|  |
| --- |
| True / False |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. ​Physical inactivity is the No. 1 threat to public health in the United States.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Introduction | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.1 - Understand the health and fitness consequences of physical inactivity. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. Men are more likely than women to visit a physician when they suspect something is wrong.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Life Expectancy | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.1 - Understand the health and fitness consequences of physical inactivity. | | *OTHER:* | Bloom’s: Understand | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. ​The leading causes of death in the United States today are largely lifestyle related.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Leading Health Problems in the United States | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.2 - Identify the major health problems in the United States. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4. ​Regular physical activity has been shown to improve mood, cognitive function, creativity, and short-term memory.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Importance of Increased Physical Activity | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.4 - Learn the Physical Activity Guidelines for Americans. | | *OTHER:* | Bloom’s: Understand | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. ​Moderate physical activity has been defined as any activity that requires an energy expenditure of 1,000 calories per week.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Importance of Increased Physical Activity | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.4 - Learn the Physical Activity Guidelines for Americans. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6. ​Most people think far enough ahead to change unhealthy behaviors before they incur a major health problem.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Wellness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.5 - Define wellness and list its dimensions. | | *OTHER:* | Bloom’s: Understand | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. ​Physical wellness entails confidence and optimism about one's ability to protect physical health and take care of health problems.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Wellness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.5 - Define wellness and list its dimensions. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8. ​The main emphasis of physical fitness programs should be on the skill-related components of fitness.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Types of Physical Fitness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.6 - Define physical fitness and list health-related and skill-related components. | | *OTHER:* | Bloom’s: Understand | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9. ​A metabolic profile includes measures of insulin sensitivity, glucose tolerance, and cholesterol levels.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Types of Physical Fitness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.8 - Distinguish between health fitness standards and physical fitness standards. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10. ​Scientific evidence links participation in fitness and wellness programs to better health as well as to lower medical costs and higher job productivity.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Benefits of a Comprehensive Fitness Program | | *LEARNING OBJECTIVES:* | HOEG.17.1.9 - Understand the benefits and significance of participating in a comprehensive wellness program. | | *OTHER:* | Bloom’s: Understand | |

|  |
| --- |
| Multiple Choice |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. ​The leading cause of preventable deaths in the United States is \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​physical inactivity | |  | b. | ​tobacco use | |  | c. | ​alcohol abuse | |  | d. | ​substance abuse | |  | e. | ​diabetes |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Introduction | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.1 - Understand the health and fitness consequences of physical inactivity. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 12. ​Which term refers to an epidemic of physical inactivity in the United States?   |  |  |  | | --- | --- | --- | |  | a. | ​Inactive Death Syndrome | |  | b. | ​Physical Death Syndrome | |  | c. | ​Secondary Death Syndrome | |  | d. | ​Sedentary Death Syndrome | |  | e. | ​Preventable Death Syndrome |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Introduction | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.1 - Understand the health and fitness consequences of physical inactivity. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13. ​A recent report by the Organisation for Economic Cooperation and Development found that the United States had the highest rates of \_\_\_\_ among all 36 OECD countries.   |  |  |  | | --- | --- | --- | |  | a. | ​heart disease | |  | b. | ​diabetes | |  | c. | ​cancer | |  | d. | ​obesity | |  | e. | ​malnutrition |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Life Expectancy | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.1 - Understand the health and fitness consequences of physical inactivity. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14. ​Which wellness dimension is characterized by an ability to relate well to others, both within and outside the family unit?   |  |  |  | | --- | --- | --- | |  | a. | ​emotional wellness | |  | b. | ​social wellness | |  | c. | ​occupational wellness | |  | d. | ​spiritual wellness | |  | e. | ​environmental wellness |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Wellness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.5 - Define wellness and list its dimensions. | | *OTHER:* | Bloom’s: Apply | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 15. ​The most prevalent degenerative diseases in the United States are those of the \_\_\_\_ system.   |  |  |  | | --- | --- | --- | |  | a. | ​cardiorespiratory | |  | b. | ​cardiovascular | |  | c. | ​musculoskeletal | |  | d. | ​endocrine | |  | e. | ​circulatory |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Leading Health Problems in the United States | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.2 - Identify the major health problems in the United States. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 16. ​Chronic obstructive pulmonary disease, emphysema, and chronic bronchitis are diseases of the \_\_\_\_ system.   |  |  |  | | --- | --- | --- | |  | a. | ​circulatory | |  | b. | ​cardiovascular | |  | c. | ​endocrine | |  | d. | ​lymphatic | |  | e. | ​respiratory |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | Leading Health Problems in the United States | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.2 - Identify the major health problems in the United States. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 17. ​The leading cause of fatal automobile accidents in the United States is \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​alcohol intoxication | |  | b. | ​over-medication | |  | c. | ​inattention | |  | d. | ​poor driving skills | |  | e. | ​road rage |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Leading Health Problems in the United States | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.2 - Identify the major health problems in the United States. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 18. ​Which device senses gravity and changes in movement, and thus can be used to track activity?   |  |  |  | | --- | --- | --- | |  | a. | ​sphygmomanometer | |  | b. | ​barometer | |  | c. | ​gravity manometer | |  | d. | ​aneroid manometer | |  | e. | ​accelerometer |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | Monitoring Daily Physical Activity | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.3 - Learn how to monitor daily physical activity. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 19. ​Exercise is a subset of physical activity that is \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​anaerobic and accumulative | |  | b. | ​planned, structured, and repetitive | |  | c. | ​unstructured and intense | |  | d. | ​random, non-repetitive, and vigorous | |  | e. | ​brisk, timed, and challenging |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Physical Activity and Exercise Defined | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.3 - Learn how to monitor daily physical activity. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 20. ​Established in 2010, the *\_\_\_\_* aims to increase physical activity among all segments of the population.   |  |  |  | | --- | --- | --- | |  | a. | ​*Healthy People 2020 Initiative* | |  | b. | ​*Exercise is Medicine Initiative* | |  | c. | ​*Sports and Games Program* | |  | d. | ​*Surgeon General Prescription Plan* | |  | e. | ​*National Physical Activity Plan* |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | National Initiatives to Promote Healthy and Active Lifestyles | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.4 - Learn the Physical Activity Guidelines for Americans. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21. ​Which concept embraces a constant and deliberate effort to stay healthy and achieve the highest potential for well-being?   |  |  |  | | --- | --- | --- | |  | a. | ​wellness | |  | b. | ​fitness | |  | c. | ​discipline | |  | d. | ​behavior modification | |  | e. | ​exercise |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Wellness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.5 - Define wellness and list its dimensions. | | *OTHER:* | Bloom’s: Understand | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22. ​A \_\_\_\_ walk comprises approximately 1,900 steps.   |  |  |  | | --- | --- | --- | |  | a. | ​10-minute brisk | |  | b. | ​10-minute-mile | |  | c. | ​15-minute-mile | |  | d. | ​20-minute brisk | |  | e. | ​20-minute-mile |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Monitoring Daily Physical Activity | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.3 - Learn how to monitor daily physical activity. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23. ​The general recommendation for adults is \_\_\_\_ steps per day.   |  |  |  | | --- | --- | --- | |  | a. | ​25,000 | |  | b. | ​20,000 | |  | c. | ​15,000 | |  | d. | ​10,000 | |  | e. | ​5,000 |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Monitoring Daily Physical Activity | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.3 - Learn how to monitor daily physical activity. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 24. ​As described by your text, \_\_\_\_ is a long-term state of mind that permeates the various facets of life and influences a person’s outlook.   |  |  |  | | --- | --- | --- | |  | a. | ​Stability | |  | b. | ​wellness | |  | c. | ​altruism | |  | d. | determination | |  | e. | happiness |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | Wellness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.5 - Define wellness and list its dimensions. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 25. ​Today’s biggest health challenge is teaching people how to take control of their \_\_\_\_ and adhere to a positive lifestyle.   |  |  |  | | --- | --- | --- | |  | a. | ​physical fitness programs | |  | b. | ​interpersonal skills | |  | c. | ​moods and attitudes | |  | d. | ​personal health habits | |  | e. | ​work and play environments |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | The Wellness Challenge for Our Day | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.9 - Understand the benefits and significance of participating in a comprehensive wellness program. | | *OTHER:* | Bloom’s: Apply | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. ​Misty lost 20 pounds after taking a "Fitness for Living" college course two years ago and has maintained a recommended body weight by applying what she learned in the course. "Fitness for Living" is an example of a(n) \_\_\_\_ program.   |  |  |  | | --- | --- | --- | |  | a. | fitness for life​ | |  | b. | ​health promotion | |  | c. | ​obesity prevention | |  | d. | ​weight management | |  | e. | ​health education |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Wellness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.7 - State the differences among physical fitness, health promotion, and wellness. | | *OTHER:* | Bloom’s: Apply | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. ​Which wellness dimension is most commonly associated with being healthy?   |  |  |  | | --- | --- | --- | |  | a. | emotional​ | |  | b. | ​mental | |  | c. | ​physical | |  | d. | ​spiritual | |  | e. | ​environmental |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Wellness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.5 - Define wellness and list its dimensions. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28. ​John recycles and uses public transportation most of the time. He demonstrates a high level of \_\_\_\_ wellness.   |  |  |  | | --- | --- | --- | |  | a. | ​environmental | |  | b. | ​occupational | |  | c. | ​social | |  | d. | ​physical | |  | e. | ​mental |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Wellness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.5 - Define wellness and list its dimensions. | | *OTHER:* | Bloom’s: Apply | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. ​Jane believes that she has an ideal job that is both challenging and rewarding. She is enjoying a high level of \_\_\_\_ wellness.   |  |  |  | | --- | --- | --- | |  | a. | ​environmental | |  | b. | ​occupational | |  | c. | ​social | |  | d. | ​physical | |  | e. | ​mental |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Wellness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.5 - Define wellness and list its dimensions. | | *OTHER:* | Bloom’s: Apply | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. ​In the 1980s, a Harvard alumni study showed that an increase in physical activity \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​increases the risk of accidental deaths | |  | b. | ​increases the risk of cardiovascular deaths | |  | c. | ​decreases the risk of accidental deaths | |  | d. | ​decreases the risk of cardiovascular deaths | |  | e. | ​has no effect on the prevalence of cardiovascular or accidental deaths |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Longevity and Personal Fitness and Wellness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.9 - Understand the benefits and significance of participating in a comprehensive wellness program. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. ​Which type of physical fitness relates to the ability to perform activities of daily living without undue fatigue?   |  |  |  | | --- | --- | --- | |  | a. | ​health-related | |  | b. | ​moderate | |  | c. | ​skill-related | |  | d. | metabolic | |  | e. | ​hypokinetic |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Types of Physical Fitness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.6 - Define physical fitness and list health-related and skill-related components. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. ​Your text identifies the greatest benefit of participating in a regular fitness and wellness program as \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​living a longer life | |  | b. | ​making friends for life | |  | c. | ​making life into a game you can win | |  | d. | ​reducing the amount of time spent at work | |  | e. | ​enjoying a better quality of life |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | Benefits of a Comprehensive Fitness Program | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.9 - Understand the benefits and significance of participating in a comprehensive wellness program. | | *OTHER:* | Bloom’s: Apply | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. ​One study published by the British medical journal *Lancet* in 2012 determined that one in 10 deaths is caused by \_\_\_\_, accounting for more than 5.3 million deaths worldwide.   |  |  |  | | --- | --- | --- | |  | a. | ​poor nutrition | |  | b. | ​addiction to drugs | |  | c. | ​addiction to alcohol | |  | d. | ​physical inactivity | |  | e. | ​a mental disorder |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Longevity and Personal Fitness and Wellness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.1 - Understand the health and fitness consequences of physical inactivity. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34. ​Even though Larry could stand to lose a few pounds and step up his aerobic activity, he maintains \_\_\_\_ fitness with an active lifestyle and moderate-intensity physical activity.   |  |  |  | | --- | --- | --- | |  | a. | ​metabolic | |  | b. | ​muscular | |  | c. | ​standard | |  | d. | ​musculoskeletal | |  | e. | ​modified |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Types of Physical Fitness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.8 - Distinguish between health fitness standards and physical fitness standards. | | *OTHER:* | Bloom’s: Apply | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 35. ​Reducing the overall cancer death rate and providing counseling about cancer prevention is one of the national \_\_\_\_ for the year 2020.   |  |  |  | | --- | --- | --- | |  | a. | ​wellness goals | |  | b. | ​health objectives | |  | c. | ​fitness standards | |  | d. | ​behavior patterns | |  | e. | ​medical strategies |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | National Initiatives to Promote Healthy and Active Lifestyles | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.10 - List key national health objectives for 2020. | | *OTHER:* | Bloom’s: Apply | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 36. ​The health fitness standards proposed in your text are based on data linking \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​minimum fitness values to disease prevention and health | |  | b. | ​maximum fitness values to disease prevention and health | |  | c. | ​minimum fitness values to work time and leisure time | |  | d. | ​maximum fitness values to discipline and mental acuity | |  | e. | ​potential fitness values to personal and professional goals |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Types of Physical Fitness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.8 - Distinguish between health fitness standards and physical fitness standards. | | *OTHER:* | Bloom’s: Understand | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 37. ​“In order for man to succeed in life, God provided him with two means, education and physical activity” is a quote attributed to \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​Benjamin Franklin | |  | b. | ​Plato | |  | c. | ​Aristotle | |  | d. | ​Abraham Lincoln | |  | e. | ​Michelangelo |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Benefits of a Comprehensive Fitness Program | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.9 - Understand the benefits and significance of participating in a comprehensive wellness program. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38. ​With regard to brain function, regular physical activity is the most important lifestyle change a person can make to prevent \_\_\_\_ later in life.   |  |  |  | | --- | --- | --- | |  | a. | ​dementia and Alzheimer’s | |  | b. | ​depression | |  | c. | ​loss of appetite | |  | d. | ​blindness or deafness | |  | e. | ​loss of motor skills |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Benefits of a Comprehensive Fitness Program | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.9 - Understand the benefits and significance of participating in a comprehensive wellness program. | | *OTHER:* | Bloom’s: Apply | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 39. ​Achieving VO2max values of 35 and 32.5 mL/kg/min for men and women, respectively, could be selected as \_\_\_\_ standards.   |  |  |  | | --- | --- | --- | |  | a. | ​health fitness | |  | b. | ​physical fitness | |  | c. | ​metabolic profile | |  | d. | ​skill-related fitness | |  | e. | ​physical wellness |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Types of Physical Fitness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.8 - Distinguish between health fitness standards and physical fitness standards. | | *OTHER:* | Bloom’s: Understand | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40. ​One consequence of a steadily decreasing need for physical exertion in Western countries during the last century is that \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​health care expenditures increased dramatically | |  | b. | ​health care decisions became more rational | |  | c. | ​health care expenditures decreased dramatically | |  | d. | ​health care spending prioritized prevention | |  | e. | ​health care spending de-emphasized treatment strategies |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Benefits of a Comprehensive Fitness Program | | *OTHER:* | Bloom’s: Understand | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 41. ​For what reason did cardiovascular mortality rates drop during the second half of the 20th century?   |  |  |  | | --- | --- | --- | |  | a. | ​less emphasis on treatment strategies | |  | b. | ​more participation in managed health care plans | |  | c. | ​more effective use of diuretic drugs | |  | d. | ​more participation in wellness programs | |  | e. | ​more use of preventive health care techniques |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Longevity and Personal Fitness and Wellness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.9 - Understand the benefits and significance of participating in a comprehensive wellness program. | | *OTHER:* | Bloom’s: Understand | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42. ​Low levels of \_\_\_\_ have been linked to depression, and exercise has repeatedly been shown to be effective in treating depression.   |  |  |  | | --- | --- | --- | |  | a. | ​serotonin | |  | b. | ​insulin | |  | c. | ​dopamine | |  | d. | ​glutamate | |  | e. | ​norepinephrine |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Benefits of a Comprehensive Fitness Program | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.9 - Understand the benefits and significance of participating in a comprehensive wellness program. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 43. ​Among the topics addressed by the Healthy People 2020 initiative is \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​a shift from preventive medicine to treatment strategies | |  | b. | ​a focus on a cure for cancer | |  | c. | ​a personal responsibility for healthy behavior | |  | d. | ​the need to shatter the myth that socioeconomic conditions are linked to health | |  | e. | ​a gradual extension of health benefits |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | National Initiatives to Promote Healthy and Active Lifestyles | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.10 - List key national health objectives for 2020. | | *OTHER:* | Bloom’s: Apply | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 44. ​Your text says that, on average, people spend about 8 hours per day or more of their waking time \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​reclining | |  | b. | ​slumping | |  | c. | ​walking | |  | d. | ​standing | |  | e. | ​sitting |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | Importance of Increased Physical Activity | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.1 - Understand the health and fitness consequences of physical inactivity. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 45. ​Smoking, sitting too long, drinking too much alcohol, and eating too many foods high in saturated and trans fats are examples of \_\_\_\_ that offset the wellness benefits of fitness programs.   |  |  |  | | --- | --- | --- | |  | a. | ​health barriers | |  | b. | ​daily impediments | |  | c. | ​reality checks | |  | d. | ​risk factors | |  | e. | ​peer pressure |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Wellness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.5 - Define wellness and list its dimensions. | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 46. ​The reaction of the cardiovascular system to higher levels of physical activity \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​can be reasonably predicted by a fitness instructor | |  | b. | ​is fairly predictable | |  | c. | ​cannot be totally predicted | |  | d. | ​can be reasonably predicted by a doctor | |  | e. | ​is less a risk than generally perceived |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | The Wellness Challenge for Our Day | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.11 - Determine if you can safely initiate an exercise program. | | *OTHER:* | Bloom’s: Understand | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 47. ​You can determine your heart rate by counting your pulse either on the wrist over the radial artery or over the \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​carotid artery over the heart | |  | b. | ​radial artery on the temple | |  | c. | ​carotid artery in the neck | |  | d. | ​radial arteries in the feet | |  | e. | ​carotid artery in the spine |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Assessment of Resting Heart Rate and Blood Pressure | | *OTHER:* | Bloom’s: Remember | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48. ​Your pulse should have a(n) \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​peak-and-valley rhythm | |  | b. | ​steadily slowing pace | |  | c. | ​steadily rising pace | |  | d. | ​consistent (regular) rhythm | |  | e. | ​irregular beat every minute |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Assessment of Resting Heart Rate and Blood Pressure | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.12 - Learn to assess resting heart rate and blood pressure. | | *OTHER:* | Bloom’s: Understand | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 49. ​An optimal time to assess resting heart rate would be after you have \_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​read in bed quietly for about half an hour | |  | b. | ​exercised vigorously for about half an hour | |  | c. | ​watched an action movie for about half an hour | |  | d. | ​walked at a moderate pace for no longer than half an hour | |  | e. | ​performed flexibility exercises for about half an hour |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Assessment of Resting Heart Rate and Blood Pressure | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.12 - Learn to assess resting heart rate and blood pressure. | | *OTHER:* | Bloom’s: Apply | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50. ​Most highly trained athletes have a resting heart rate around \_\_\_\_ beats per minute.   |  |  |  | | --- | --- | --- | |  | a. | 60​ | |  | b. | ​55 | |  | c. | ​50 | |  | d. | ​45 | |  | e. | ​40 |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | Assessment of Resting Heart Rate and Blood Pressure | | *OTHER:* | Bloom’s: Remember | |

|  |
| --- |
| Matching |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ​*Select the key term that is most associated with the description below. Each term is used only once.*   |  |  | | --- | --- | | a. | ​altruism | | b. | ​cardiorespiratory endurance | | c. | ​NEAT | | d. | ​diastole | | e. | ​bradycardia | | f. | ​morbidity | | g. | ​hypokinetic | | h. | ​ecosystem | | i. | ​systole | | j. | ​sedentary |  |  |  | | --- | --- | | *REFERENCES:* | Introduction | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.1 - Understand the health and fitness consequences of physical inactivity. | | *OTHER:* | Bloom's: Apply | |

|  |  |  |
| --- | --- | --- |
| 51. ​characterized by a lot of sitting   |  |  | | --- | --- | | *ANSWER:* | j | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ​*Select the key term that is most associated with the description below. Each term is used only once.*   |  |  | | --- | --- | | a. | ​altruism | | b. | ​cardiorespiratory endurance | | c. | ​NEAT | | d. | ​diastole | | e. | ​bradycardia | | f. | ​morbidity | | g. | ​hypokinetic | | h. | ​ecosystem | | i. | ​systole | | j. | ​sedentary |  |  |  | | --- | --- | | *REFERENCES:* | Leading Health Problems in the United States | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.2 - Identify the major health problems in the United States. | | *OTHER:* | Bloom's: Apply | |

|  |  |  |
| --- | --- | --- |
| 52. condition related to or caused by illness or disease   |  |  | | --- | --- | | *ANSWER:* | f | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ​*Select the key term that is most associated with the description below. Each term is used only once.*   |  |  | | --- | --- | | a. | ​altruism | | b. | ​cardiorespiratory endurance | | c. | ​NEAT | | d. | ​diastole | | e. | ​bradycardia | | f. | ​morbidity | | g. | ​hypokinetic | | h. | ​ecosystem | | i. | ​systole | | j. | ​sedentary |  |  |  | | --- | --- | | *REFERENCES:* | Physical Activity and Exercise Defined | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.3 - Learn how to monitor daily physical activity. | | *OTHER:* | Bloom's: Apply | |

|  |  |  |
| --- | --- | --- |
| 53. non-exercise expenditure of energy   |  |  | | --- | --- | | *ANSWER:* | c | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ​*Select the key term that is most associated with the description below. Each term is used only once.*   |  |  | | --- | --- | | a. | ​altruism | | b. | ​cardiorespiratory endurance | | c. | ​NEAT | | d. | ​diastole | | e. | ​bradycardia | | f. | ​morbidity | | g. | ​hypokinetic | | h. | ​ecosystem | | i. | ​systole | | j. | ​sedentary |  |  |  | | --- | --- | | *REFERENCES:* | Wellness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.5 - Define wellness and list its dimensions. | | *OTHER:* | Bloom's: Apply | |

|  |  |  |
| --- | --- | --- |
| 54. unselfish concern for the welfare of others   |  |  | | --- | --- | | *ANSWER:* | a | |

|  |  |  |
| --- | --- | --- |
| 55. ​interacting community of organisms   |  |  | | --- | --- | | *ANSWER:* | h | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ​*Select the key term that is most associated with the description below. Each term is used only once.*   |  |  | | --- | --- | | a. | ​altruism | | b. | ​cardiorespiratory endurance | | c. | ​NEAT | | d. | ​diastole | | e. | ​bradycardia | | f. | ​morbidity | | g. | ​hypokinetic | | h. | ​ecosystem | | i. | ​systole | | j. | ​sedentary |  |  |  | | --- | --- | | *REFERENCES:* | Types of Physical Fitness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.6 - Define physical fitness and list health-related and skill-related components. | | *OTHER:* | Bloom's: Apply | |

|  |  |  |
| --- | --- | --- |
| 56. measured as the maximum amount of oxygen the body can utilize   |  |  | | --- | --- | | *ANSWER:* | b | |

|  |  |  |
| --- | --- | --- |
| 57. related to lack of physical activity   |  |  | | --- | --- | | *ANSWER:* | g | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ​*Select the key term that is most associated with the description below. Each term is used only once.*   |  |  | | --- | --- | | a. | ​altruism | | b. | ​cardiorespiratory endurance | | c. | ​NEAT | | d. | ​diastole | | e. | ​bradycardia | | f. | ​morbidity | | g. | ​hypokinetic | | h. | ​ecosystem | | i. | ​systole | | j. | ​sedentary |  |  |  | | --- | --- | | *REFERENCES:* | Learn to assess resting heart rate and blood pressure. | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.12 - Learn to assess resting heart rate and blood pressure. | | *OTHER:* | Bloom's: Apply | |

|  |  |  |
| --- | --- | --- |
| 58. slower than normal heart rate   |  |  | | --- | --- | | *ANSWER:* | e | |

|  |  |  |
| --- | --- | --- |
| 59. contraction of the heart   |  |  | | --- | --- | | *ANSWER:* | i | |

|  |  |  |
| --- | --- | --- |
| 60. ​relaxation of the heart   |  |  | | --- | --- | | *ANSWER:* | d | |

|  |
| --- |
| Essay |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 61. ​Compare and contrast health fitness standards and physical fitness standards.   |  |  | | --- | --- | | *ANSWER:* | Health fitness standards are based on data linking minimum fitness values to disease prevention and health. Attaining health fitness standards requires only moderate physical activity. Although fitness improvements are not as notable in a moderate-intensity exercise program, health improvements are quite striking. These benefits include reduction in blood lipids, lower blood pressure, weight loss, stress release, less risk for diabetes, and lower risk for disease and premature mortality.  Physical fitness standards are set higher than health fitness standards and require a more intense exercise program. Physically fit people of all ages have the freedom to enjoy most of life's daily and recreational activities to their fullest potentials. Current health fitness standards may not be enough to achieve these objectives. | | *REFERENCES:* | Types of Physical Fitness | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.8 - Distinguish between health fitness standards and physical fitness standards. | | *OTHER:* | Bloom’s: Evaluate | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 62. ​Discuss the unhealthy biological processes that result from extended periods of sitting.   |  |  | | --- | --- | | *ANSWER:* | Our bodies are simply not designed for extended periods of sitting. As we sink into inactivity, our biological processes begin to change, down to a cellular and molecular level. Researchers are only beginning to understand all of the factors at work, but studies show, for example, that blood flow becomes sluggish and is more likely to form life-threatening clots in the lungs and legs. Slower blood flow also means less oxygen and glucose delivered to the brain and body, and as a result cognitive function declines and the feeling of fatigue increases. An act as simple as standing several times throughout the day can keep abdominal, gluteus, and other antigravity muscles working. Additionally, during extended sitting, cells in idle muscles don’t respond to insulin (including skeletal muscles, which are responsible for 80 percent of glucose disposal during activity); thus, insulin resistance increases along with the accompanying risk for diabetes and cardiovascular disease. | | *REFERENCES:* | Importance of Increased Physical Activity | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.1 - Understand the health and fitness consequences of physical inactivity. | | *OTHER:* | Bloom’s: Analyze | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 63. ​Discuss why the difference in life expectancy for men and women has narrowed from eight years to five years since 1980.   |  |  | | --- | --- | | *ANSWER:* | Life expectancy for men in the United States is almost 5 years lower than for women. For years it had been assumed that the difference is based on biology, but we are learning that most likely the gender gap is related to lifestyle behaviors most commonly observed in men. Around 1980, the gender gap in life expectancy was almost 8 years. The decrease in the gender gap is thought to be due to the fact that women are increasingly taking on jobs, habits, and stressors of men including drinking and employment outside the home. | | *REFERENCES:* | Life Expectancy | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.1 - Understand the health and fitness consequences of physical inactivity. | | *OTHER:* | Bloom’s: Analyze | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 64. ​Explain how exercise enhances the brain’s learning capacity, touching on the role of the protein BDNF.   |  |  | | --- | --- | | *ANSWER:* | Emerging research shows that exercise allows the brain to function at its best through a combination of biological reactions. First, exercise increases blood flow to the brain, providing oxygen, glucose, and other nutrients; and improving the removal of metabolic waste products. The increased blood and oxygen flow also prompt the release of the protein Brain-Derived Neurotrophic Factor (BDNF). This protein works by strengthening connections between brain cells and repairing any damage within them. BDNF also stimulates the growth of new neurons in the hippocampus, the portion of the brain involved in memory, planning, learning, and decision-making. The hippocampus is one of only two parts of the adult brain where new cells can be generated. The connections strengthened by BDNF are critical for learning to take place and for memories to be stored. Exercise provides the necessary stimulus for brain neurons to interconnect, creating the perfect environment in which the brain is ready, willing, and able to learn. | | *REFERENCES:* | Benefits of a Comprehensive Fitness Program | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.9 - Understand the benefits and significance of participating in a comprehensive wellness program. | | *OTHER:* | Bloom’s: Analyze | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 65. ​Explain the purpose of NEAT as an alternative to exercise, and provide at least seven examples of NEAT activities.   |  |  | | --- | --- | | *ANSWER:* | To minimize inactivity when you have limited time and space, look to enhance daily nonexercise activity thermogenesis (NEAT)—the energy expended doing daily activities not related to exercise. Aim to achieve NEAT for at least 10 minutes every waking hour. Examples of such activities include:  1. Walk instead of drive when you only need to go short distances.  2. Park farther away or get off the subway, train, or bus several blocks from the campus or office.  3. Take a short walk right after each meal or snack.  4. Walk faster than usual.  5. Move about whenever you take a break.  6. Take the stairs as often as you can. Alternatively, walk up and down the escalators.  7. When watching TV, stand and move during commercials or, even better, work out during TV time.  8. Do not shy away from housecleaning chores or yard work.  9. Stand more while working/studying. Place your computer on an elevated stand or shelf and stand while doing work, writing emails, or surfing the Internet.  10. Always stand while talking on the phone.  11. When reading a book, get up and move after every 6-10 pages of the book.  12. Use a stability ball for a chair. Such use enhances body stability, balance, and abdominal, low back, and leg strength.  13. Whenever feasible, walk while conversing or holding meetings.  14.       Walk to classmates’ homes or coworkers’ offices to study or discuss matters with them instead of using the phone, email, or computer. | | *REFERENCES:* | Importance of Increased Physical Activity | | *LEARNING OBJECTIVES:* | LPFW.HOEG.17.1.3 - Learn how to monitor daily physical activity. | | *OTHER:* | Bloom’s: Apply | |