ad campaign promoting healthier eating and more active living. Prepare a script for a television commercial for the promotion. If resources are available, create a video of the commercial.

