Health, Wellness, & Physical Fitness

Exercise • Nutrition • Leading a Healthy Lifestyle

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Health, Wellness, and Physical Fitness

Introduction

Health and physical education today are quite different than just a few years ago. They are no longer just courses devoted to physical activity and hygiene. Today, many look on health education as a lifelong process that can enable students to live happier, more productive lives. This process includes regular exercise, proper nutrition, abstaining from substance abuse and smoking, and developing a balanced mental outlook. All of these factors comprise a person’s lifestyle.

People who choose a healthy lifestyle live longer, have a positive sense of well-being, and generally have happier lives. Choosing a healthy lifestyle early in life has many benefits. Proper nutrition and exercise dramatically diminish the chances for disease, disability, and early death. The lifestyles adopted early in life are likely to carry over to later life, so the earlier one adopts a healthy lifestyle, the greater the benefits.

The purpose of this book is to teach students to make informed decisions for a lifetime of fitness and wellness. Students will be asked to study and evaluate their current lifestyles, and then they will be shown how their lifestyles could affect their future health and happiness. They will learn that their future health depends on many factors, such as hereditary risks, exercise, and proper nutrition. They will learn that their future health is also affected by being able to avoid certain things, such as tobacco, illegal drugs, excessive use of alcohol, and communicable diseases. They will also learn that they must maintain positive mental outlooks, become wise health consumers, and learn to avoid accidents as well as deal with emergencies.

A second purpose of this book is to give students an opportunity to begin keeping records of their health and fitness information. Keeping vital information concerning one’s health is a lifelong task, and the sooner one begins, the better. For this reason, it is recommended that students be encouraged to keep health notebooks or folders. The exercises are designed not only to provide an understanding and appreciation of health and fitness, but also to be used for lifestyle decisions in the future. A health notebook will give students a reason to record valuable health information for themselves and make it easy to apply their knowledge for improving the health of their families.

**Several forms throughout the book are provided so students can collect data about their health and their family medical histories. THESE ARE NOT TO BE USED AS ASSIGNMENTS. Medical information is personal, confidential information, and students should keep these forms at home in their health notebooks or folders.

The Health Notebook forms are also available as downloadable files at www.carsondellosa.com. Search on the site for CD-404186 Health, Wellness, and Physical Fitness. On the product page, click on the Samples or Downloads tab and download the desired materials.
Lifestyle and Longevity

There is no way to accurately predict exactly how long a person will live. We do know, however, that one’s lifestyle and habits play an important part in longevity. Longevity means the length or duration of a person’s life. People who smoke have a shorter average life span than those who don’t smoke. Lean people usually live longer than those who are overweight. People who exercise regularly live longer, healthier, more active lives than those who don’t. Remember, we are talking about averages and are not referring to a specific person. For example, you may know someone who is 85 years old, has smoked for 65 years, and is in apparent good health. While such cases do exist, they are rare. Much more common are smokers who die of heart attacks, lung cancer, or emphysema before they are 65 years old.

Insurance companies have access to a great deal of information concerning people—how they live and how they died. They are able to use this information to make general statements concerning the consequences of certain habits and lifestyles. Northwestern Mutual Life, an insurance company, has taken this information and developed a quiz to give people an idea of how their lifestyles could affect how long they might live. The quiz is called The Longevity Game. This quiz should not be interpreted as a scientific instrument that will accurately predict the length of a person’s life. Rather, it should be used as a guide to indicate how certain habits or lifestyles have the potential to shorten one’s life. It is hoped that by understanding these factors that could potentially shorten your life, you will be encouraged to make changes that will enable you to live a longer and better life.

THE LONGEVITY GAME

The Longevity Game was developed by Northwestern Mutual Life and is used with their permission. Your family and friends may also play The Longevity Game by going to Northwestern’s web site at (http://www.northwesternmutual.com/learning-center/the-longevity-game.aspx). The Longevity Game is an interesting quiz that asks individuals to examine their lifestyles and other factors in an attempt to predict how long they will live. Of course, no one can predict the exact length of a person’s life, and this quiz is not meant to be taken literally. However, information available from health organizations, medical studies, and insurance companies indicates that certain factors have a significant effect on one’s length of life. The purpose of The Longevity Game is to illustrate how a change in lifestyle can increase your odds of living longer.

Directions: Complete The Longevity Game Quiz. Since the quiz is appropriate for people of all ages, for fun you might imagine you are 20 years older than you are. How do you look? What is your lifestyle? See how these changes might change your longevity. Also, you may want to give The Longevity Game to your parents so you can compare your longevity potential to your parents’ scores. Why are the scores different? What changes might you or your parents make in order to improve the scores?

Everyone starts with an average life expectancy of 73 years and adds or subtracts the appropriate number of years from their score as they respond to The Longevity Game questions. Keep your quiz in your health notebook or folder for future reference.
AGE
Women generally live longer than men. Recent figures show that newborn girls will live seven years longer than newborn boys. At age 60, on the average, women live 3 years longer than men. Also, how long you have already lived is a good predictor of how long you may live.

Scoring

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Scoring Men</th>
<th>Scoring Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 25 and under</td>
<td>Add 0</td>
<td>Add 7</td>
</tr>
<tr>
<td>Ages 26-40</td>
<td>Add 1</td>
<td>Add 7</td>
</tr>
<tr>
<td>Age 41-50</td>
<td>Add 2</td>
<td>Add 7</td>
</tr>
<tr>
<td>Age 51-55</td>
<td>Add 3</td>
<td>Add 7</td>
</tr>
<tr>
<td>Age 56-60</td>
<td>Add 4</td>
<td>Add 7</td>
</tr>
<tr>
<td>Age 60-88</td>
<td>Men add 4, plus one year for each two full years over age 60.</td>
<td>Women add 7, plus one year for each two full years over age 60.</td>
</tr>
<tr>
<td>Ages 89 and Over</td>
<td>Men, your age plus 3 years.</td>
<td>Women, your age plus 5 years.</td>
</tr>
</tbody>
</table>

Now, add or subtract the appropriate number of years from your beginning age.

Updated Age

FAMILY HISTORY
Family history influences longevity. Like gender and age, it is a factor over which you have no control. However, knowing the medical history of your family may help you identify potential problems and minimize related risks.

- If both parents survived to 70 with no cardiovascular (heart and blood vessel) problems before age 55, add 2 to your score.
- Cardiovascular problems of a family member before age 55, subtract 1.
- Two or more family members with cardiovascular problems before age 55, subtract 2.
- Family history unknown, add 0.

Updated Age

EXERCISE
An active lifestyle is good insurance against heart disease, a common cause of death.

- If you make vigorous physical activity a regular part of your day, add 3 years.
- If you walk at least 30 minutes, 4 times a week, add 2.
- If you lead an “average American” lifestyle with little physical activity, add 0.
- If you are sedentary—that is, if you take escalators instead of stairs, ride a lawn mower, or drive your car to get to stores a few blocks away, subtract 3 years.

Updated Age
HEALTH NOTEBOOK

Name: ____________________________ Date: ______________

STRESS
Stress can help you be more productive or block you from achieving your potential. Knowing how to handle stress makes life more enjoyable.

• If you use stress as a positive influence in your life, add 1.
• If you have your share of ups and downs, add 0.
• If you often feel stress using you, subtract 1.

Updated Age __________

BLOOD PRESSURE
Maintaining normal blood pressure is key to living longer. Following a sound medical regimen can produce good results, while tobacco and fatty foods may aggravate blood pressure.

• If you do not know your blood pressure, add 0.
• If you have your blood pressure checked regularly and it is normal, i.e., it is less than 140/90, add 3.
• If you have high blood pressure and are on medication, your physician indicates that it is under control, and you take your medication or follow other restrictions imposed by your physician, subtract 1.
• If you have high blood pressure and don’t take your medication regularly, your physician says your blood pressure is not under control, or you require frequent changes in medication, subtract 6.

Updated Age __________

DRIVING
The plain fact is that more than half of all auto fatalities occur close to home. About half of all auto accidents are alcohol-related. Driving drunk is not only suicidal, it’s murderous.

• Drivers who have had no moving violations or accidents in the past three years, add 1.
• Drivers who have had one to three moving violations or accidents, add 0.
• Drivers who have had four or more moving violations or accidents, subtract 2.
• Drivers who have been convicted of driving under the influence of alcohol in the past five years, subtract 6.
• Drivers who have been convicted of driving under the influence more than once in the past five years, subtract an additional 6.

Updated Age __________

SEATBELTS
Always buckle up. Responsible drivers drive defensively.

• If you always wear safety belts, add 1.
• If you do not always wear safety belts, add 0.

Updated Age __________
HEALTH NOTEBOOK  Name: ___________________________  Date: ____________

SMOKING  More than 400,000 deaths per year are related to the effects of smoking. The risk of lung cancer and heart disease declines immediately when one quits smoking. If you:
• Never smoked, add 2.
• Quit more than 2 years ago, add 1.
• Quit less than 2 years ago, subtract 1.
• Smoke less than 2 packs per day, subtract 4.
• Smoke 2 or more packs per day, subtract 8.

Updated Age  ________

DRINKING  Heavy drinking can affect one’s health adversely, and it contributes to auto and job-related accidents. How often you drink is as important as how much you drink. If you:
• Never drink more than two drinks in a day, add 1. (One drink equals twelve ounces of beer, a five-ounce glass of wine, or 1 1/2 ounces of 80-proof spirits.)
• Drink three or four drinks two or more times a week, subtract 3.
• Drink five or more drinks at one time more than once a month, subtract 6.

Updated Age  ________

DRUGS  Taking drugs is one of the best ways to lose The Longevity Game. If you use hard drugs like cocaine or narcotics, it’s time to evaluate your lifestyle, not your longevity.
• If you use drugs for “recreation,” subtract 8.
• If you never use drugs for “recreation,” add 1 year.

Updated Age  ________

DIET  A good diet is key to good health. Make it a daily goal to eat five or more servings of colorful fruits and vegetables a day while limiting the amount of red meat and saturated fat in your diet.
• If you eat five or more servings of fruits and veggies a day, add 3.
• If you eat some fruits and veggies, but not at every meal, add 0.
• If you eat fast or processed food regularly and few veggies, subtract 2.

Updated Age  ________
WEIGHT

Avoid being overweight by eating right and exercising regularly. Refer to the weight chart below to determine how close you are to your suggested weight.

If you are:
- Within 10%  Add 2
- 11%–19%  Add 0
- 20%–39%  Subtract 2
- 40%–59%  Subtract 4
- 60%–79%  Subtract 8
- 80%–100%  Subtract 14

THE LONGEVITY GAME WEIGHT CHART

Weight measured with shoes and street clothes.

<table>
<thead>
<tr>
<th>MEN</th>
<th>WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>Weight* (%)</td>
</tr>
<tr>
<td>5.0</td>
<td>140 154 168</td>
</tr>
<tr>
<td>5.1</td>
<td>142 156 170</td>
</tr>
<tr>
<td>5.2</td>
<td>144 158 173</td>
</tr>
<tr>
<td>5.3</td>
<td>146 161 175</td>
</tr>
<tr>
<td>5.4</td>
<td>148 163 178</td>
</tr>
<tr>
<td>5.5</td>
<td>150 165 180</td>
</tr>
<tr>
<td>5.6</td>
<td>152 169 182</td>
</tr>
<tr>
<td>5.7</td>
<td>155 171 186</td>
</tr>
<tr>
<td>5.8</td>
<td>158 174 190</td>
</tr>
<tr>
<td>5.9</td>
<td>161 177 193</td>
</tr>
<tr>
<td>6.0</td>
<td>164 180 197</td>
</tr>
<tr>
<td>6.1</td>
<td>167 184 200</td>
</tr>
</tbody>
</table>

*Weight which correlates with best longevity.

Final Age

This is your estimated longevity according to the lifestyle factors you have indicated in the game. Think about what changes you could make to increase your longevity.
How Do I Spend My Time?

*The Longevity Game* showed you that your lifestyle affects your life and well-being. A healthy, happy, well-adjusted person usually has a balanced lifestyle that includes adequate rest, exercise, work, and social activities. Estimate the amount of time you spend doing each of the following, then figure what percentage of time each activity takes in a 24-hour day. How do you spend your day?

<table>
<thead>
<tr>
<th>Amount of time</th>
<th>Percentage of each 24-hour day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sleep or rest</td>
<td></td>
</tr>
<tr>
<td>2. Work</td>
<td></td>
</tr>
<tr>
<td>3. School</td>
<td></td>
</tr>
<tr>
<td>4. Homework</td>
<td></td>
</tr>
<tr>
<td>5. Exercise</td>
<td></td>
</tr>
<tr>
<td>6. Family</td>
<td></td>
</tr>
<tr>
<td>7. Friends</td>
<td></td>
</tr>
<tr>
<td>8. Other</td>
<td></td>
</tr>
</tbody>
</table>

Shown below are two circle graphs. The circles represent one day, or twenty-four hours. Fill in Circle A with the percentages for your day. For example, if you spend six hours sleeping each day, then mark one-fourth of the circle and label it “Sleeping,” since six is one-fourth of twenty-four.

A. As you look at Circle A, do you think you spend your time wisely? What criticisms do you have of the way you spend your day?

B. Divide Circle B to create what you feel would be the ideal way to spend your day. What changes did you make in Circle B? Why?
Heredity

Families have a history that includes the health, behavior, and appearance of our ancestors. A family’s history provides useful information in understanding the members of the present family. For example, suppose your parents and several of your aunts and uncles had heart attacks when they were relatively young. This information does not mean that you are sure to have heart problems, but this knowledge may encourage you to take steps to avoid heart problems, such as exercising and eating right.

MENDEL’S EXPERIMENTS WITH PEAS

In order to understand heredity and how it works, it is important to discuss the work of Gregor Mendel, a nineteenth century Austrian monk. He was a mathematician, a scientist, and a teacher. Mendel gained his place in history and in science by pursuing his hobby, which was gardening. Over the years, Mendel observed that plants produced offspring with the same characteristics. For example, if he planted seeds from tall plants, tall plants grew. If he planted seeds from short plants, short plants grew. Other characteristics, such as smooth or wrinkled seeds or the color of flowers, were also passed from one generation to another.

Mendel also observed that when plants with different characteristics were planted near each other, the offspring from their seeds were not as predictable. For example, if he planted tall plants next to short plants, harvested those seeds, and planted them, not all of the resulting plants would be tall. A few would be short. He wondered why. Was it coincidence? Was the offspring mixture of tall plants and short plants random? Or was there a natural law that would enable a scientist to predict how often a short plant would be produced from the seeds of a tall plant that had grown next to a short plant?

Mendel decided to study sweet peas that were identical in every way but one characteristic, so he could discover if there was some order to the offspring. Mendel’s first task was to produce plants which he called purebreds. These were plants that would only produce offspring with the one characteristic Mendel was studying. A tall purebred, for example, would only produce seeds that would result in tall plants; a short purebred would only produce seeds that would result in short plants. He produced purebred plants by growing plants that had the characteristics he was studying and then covering each plant with cloth, so that it could not be accidentally pollinated by another plant.

The next year he planted these seeds, and as he suspected, the new plants had the same characteristics of the original plants. The seeds from the tall plants produced tall offspring; the seeds from the short plants produced short offspring. Mendel then decided to crossbreed these new plants. He took pollen from tall plants and pollinated short plants. The resulting seeds of this crossbreeding were called hybrids.

When Mendel planted seeds from the short plants that had been pollinated by tall plants, he discovered that all of the resulting plants were tall. He suspected that, although all of the hybrid plants were tall, they might produce some short plants since they originally came from short plants. In order to check his theory, Mendel covered these second-generation plants, so they could not be pollinated by another plant. When they developed seeds, he planted them.
MENDEL’S EXPERIMENTS WITH PEAS (CONTINUED)

The third-generation plants that grew from these hybrid seeds produced a pattern of three tall plants to one short plant. Mendel continued his study for several years and repeated this experiment with other characteristics, such as the color of the flower and the smoothness of the seed, and he always got the same result—the characteristics of offspring from hybrids resulted in a pattern of three to one. Mendel decided the characteristics that resulted in three of the plants were dominant factors, since three of the four plants would exhibit these characteristics. He called the characteristic that was exhibited in the one plant the recessive factor. In his experiments with plants, for example, the tendency to be tall was a dominant characteristic and the tendency to be short was recessive.

Mendel’s discoveries were published in 1866. Here are some of his results:

- Crossbreeding does not produce blending. Many people believed if a tall and a short plant were crossbred, the resulting plants would be medium-sized plants.
- Characteristics and traits are passed from both parents.
- Some characteristics are dominant and some are recessive. Although the recessive characteristic is hidden, it is still part of the genetic makeup of the plant and may show up in future generations.
- Inherited characteristics and traits are not random, but result in a predictable pattern of three to one. The chances of a dominant trait being expressed in an offspring is three times greater than a recessive trait being expressed in an offspring.

MENDEL’S RESULTS

We use a Punnett Square to understand how Mendel’s discoveries work. An uppercase letter represents the dominant trait. In this case, ‘tall’ is shown with ‘T.’ A lowercase letter is used for the recessive trait, so ‘short’ is shown with ‘t.’ The square is filled in by writing one gene for each parent in each box. Below is the Punnett Square for his pea-plant experiment.

```
<table>
<thead>
<tr>
<th></th>
<th>First Generation</th>
<th>Second Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother’s Genes</td>
<td>T</td>
<td>T</td>
</tr>
<tr>
<td>t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father’s Genes</td>
<td>Tt</td>
<td>Tt</td>
</tr>
<tr>
<td>t</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>offspring tall</td>
<td>offspring tall</td>
</tr>
<tr>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>offspring tall</td>
<td>offspring tall</td>
</tr>
</tbody>
</table>

As you can see, the offspring of the second generation of pea plants produced three tall plants and one short plant. Mendel’s theories had been proven.
**MENDELIAN TRAITS ACTIVITY**

Your genes (units in the chromosomes that contain your dominant and recessive traits) have been inherited from your parents and grandparents. Below is a fun list of some common Mendelian traits. Do you have these traits? Which parent also has these traits? Complete the chart.

<table>
<thead>
<tr>
<th>Mendelian Trait</th>
<th>You</th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Tongue Rolling</em> (D): ability to roll tongue into a longitudinal u-shaped tube</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td><em>Tongue Folding</em> (r): ability to fold the tip of your tongue back upon the main body of the tongue without using your teeth</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td><em>Detached Earlobes</em> (D): earlobes not directly attached to your head; free-hanging</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td><em>Attached Earlobes</em> (r): earlobes directly attached to the head</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td><em>Darwin’s Tubercle</em> (D): bump of cartilage on outer rim of ear</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td><em>Hitchhiker’s Thumb</em> (D): thumb, when up in hitchhiking position, can bend backwards at a sharp angle (50% or more)</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td><em>Relative finger length</em> (D): index finger longer than ring finger</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td><em>Dimples</em> (D): natural smile produces dimples in one or both cheeks or a dimple in the center of the chin</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td><em>Widow’s Peak</em> (D): pull hair off your forehead; hairline comes to a point in the middle of forehead</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td><em>Bent little finger</em> (D): little finger curves in toward other fingers</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td><em>Webbing</em> (r): spread fingers apart; grasp a thumbful of skin</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td><em>Freckles</em> (D): circular pattern of skin coloration</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td><em>Whorl</em>: The way the hair on the crown of your head turns—clockwise (D); counterclockwise (r)</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td><em>Second toe longest</em> (D): second toe is longer than the big toe</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

What are some of your conclusions about your Mendelian trait inheritance?