

Active Sports and Skill- Related Physical Fitness

9



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Activity 1

ORIENTEERING

In chapter 8 you learned about orienteering. It combines walking, jogging, and map-reading skills. It is usually done in a rural area, but in recent years urban orienteering has become more popular. Each participant has a compass and a map that describes a course. The compass is used to help locate several checkpoints marked by flags or other identification. At each checkpoint the participant marks a card to indicate that the checkpoint has been located. In some cases the activity can be competitive if the goal is to cover the course in as little time as possible.

Lesson 9.1

Skills and Skill-Related Physical Fitness

Lesson Objectives

After reading this lesson, you should be able to

1. Define physical skills and give examples.
2. Explain how skill-related fitness abilities differ from physical skills.
3. Identify and explain factors that affect skill-related fitness and skills.
4. Discuss the importance of assessing personal skill-related fitness.

Lesson Vocabulary

skill (p. 133), skill-related physical fitness (p. 133)



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You already know that physical fitness is divided into two categories: health-related physical fitness and **skill-related physical fitness**. Health-related physical fitness is considered the most important because you need it to maintain good health and wellness. Skill-related physical fitness is less related to good health and more related to your ability to learn sports and other kinds of physical **skill**.

Learning about your own skill-related fitness will help you determine which sports and lifetime activities will be easiest for you to learn and enjoy. Because people differ in their levels of each part of skill-related fitness, different people will find success in different activities. In this lesson you will learn how to assess your own levels of skill-related fitness so that you can choose activities that match your abilities, work to improve your abilities, and find activities you can enjoy for a lifetime.



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Factors That Affect Skill-Related Fitness

You learned in chapter 1 that skill-related physical fitness is a group of basic abilities that helps you perform well in sports and activities requiring certain physical

skills. These abilities include agility, balance, coordination, power, speed, and reaction time.

Notice that skill-related fitness abilities and physical skills are not the same thing. Physical skills are specific physical tasks that people perform, such as the sport skills of catching, throwing, swimming, and batting, and other skills such as dancing. Skill-related fitness abilities help you learn particular skills. For example, if you have good skill-related fitness abilities in speed and power, you will be able to learn football running skills easily; if you have good balance, you will be able to learn gymnastics skills more easily.

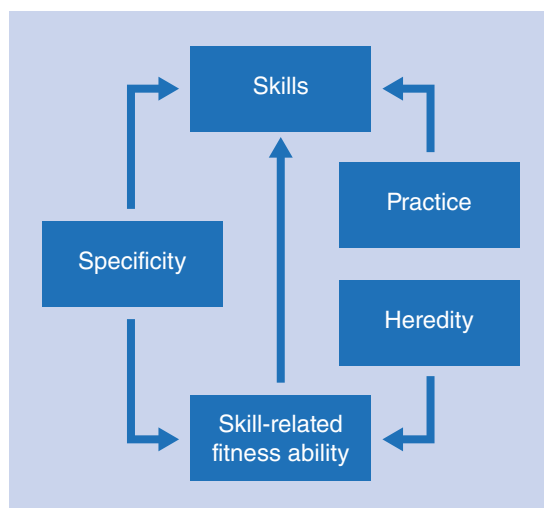
Several factors affect your skill-related fitness and your skills, including heredity, practice, and the principle of specificity. The diagram below shows how these factors are related.

Heredity

Heredity influences skill-related fitness abilities. For example, some people are able to run fast or react quickly because they inherited these traits from their parents. A person who did not inherit a tendency to excel in these areas may have more difficulty performing skills that require those abilities. Improving your skills is always possible, and often extra practice and desire make up for lack of inherited ability.

Practice

Anyone can learn the skills required for sports, games, and other lifetime activities. Practice—repeating a skill over and over—is the key. If you repeat a skill such as a tennis serve and do it correctly, you will become better at that skill. You probably will learn the skill faster if you have good skill-related fitness in an area such as coordination. While everyone cannot become an Olympic athlete, with practice everyone can learn the basic skills necessary to enjoy some sports and to perform physical tasks efficiently. Learning about your own skill-related abilities can help you choose a sport or activity in which you are more likely to succeed.



FIT FACTS

An ice skater might practice more than eight hours a day on most days of the week to become skillful enough for Olympic competition. But for most people, less practice will develop the skills needed for enjoying an activity.

Principle of Specificity

The principle of specificity applies to all parts of skill-related fitness and to physical skills. Just because you excel in one part of skill-related fitness does not mean you will excel in another part. This is often the case even when abilities seem closely related, such as reaction time and speed. For example, you might have great speed, which helps you run fast, but lack good reaction time, which prevents you from getting a good start. Apply the principle of specificity to choose a sport or activity that requires the specific skill-related fitness abilities you perform best.

The principle of specificity also tells you that once you choose an activity or sport that you would like to learn, it is best to practice the specific skills of that activity. With practice you may be able to make some improvement in skill-related fitness, but it is best to use practice time on the specific skills of the activities in which you want to improve.

Assessing Skill-Related Fitness

A good first step for a person interested in learning a lifetime sport or physical activity is to assess skill-related fitness abilities. Assessing each of the abilities can help

you identify those that will help you succeed in a particular activity. Perform the skill-related fitness assessments in this chapter. As you perform these assessments you should be aware that skill-related fitness has many sub-parts. For example, coordination is a skill-related ability that includes eye-hand coordination—the ability to use the hands and eyes together as in hitting a ball—and eye-foot coordination—the ability to use the eyes and feet together as in kicking a ball.

Once you have assessed your skill-related fitness abilities, you can develop a profile of your results that will help you in selecting lifetime activities and sports. In this lesson you will learn how to use a profile to select lifetime activities and make plans for becoming proficient in those activities.

Developing a Skill-Related Fitness Profile

One student, Sue, did all of the skill-related physical fitness assessments in this chapter. You can see the profile she developed for her skill-related fitness in table 9.1. Sue's profile helped her identify her strengths and weaknesses. She used her profile to develop her fitness program.

You can see that Sue has better abilities in some parts of fitness than in others. One way she can use her profile is to see how she can improve her skill-related fitness in areas in which she didn't do so well. She can use table 9.2 to identify activities that provide the most benefits for each part of skill-related fitness.

The second way Sue can use her profile is to find physical activity that is suited to her abilities. Activities that give the most benefits in a specific part of skill-related fitness will also require the greatest amount of fitness in that part. Sue did not do well in power, so she decided to take karate lessons to help her improve. She also didn't do well in speed and reaction time but realized that, because of heredity, she probably would not be a really fast person with good reaction time. Still, she thought that karate might help these abilities some. She also decided not to worry if she wasn't as able as other people in these parts of fitness. Sue used table 9.2 to help her determine which activities helped to build specific parts of skill-related fitness.



Table 9.1

Sue's Skill-Related Fitness Profile

	SKILL-RELATED PERFORMANCE RATING			
Fitness part	Low	Marginal	Good	High
Agility				X
Balance		X		
Coordination			X	
Power		X		
Speed		X		
Reaction time	X			

Table 9.2

Skill-Related Benefits of Sports and Other Activities

Activity	Balance	Coordination	Reaction time	Agility	Power	Speed
Badminton	Fair	Excellent	Good	Good	Fair	Good
Baseball	Good	Excellent	Excellent	Good	Excellent	Good
Basketball	Good	Excellent	Excellent	Excellent	Excellent	Good
Bicycling	Excellent	Fair	Fair	Fair	Poor	Fair
Bowling	Good	Excellent	Poor	Fair	Poor	Fair
Circuit training	Fair	Fair	Poor	Fair	Good	Fair
Dance, aerobic or social	Fair	Good	Fair	Good	Poor	Poor
Dance, ballet or modern	Excellent	Excellent	Fair	Excellent	Good	Poor
Fitness calisthenics	Fair	Fair	Poor	Good	Fair	Poor
Extreme sports	Good	Good	Excellent	Excellent	Fair	Good
Football	Good	Good	Excellent	Excellent	Good	Excellent
Golf (walking)	Fair	Excellent	Poor	Fair	Good	Poor
Gymnastics	Excellent	Excellent	Good	Excellent	Excellent	Fair
Interval training	Fair	Fair	Poor	Poor	Poor	Fair
Jogging or walking	Poor	Poor	Poor	Poor	Poor	Poor
Martial arts	Good	Excellent	Excellent	Excellent	Excellent	Excellent
Racquetball or handball	Fair	Excellent	Good	Excellent	Fair	Good
Rope jumping	Fair	Good	Fair	Good	Fair	Poor
Skating, ice or roller	Excellent	Good	Fair	Good	Fair	Good
Skiing, cross-country	Fair	Excellent	Poor	Good	Excellent	Fair
Skiing, downhill	Excellent	Excellent	Good	Excellent	Good	Poor
Soccer	Fair	Excellent	Good	Excellent	Good	Good
Softball (fastpitch)	Fair	Excellent	Excellent	Good	Good	Good
Swimming (laps)	Poor	Good	Poor	Good	Fair	Poor
Tennis	Fair	Excellent	Good	Good	Good	Good
Volleyball	Fair	Excellent	Good	Good	Fair	Fair
Weight training	Fair	Fair	Poor	Poor	Good	Poor



Playing ultimate requires good eye-hand coordination.

Sue also decided to use her profile to help her choose other activities that would be easier to learn. She scored well in coordination. Because bowling is excellent for building coordination, it is also an activity in which a person with good coordination is likely to succeed.

Sue selected bicycling as another activity she would include in her activity program because it did not require high levels of skill-related fitness, did not require her to learn new skills, but did have a lot of health benefits.

You can develop your own skill-related fitness profile similar to the one Sue developed (see table 9.1). Use your profile to determine which activities might help you improve where you need it and which activities will be the ones you can most easily learn.

FITNESS Technology

Many new technological advances have helped people to become more successful in sports, even those who are not highly skilled. One of the most noteworthy is the development of sports equipment made from lightweight metals such as titanium, magnesium, and aluminum. Because these metals are light in weight, equipment such as tennis rackets, golf clubs, and baseball bats can be made larger without being excessively heavy.

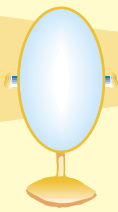
Oversized tennis rackets have a larger sweet spot, and for this reason even beginners are more likely to hit the ball well than with a smaller racket. Large golf clubs allow beginning golfers to hit the ball straighter and farther. Lightweight metals are also quite strong, so equipment made with them is less likely to break. For example, baseball and softball bats are less likely to break than wooden bats. Schools often use them so that they don't have to spend so much money to replace wooden bats. One negative aspect of using new, lightweight metal bats is that they allow the ball to be hit harder. Some experts think that they are especially dangerous for pitchers, who are more likely to be injured if struck by a ball hit with these bats.



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Lesson Review

- 1.** What are some examples of physical skills?
- 2.** How do skill-related fitness abilities differ from physical skills?
- 3.** What are three factors that affect skill-related fitness and skills?
- 4.** Why is assessing personal skill-related fitness important?



Self-Assessment

Assessing Skill-Related Physical Fitness



Use these stunts to assess your skill-related fitness abilities. Keep these points in mind, especially if you score low:

- ▶ You can improve all parts of your skill-related fitness, but it is often harder to improve on skill-related fitness abilities than on health-related fitness abilities.
- ▶ With practice you can improve your skills even if you are low in a skill-related fitness ability.
- ▶ Many activities do not require high levels of these abilities.
- ▶ You do not need to excel in an activity or sport to enjoy it.
- ▶ Many subparts of skill-related fitness are not included in these stunts. You may excel in some of these other subparts. Ask your teacher to help you find stunts to test more specific abilities not measured by these stunts.

PART 1: Side Shuttle (Agility)

Use masking tape or other materials to make five parallel lines on the floor, each 3 feet apart. Have a partner count while you do the side shuttle. Then count while your partner does it.

1. Stand with the first line to your right. When your partner says “go,” slide to the right until your right foot steps over the last line. Then slide to the left until your left foot steps over the first line.

2. Repeat the exercise, moving from side to side as many times as possible in 10 seconds. Only one foot must cross the outside lines.
3. When your partner says “stop,” freeze in place until your partner counts your score. Score 1 point for each line you crossed in 10 seconds. Subtract 1 point for each time you crossed your feet.
4. Do the side shuttle twice. Record the better of your two scores on your record sheet.



Caution: Do not cross your feet.





PART 2: Stick Balance (Balance)

You may take one practice try before doing each stunt for a score.

Stunt 1

1. Place the balls of both feet across a stick so that your heels are on the floor.
2. Lift your heels off the floor and maintain your balance on the stick for 15 seconds. Hold your arms out in front of you for balance. Do not allow your heels to touch the floor or your feet to move on the stick once you begin.

Hint: Focus your eyes on a stationary object in front of you.

3. Try the stunt twice. Give yourself 2 points if you are successful on the first try, 1 point if you failed on the first try but succeeded on the second, and 3 points if you were successful on both tries. Try stunt 2 even if you did not do well on stunt 1.



Stunt 2

1. Stand on a stick with either foot. Your foot should run the length of the stick.
2. Lift your other foot off the floor. First, balance for 10 seconds with your foot flat. Then rise up on to your ball of foot (heel off the stick) and continue balancing for 10 seconds.

Hint: Balance on your dominant leg—the one you balance on when you kick a ball.

3. Try the stunt twice. Give yourself 1 point if you balanced flat-footed for 10 seconds, and another point if you balanced on the ball of your foot for 10 seconds. Give yourself another point if you successfully balanced both flat-footed and standing on your toes. Your maximum score is 3 points.



PART 3: Wand Juggling (Coordination)

1. Take three practice tries before doing this stunt for a score. Hold a stick in each hand. Have a partner place a third stick across your sticks.
2. Toss the third stick in the air so that it makes a half turn. Catch it with the sticks you are holding. The tossed stick should not hit your hands.
3. Do this stunt 5 times tossing the stick to the right, and then do it 5 times tossing the stick to the left. Score 1 point for each successful catch.

Hint: Absorb the shock of the catch by giving with the held sticks, as you might do when catching an egg or something breakable.

PART 4: Standing Long Jump (Power)

Use masking tape or other materials to make a line on the floor.

1. Stand with both feet behind the line on the floor. Swing your arms forward, and jump as far forward as possible. Keep both feet together. Do not run or hop before jumping.
2. Have a partner measure the distance from the line to the nearest point where any part of your body touched the floor when you landed.

3. Do this stunt twice. Record the better of your two scores on your record sheet.





PART 5: Yardstick Drop (Reaction Time)

1. You will need a partner for this stunt. Have your partner hold the top of a yardstick with his or her thumb and index finger between the 1-inch mark and the end of the yardstick.
2. Position your thumb and fingers at the 24-inch mark on the yardstick. They should not touch the yardstick. Your arm should rest on the edge of a table with only your fingers over the edge.
3. When your partner drops the stick without warning, catch it as quickly as possible between your thumb and fingers.

Hint: Focus on the stick, not your partner, and be very alert.

Try this stunt 3 times. Your score is the number on the yardstick at the place where you caught it. Record your scores. Your partner should be careful not to drop the yardstick after the same waiting period each time. You should not be able to guess when the yardstick will drop. To get your rating, use the middle score (between your lowest and highest score).



PART 6: Short Sprint (Speed)

Use masking tape or other materials to make lines 2 yards apart beginning 10 yards from the starting line for a total distance of 26 yards. Work with a partner who will time you and blow a whistle to signal you to stop.

Try this once for practice without being timed; then try it for a score. Record your score on your record sheet.

1. Stand 2 or 3 steps behind the starting line.
2. When your partner says “go,” run as far and as fast as you can. Your partner will start a stopwatch when you cross the starting line. Then your partner will blow the whistle 3 seconds later. When the whistle blows, do not try to stop immediately, but begin to slow down.
3. Your partner should mark where you were when the 3-second whistle blew. Measure the distance to the nearest yard line. Your score is the distance you covered in the 3 seconds after crossing the starting line.

Scoring and Rating

Record your individual scores on your record sheet. Then follow the instructions for each stunt to find your fitness rating in tables 9.3 and 9.4.

Table 9.3

Rating Chart: Agility, Balance, and Coordination

	SIDE SHUTTLE (LINES CROSSED)		STICK BALANCE	WAND JUGGLING
	Males	Females	Males and females	Males and females
Excellent	31+	28+	6	9-10
Good	26-30	24-27	5	7-8
Fair	19-25	15-23	3-4	4-6
Poor	<18	<14	<3	<4

Table 9.4

Rating Chart: Power, Reaction Time, and Speed

	STANDING LONG JUMP (INCHES)		YARDSTICK DROP (INCHES)	SHORT SPRINT (YARDS RUN)	
	Males	Females	Males and females	Males	Females
Excellent	87+	74+	21+	24+	22+
Good	80-86	66-73	19-21	21-23	19-21
Fair	70-79	58-65	14-18	16-20	15-18
Poor	<69	<57	<13	<15	<14

Note: The rating categories used for health-related physical fitness are not used for skill-related physical fitness. The categories for skill-related physical fitness describe levels of performance ability, not health or wellness.

Lesson 9.2

Active Sports

Lesson Objectives

After reading this lesson, you should be able to

1. Identify four categories of sports.
2. Explain why fitness is important to sports participants.
3. Identify categories of sports for which participants must be especially fit.
4. Discuss guidelines for choosing a sport.

Lesson Vocabulary

active sports (p. 142), lifetime sports (p. 144), sports (p. 142)



www.fitnessforlife.org/student/9/4

You already know that regular physical activity contributes to good health and well-being. You also know that no single activity or set of exercises is best for everyone. An individual's choice of physical activities is based on such factors as age, skill-related fitness abilities, skills, interests, and personal fitness goals. In this lesson you will learn about the many kinds of sports and their benefits.

Sports of Different Intensities

As you will see, many different types of sports exist. **Sports** are physical activities that are competitive (have a winner and loser) and that have well-established rules. Some, such as golf and bowling, are relatively moderate in intensity. For this reason they are classified in the first level of the Physical Activity Pyramid with lifestyle activities that are also moderate. **Active sports** are included at the second level of the Physical Activity Pyramid because they are vigorous in nature. Active sports are considered at the same level of the pyramid (second level) as active aerobics because they elevate the heart rate above the threshold level and into the target zone for cardiovascular fitness. Active sports such as soccer, tennis, and basketball are not truly aerobic in nature because they involve frequent stops and starts. Short sprints or intense movements in these sports are typically anaerobic because these spurts are so vigorous that

they could not be continued for long periods without a rest. Experts still consider these sports to be similar to active aerobics if the rests between spurts of activity are brief and if the average heart rate during the activity stays above the threshold level. Some sports such as sprints in track and field are so intense for such a short period that they are totally or almost totally anaerobic. Examples include the 100-, 200- and 400-meter dashes. Training for sports typically involves both aerobic and anaerobic components. If you want to learn more about different types of anaerobic training consult the *Fitness for Life* Web site.



www.fitnessforlife.org/student/9/5

The Health-Related Benefits of Active Sports

Active sports can be effective in building many parts of health-related physical fitness. Table 9.5 illustrates the health-related benefits of a wide variety of sports as well as some active recreation activities. You may also want to consult table 9.2 on page 135 for some of the skill-related benefits of a variety of sports. These two tables may be of value in helping you choose a sport for lifetime participation. As you read this lesson, think about which sports are best for you.

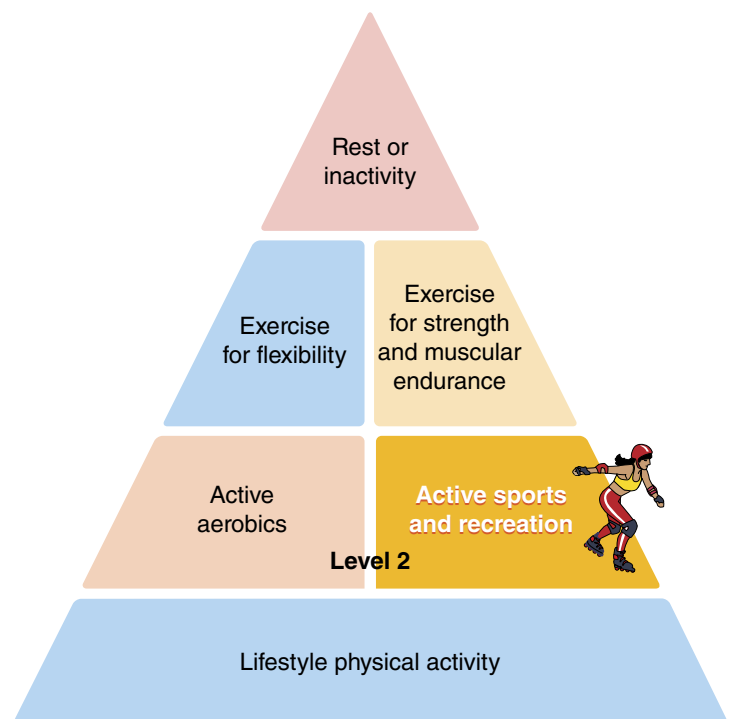


Table 9.5

Health-Related Benefits of Sports

Sport	Develops cardio-vascular fitness	Develops strength	Develops muscular endurance	Develops flexibility	Helps control body fat levels
INDIVIDUAL SPORTS					
Badminton +	Fair	Poor	Fair	Fair	Fair
Bowling +	Poor	Poor	Poor	Poor	Poor
Golf (walking) +	Fair	Poor	Poor	Poor	Poor
Gymnastics	Fair	Excellent	Excellent	Excellent	Fair
Rowing, crew	Excellent	Fair	Excellent	Poor	Excellent
Skiing, cross-country +*	Excellent	Fair	Good	Poor	Excellent
Skiing, downhill +*	Fair	Fair	Good	Poor	Fair
Snowboarding	Fair	Fair	Good	Fair	Fair
DUAL OR PARTNER SPORTS					
Handball/Racquetball +*	Good/Excellent	Poor	Good	Poor	Good/Excellent
Martial arts +*	Poor	Fair	Fair	Fair	Poor
Table tennis +*	Poor	Poor	Poor	Poor	Poor
TEAM SPORTS					
Baseball/Softball *	Poor	Poor	Poor	Poor	Poor
Basketball, half-court +*	Fair	Poor	Fair	Poor	Poor
Basketball, vigorous +*	Excellent	Poor	Good	Poor	Excellent
Football *	Fair	Good	Fair	Poor	Fair
Soccer *	Excellent	Fair	Good	Fair	Excellent
Volleyball +*	Fair	Fair	Poor	Poor	Fair
OUTDOOR, CHALLENGE, OR EXTREME SPORTS					
BMX cycling	Good	Good	Excellent	Fair	Good
Canoeing +	Fair	Poor	Fair	Poor	Fair
Horseback riding +	Poor	Poor	Poor	Poor	Poor
Mountain climbing +*	Good	Good	Good	Poor	Good
Sailing +	Poor	Poor	Poor	Poor	Poor
Surfing +*	Fair	Poor	Good	Fair	Fair
Waterskiing +*	Fair	Fair	Good	Poor	Fair

+ Lifetime sport.

* Fitness needed to prevent injury.

Sports of Many Kinds

There are so many different active sports that it is impossible to mention them all. Sports are generally grouped into several categories: team sports; dual sports; individual sports; and outdoor, challenge, or extreme sports. Other sports will not be considered here because they are not among the most popular or because they have little importance to the personal physical activity program of the typical person. Examples include motor sports (car racing), and racing (dogs and horses).

Team Sports

Team sports, such as the volleyball game in the photo below, are among the most popular for high school students and for adult spectators. Other examples are football, hockey, and soccer. These activities can be very good for building fitness for participants but do little for the fitness of spectators. Team sports are hard to do after the school years because they require other participants (teammates) as well as special equipment or facilities. Even though baseball and softball involve some vigorous activity, they are sometimes considered to be more like lifetime physical activities because their average intensity is low.



Volleyball is among the most popular team sports for high school students.



Basketball is one of the few team sports listed among the top 20 activities performed by adults.

No team sport is among the 10 most popular types of physical activities performed by adults 18 and over, but basketball is one of the few that is listed among the top 20 activities. The 10 most popular activities are primarily lifestyle physical activities and active aerobics. Because relatively few people who play team sports when they are young continue to pursue them for a lifetime, it will be important for you to find opportunities to continue if you want to play team sports as you grow older. Another way to stay active is to begin learning an individual sport, a dual sport, or an aerobic activity that you can enjoy later in life.

Dual or Partner Sports

Dual sports, sometimes called partner sports, are those you can do with one other person. Examples include tennis, badminton, fencing, and judo. Because they require fewer people than team sports, dual sports are often referred to as **lifetime sports**. Dual sports can be practiced individually, so you can get activity in these sports without a partner.

Tennis is often included in the top 10 participation activities, partly because it can be done with one other person and tennis courts are now available to most people. Some dual sports are not activities that large numbers of people do as adults. For example, wrestling is considered a dual sport but is not often done as a

lifetime sport even though it does develop many important parts of health-related fitness. Dual sports that are not done by many adults are not considered lifetime sports.

Individual Sports

Individual sports are those that you can do by yourself. Golf, gymnastics, and bowling are truly individual sports because you do not have to have a partner or a team to perform them. Many of these types of sports are also lifetime sports because they are more likely to be done throughout life, although some such as gymnastics are not done by many later in life. Also gymnastics often requires a spotter. Skiing and skating are two forms of active recreation that are also sometimes classified as individual sports.

Outdoor, Challenge, or Extreme Sports

Many of the types of active recreation discussed in chapter 8 can also be classified as sports. Active recreation activities such as those included in the previous chapter as well as sailing and water skiing are sometimes referred to as outdoor or challenge sports. Snowboarding, skateboarding, surfing, and BMX cycling are examples of activities sometimes referred to as extreme sports.

Fitness for Sports

Just as sports can contribute to good fitness, you also must stay fit to participate actively in sports. A weekend athlete is someone who neither exercises nor plays a sport on a regular basis. For example, some people snow ski only once or twice a year but otherwise do not exercise regularly. Nevertheless, they believe they are fit enough to ski. These people should exercise regularly for several weeks before skiing to get ready for it and to avoid injury.

Some individuals mistakenly assume that fitness is not necessary for certain sports, especially if the sports do little to build fitness. For example, softball is not particularly good for developing fitness, but it does



People who inherit a large number of fast-twitch muscle fibers are especially likely to be good at activities requiring sprinting and jumping, while those who inherit a large number of slow-twitch muscle fibers are likely to be good at activities requiring long, sustained performances such as distance running or swimming. You will learn more about fast- and slow-twitch muscle fibers in chapter 11.



Fitness is necessary for weekend athletes as well as those who participate in sports on a regular basis.

require fitness if you are to perform well. A player must sprint between bases, slide into bases, and jump to catch the ball. Each action could result in an injury if the player is not physically fit.

Each sport could result in injury if you are not physically fit. Be fit before actively playing a sport that involves these factors:

- ▶ Physical contact (football, wrestling, ice hockey)
- ▶ Fast sprinting (baseball, softball, soccer)
- ▶ Sudden fast starts and stops (racquetball, track, basketball)
- ▶ Vigorous jumping (basketball, high jump, soccer)
- ▶ Danger of falling (skiing, skating, judo)
- ▶ Danger of overstretching muscles (tennis, football)

Choosing a Sport

If you decide that participation in a sport should be a part of your lifetime physical activity plan, follow these guidelines:

- ▶ **Consider your skill-related abilities.** In the previous lesson you learned how to match your abilities to different activities. Consider your abilities as you choose a sport, too.



Taking Charge: Building Performance Skills

To enjoy a physical activity, it is good to have skills needed for the sport or game. Skills such as kicking, throwing, hitting, and swimming can be learned by anyone with practice. It does take some people longer than others to learn skills, though.

Zack felt that he was never really good at sports. He tried several activities and found that he was not as good at any of them as were other people he knew. He even tried out for sport teams at school. Once he tried to make the soccer team and then he tried out for the swim team but did not make either one. His biggest problem was that he did not learn to play sports when he was young, and now he was behind others who played sports.

Zack wanted to learn a sport but was afraid that he would be unsuccessful again and that his friends might laugh at him. He did a self-assessment of his skill-related abilities and found that he did pretty well on most of the assessments. He found that he did best in coordination and agility, though his power was not especially high.



Before trying out for a team again, Zack thought it would be best to try to learn some skills of a sport that matched his abilities. Being over 6 feet tall and weighing 180 pounds seemed to be an advantage, though he wanted to get stronger. Still, he was not sure which sport would be best for him. He wanted to be on a team but he also wanted to learn something that would be fun and interesting.

For Discussion

What advice would you give Zack for choosing a sport? Once he chooses a sport, what steps could he take to improve his performance skills? Who could he talk to for help? Zack knew that he needed to practice but was not sure exactly what to practice. What practice advice would you give him? Fill out the questionnaire provided by your teacher to see how you might improve your performance skills. Consider the guidelines on pages 145 to 147.

Self-Management Skill

- ▶ **Consider the health-related benefits of the sport.** Use the information from this lesson to help you choose a sport that will help you build important parts of fitness.
- ▶ **Consider a lifetime sport.** Sports that can be done throughout life are good choices because you are likely to stick with them.
- ▶ **Learn the skills of the sport.** Skill is important if you are going to do an activity on a regular basis. Set aside time to practice your sport skills.
- ▶ **Be fit for sports.** Remember, you need to be physically fit even for sports that do not build fitness.
- ▶ **Choose sports that you enjoy doing.** Sports can be fun. Sometimes it is pleasant and worthwhile to just get away from the pressures of life and do something that you enjoy.

Choosing Your Role

We know that sports offer opportunities for leadership. Coaches provide leadership, and so do team captains. Some roles in sports require more leadership than others. For example, quarterbacks call plays in football

and catchers call pitches in softball and baseball. In recreational sports, such as intramurals or community programs, there is no coach. Someone must provide leadership to get a team organized and take care of details. Without this leadership there would be no team—and there would be no participation.

However, not all participants need to be leaders. Being a good team member, following the team leader, and playing an important role are all important to team success and enjoyment. Without good followers, no team can be successful. You may play a different role in different situations; you may lead in one instance and follow in another. This is good because it allows all people to play a variety of roles and to enjoy their involvement.

Lesson Review

1. What are four categories of sports? Give an example of each.
2. Why is fitness important to sports participants?
3. What are some categories of sports for which participants must be especially fit?
4. What are six guidelines for choosing a sport?



Building Performance Skills

Many sports require practicing more than a few skills to become proficient. For example, basketball players must practice shooting, dribbling, passing, catching, and defensive skills. Follow these guidelines to improve your sport skills:

▶ **Get good instruction.** If you learn a skill incorrectly, it will be hard to improve, even with practice.

▶ **At first do not worry about details.** When you first learn a skill, concentrate on the skill as a whole. You can deal with the details after learning the main skill.

▶ **As you improve, concentrate on one detail at a time.** If you try to concentrate on too many details at once, you may develop what is called paralysis of analysis. This condition occurs when you analyze an activity and try to correct several problems all at once. For example, if you are learning the tennis serve it is not wise to try to work on your ball toss, your grip, your backswing, and your follow-through all at once. It is better to practice changes one at a time.

▶ **Keep practicing.** Many people do not like to practice skills; they just want to play the game. However, just playing the game does not provide practice for a particular skill. Also, when you play a game without having the proper skills, you often develop bad habits that hinder your success.

▶ **Avoid competing while learning a skill.** Although competition can be fun, competing while you are learning a skill is stressful and does not promote optimal learning.

▶ **Think positively.** Experts have shown that if you think negatively you are likely to perform poorly. If you think positively while you practice, you will learn faster and become more confident in your abilities.

▶ **Choose an activity that matches your skill-related fitness.** As mentioned earlier, your heredity may play a role in your success in sports. Use the information from your self-assessment of skill-related fitness earlier in this chapter to help you select a sport in which you are most likely to succeed.

Resolving Conflict in Sports

In a highly charged, competitive situation, conflicts sometimes arise. Too often emotions, rather than clear thinking, cause people to do things they would not normally do. For example, one player in a basketball game commits a hard foul, so the opponent commits a hard foul to get even. This type of conflict can damage relationships, cause hard feelings, and even lead to injury.

The most important step to resolving this type of conflict is controlling emotions. You can take steps such as calling a time-out to let tempers cool off and making a change in defensive assignments to prevent further incidents. During the time-out, reflection on the consequences of “getting even” can be helpful. For example, rough play can result in fouling out or ejection from the game. When incidents occur in games with friends, postgame negotiation and discussion can help. Negotiation might include the following:

- ▶ Reach an agreement on what the conflict is about, including describing the situation as a mutual problem to be solved, not a win-lose struggle.
- ▶ Communicate your cooperative intentions and let the other person know you want to resolve the conflict constructively.
- ▶ Take the other person’s perspective on the problem.
- ▶ Determine how both people can gain from resolving the conflict.
- ▶ Use discussion, understanding, and negotiation to reach an agreement that satisfies both parties.
- ▶ Communicate to prevent future conflicts.

Controlling emotions takes practice, just as learning skills takes practice. Learning how to control competitive anxiety can also be useful (see page 299). Additional conflict recognition and resolution guidelines are on pages 191 and 315.



Activity 2

The Sports Stars Program



The Sports Stars Program is designed to help you use sports in your physical activity program. The program is based on earning a certain number of stars, or points, each week as you participate in sports of your choice. If sports are your only form of exercise, you should earn 100 stars each week to build good health-related fitness, especially cardiovascular fitness. If you do other activities from the Physical Activity Pyramid, you can substitute them and earn fewer sports points. You may only have the opportunity to perform one day of the Sports Stars Program. If this is the case, choose a sport from table 9.6 and earn as many Sports Stars Points as time will allow. If you use the Sports Stars Program as your main source of exercise, follow these guidelines:

- ▶ Earn stars at least three days each week. Ideally, you should earn sports stars four to six days a week.
- ▶ Use table 9.6 to determine how many points you earn for participation in different sports for different lengths of time.
- ▶ If you have not been active on a regular basis before beginning the program, start gradually. Earn 50 points a week for the first two weeks, 75 points a week for the next two weeks, and then earn 100 points a week.
- ▶ You may select from a variety of activities in table 9.6. Some people will enjoy doing the same activities from day to day and week to week. Others will enjoy variety and may change activities as time passes.
- ▶ Try to earn at least half of your sports stars from active sports that elevate your heart rate into the target zone for cardiovascular fitness.
- ▶ Remember to warm up before and cool down after your workout.
- ▶ Keep records of your participation. You may make up your own chart for keeping records or use one supplied by your teacher.

Table 9.6

Number of Stars Earned in Sports

Sport	15 min	30 min	1 h	2 h	Comments
Archery	3/4	1-1/2	3	6	
Badminton doubles singles	1 3	2 6	4 12	8 24	
Baseball recreational school team	1 3	2 6	4 12	8 24	Team practice
Basketball recreational school team	3 4 1/2	6 9	12 18	24 36	Full-court Team practice
Bowling	3/4	1 1/2	3	6	
Canoeing	3	6	12	24	Continuous paddling
Football recreational school team	2 4 1/2	4 9	8 18	16 36	Team practice
Golf	1 1/2	3	6	12	Walking; steady play
Gymnastics school team	3	6	12	24	Team practice
Handball	4 1/2	9	18	36	Steady play
Horseback riding	1	2	4	8	
Judo or karate	2	4	8	16	No long breaks
Racquetball	4 1/2	9	18	36	Steady play
Rowing crew team	6	12	24	48	Actual rowing time
Skating (ice or roller)	3 1/2	7	14	28	Actual skating time
Skiing cross-country downhill	8 4 1/2	16 9	32 18	64 36	Actual skiing time Actual skiing time
Soccer recreational school team	4 5	8 10	16 20	32 40	Actual playing time Team practice
Softball recreational school team	1 3	2 6	4 12	8 24	Team practice
Tennis doubles singles	2 3 1/2	4 7	8 14	16 28	
Volleyball recreational school team	1 3	2 6	4 12	8 24	Team practice
Wrestling school team	5	10	20	40	Team practice

9



Chapter Review

Reviewing Concepts and Vocabulary

Number your paper from 1 to 4. Copy the number of each statement on a sheet of paper. Next to each number, write the word (or words) that correctly completes the sentence.

1. Sports that you can do by yourself are called _____.
2. Catching, throwing, and kicking are examples of _____.
3. The largest age group that plays team sports is _____.
4. Sports that can be done when you grow older are _____ sports.

Number your paper from 5 to 10. Next to each number, choose the letter of the best answer.

Column I

5. agility
6. balance
7. coordination
8. power
9. reaction time
10. speed

Column II

- a. use of senses and muscles together
- b. strength times speed
- c. starting a movement quickly
- d. covering a distance in a short time
- e. changing directions quickly
- f. maintaining an upright posture

Number your paper from 11 to 16. On your paper, write a short answer for each statement or question.

11. What are some of the ways to self-assess your skill-related physical fitness?
12. What is the difference between skill and skill-related physical fitness?
13. Which sports are best for developing each of the five health-related parts of physical fitness?
14. Why might team sports not be good as an only choice for your lifetime activity plan?
15. What are some guidelines for choosing sports?
16. Why is it important to be physically fit when participating in sports?

Thinking Critically

Write a paragraph to answer the following questions.

Do Web sites dedicated to sports describe ways to be active, or do they provide information for spectators? Do differences for different types of sports exist in the Web sites? Log on to the Web. Use a search engine such as Google (www.google.com) or Yahoo (www.yahoo.com) to locate Web sites for several sports. First, look up a popular team sport. Next, look up a popular individual sport. Third, look up a sport you consider to be a lifetime sport. Determine whether the top Web sites are for spectators or participants.

Unit Review on the Web



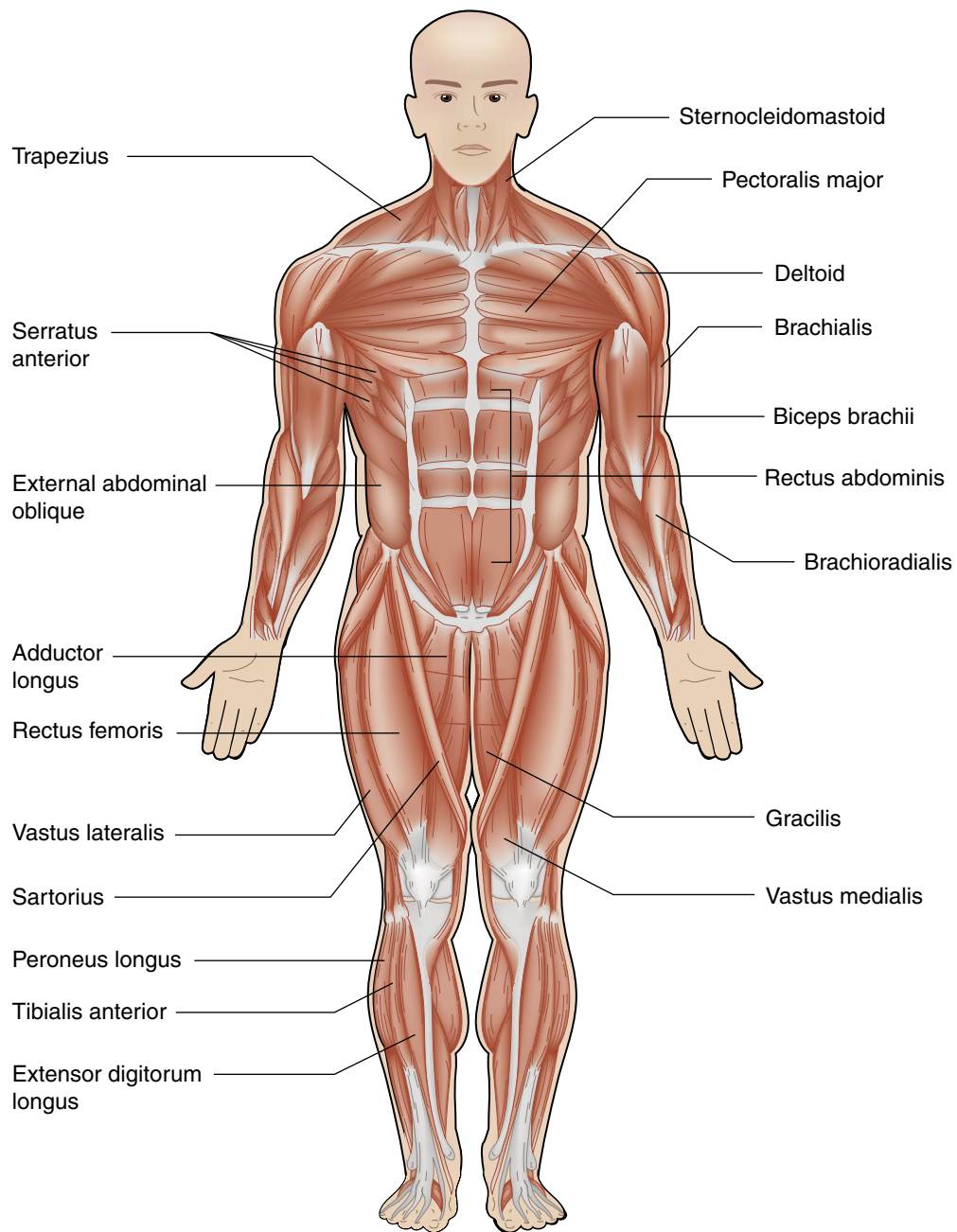
www.fitnessforlife.org/student/9/6

Unit III review materials are available on the Web at the address listed in the Web icon.



Project

Keep a record of your daily participation in active sports for one week. Record the minutes of activity in these activities each day. How might you adjust your physical activity to better maintain or improve your cardiovascular fitness level? What short-term goals might you have for minutes each day in active sports? (Do not include active aerobics and active recreation because they are included in the last chapter.) Make a written plan for the following week, incorporating changes that might help you reach your goals. Use the worksheets provided by your teacher.



Muscles of the body. The major muscles of the body are illustrated and labeled on this page (front) and the next (back). The specific muscles used in the chapters that follow will be described with each exercise. Refer to these two muscle charts for exact muscle locations.

