



Saskatchewan
Parks and Recreation
Association

ACTIVE LIVING AND FITNESS LEADERSHIP 20 AND 30 COURSES

An Alternative to the Traditional Physical Education Class



Supported by:



*Sharing and Implementation Plan
for Saskatchewan High Schools.*

TABLE OF CONTENTS

Introduction.....	1
Objectives.....	2
How to Implement this Locally Developed Course	2
Understanding SPRA Fitness Leadership Certification	3
Benefits of Bringing Active Living Fitness Leadership into your School	4
Challenges of Bringing Active Living Fitness Leadership into your School	4
How Can SPRA Support Your School Community	4
Recommendations... Things for you to think about as you implement	6
Working in Partnership to Engage our Kids.....	6
Moving Forward	11
Instructional Resources and Tools	12

*Special thanks to Tammy Girolami of Saskatoon Public School Division
for her assistance with the pilot program and her contributions to the content
and preparation of this report.*

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20 and 30 Courses, please contact:*

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Implementing new curriculum can be challenging, but at the same time, it can be fulfilling and relevant to meeting the needs of your students.

Introduction

In the fall of 2008, Saskatoon Public School Division partnered with the Saskatchewan Parks and Recreation Association (SPRA) to create and implement a locally developed option. The initial vision of the class was to educate and promote active living for a lifetime by allowing students to learn more about their own health and wellness. Secondly, a goal was to explore and experience the fitness industry in the community. Thirdly, by partnering with SPRA, students had opportunity to initiate the certification process as a Fitness Leader within the community and earn entry positions within the fitness industry in the Province.

Across the country, innovative programs are being developed and implemented to better meet the interests and needs of our youth in the area of physical education, health promotion and active living. In many provinces, education, health and recreation are working together to create opportunities for youth to learn and explore their own fitness interests, within a practical program, that feeds directly into a variety of career opportunities in the fitness, health and wellness industry.

Rationale for initiating the project:

- Physical activity during youth is associated with a variety of well-documented positive health outcomes. Experts in education and public health have identified school physical education as having the potential to play an important role in positively impacting physical activity patterns in children and promoting lifelong involvement.
- Clearly students need to be more physically active, and physical education programs in schools have the potential to reach nearly all school-aged youth. However, designing meaningful PE programs for high school students continues to be an intriguing challenge at the school, division, and provincial level.
- It is well documented that many students become disillusioned with physical education in their middle school and secondary school years. Our challenge is to find new and creative ways to better meet the needs of our youth.
- The gap we need to address is in providing an alternative model for physical education based on fitness rather than the sports model, which has been the traditional model for physical education programs throughout the Province.
- Aside from units of instruction within our physical education provincial curriculum, intramural programs, athletic teams and fit clubs within our schools; we have not provided quality instruction in the area of fitness/human performance. For many of our youth, this type of programming opportunity has only been available in community programs, or in the form of post-secondary education and training.

The target group for this course is any grade 11 and 12 student who is interested in fitness and want an alternate physical education class or for those students who enjoy and have taken the grade 11 and 12 credit classes and want another opportunity and challenge to gain an additional credit while remaining active.

The intent of Active Living and Fitness Leadership 20 and 30:

1. Educate and Promote Active Living for a Lifetime: This course will provide students who are interested in active living, leadership and non-traditional/non-competitive forms of physical activity an opportunity to remain active and to participate in a variety of individual and group fitness experiences. This course allows students to learn more about and focus on their own health and wellness, as well as providing an opportunity to promote and encourage lifelong healthy active lifestyles.
2. Career Exploration: This course is an opportunity to survey and participate in fitness programming and the fitness industry for career exploration. This course will provide opportunity for students to inquire about, understand and prepare for possible careers within the fitness industry. As well, students can research job requirements, plan for and develop these qualifications.

Objectives

As we look toward innovation in our programming to better meet the needs and interest of our students in the area of physical education, health promotion and active living, we must provide learning opportunities and experiences and for students of all abilities, cultures and backgrounds. No two students come to us at the same place physically, mentally, emotionally or spiritually, therefore we need to make the path for individual inquiry, individual engagement, and individual growth.

Activity-Based Programming: Students will have the opportunity to explore, experience and critique various types of fitness facilities and fitness class programming (individual and group).

Fitness Theory: The SPRA Fitness Theory Course is based on the National Fitness Leadership Alliance (NFLA) Fitness Theory Performance Standards (refer to Appendix A and B). The Performance Standards are designed to provide the fitness leadership training and certification organizations throughout Canada with:

- *A reference point from which both entry-level training and the continuing education for Fitness Leaders can be planned;*
- *A clear description of measurable knowledge, values and skills that characterize acceptable practices by competent Fitness Leaders;*
- *A blueprint for nurturing professional standards for Fitness Leaders;*
- *A means for improving the quality of fitness services offered to consumers.*

(NFLA Fitness Theory Performance Standards, 2006)

How to Implement this Locally Developed Course

1. Contact Saskatoon Public Schools (Curriculum and Instruction) and request to see the Active Living and Fitness Leadership 20 and 30 Locally Developed Options.
 - Contact Wendy James by email at jamesl@spsd.sk.ca or by telephone at (306) 683-8439
2. Through your school division, you need to submit a Form D and/or Form D-1 which can be found at <http://www.education.gov.sk.ca/adx/aspx/adxGetMedia.aspx?DocID=e2f630e8-42fe-442a-b6e7-700655868bfa>.
 - Once you read through this, you can decide to adopt (take the work fully and implement) or adapt (you will then need to outline your adaptations as outlined in Form D-1).

3. After Form D is submitted and approved, you will need to submit a more detailed Form D-1 if you are adapting the document or Form D-2 (please ask your school division for this form) if you adopt.
4. Timeline for submission:
 - Form D submission is due March 1
 - Form D-1 submission is due May 1

For questions regarding the course content, please contact Tammy Girolami (girolamit@spsd.sk.ca) or the SPRA Fitness Division (fitness@spra.sk.ca).

Understanding SPRA Fitness Leadership Certification

SPRA is a non-profit volunteer organization whose purpose is to promote, develop and facilitate parks and recreation opportunities throughout the Province. SPRA Certification gives Fitness Leaders recognition through the NFLA and the qualifications and recognition to instruct across Canada. There are many benefits to earning SPRA Fitness Leadership Certification!

- Provincially recognized and sanctioned Fitness Leadership Certification
- Reassures consumers that SPRA Fitness Leaders have met national (NFLA) standards
- Increases credibility and marketability as a fitness professional
- Promotes professionalism in the fitness industry
- Reduces liability risk for the leader and agency as SPRA Fitness Leaders receive \$2,000,000 in commercial general liability insurance coverage
- Provides standardization and consistency of leadership
- Creates public awareness and recognition of safe and effective practices for Fitness Leaders
- Access to continuing education opportunities and re-certification courses
- National transferability
- Promotes active living opportunities
- Agency recognition of certification
- Free subscription to the Active Living magazine
- Reduced rate to attend SaskFit, the annual Provincial Fitness Leadership Conference

The first step in earning Fitness Leadership Certification in Saskatchewan is to take the SPRA Fitness Theory Course.

Course content includes:

- | | |
|---|----------------------------------|
| • Active Living Philosophy | • Leadership Styles and Skills |
| • Role of a Fitness Leader | • Administrative Procedures |
| • Anatomy | • Program Planning |
| • Exercise Physiology | • Monitoring Individual Progress |
| • Movement Mechanics | • Teaching and Evaluation |
| • Principles of Exercise Conditioning | • Communication |
| • Exercise Analysis and Risk Management | • Continuing Education |
| • Basic Nutrition | • Resource Awareness |
| • Weight Management | • Healthy Lifestyles |

To become a SPRA Certified Fitness Leader, candidates are required to:

- Be 16 years of age or older
- Pass the NFLA Fitness Theory Exam with a minimum of 80% (Study Guide in Appendix C)
- Attend a specialty module (refer to Model for Fitness Leadership in Saskatchewan in Appendix D)
- Complete a practical evaluation with an SPRA Course Conductor
- Have current Standard First Aid and CPR Level B or C
- Pay a certification fee

Benefits of Bringing Active Living Fitness Leadership into your School

- Leadership skills developed
- Greater appreciation for health and fitness
- Community and facility awareness, knowledge and involvement
- Student engagement and increase sense of self worth
- Sense of belonging strong work ethic and willingness to attempt new challenges
- More credit opportunity for students in the area of physical education
- More opportunity for year long physical activity and learning

Challenges of Bringing Active Living Fitness Leadership into your School

- Facilities – Working with a wide range of facilities is difficult to plan
- Cost – High cost in going out to community facilities to explore different programming
- Balancing theory and activity – It is important to look at these classes as opportunity to grow over a two semester type plan. Students want to be active and it can be overwhelming to look at the theory in only one semester.
- NFLA Fitness Theory Exam – Very challenging for youth

How Can SPRA Support Your School Community

SPRA is a non-profit, provincial volunteer association which has facilitated training and certification of Fitness Leaders in Saskatchewan since 1985. Currently, SPRA has approximately 350 Certified Fitness Leaders delivering fitness programs throughout Saskatchewan. SPRA has developed and trained a team of Fitness Course Conductors to offer ongoing certification workshops including Fitness Theory, Group Exercise, Aquatic Exercise and Exercise for Older Adults. SPRA is a member of the National Fitness Leadership Alliance which allows leaders transferability to other provinces and increases credibility and recognition of certification.

The SPRA Fitness Division is recognized as the provincial certifying organization in Saskatchewan providing professionalism, standardization and consistency in fitness leadership. SPRA will support your school community with:

- Instructional Resources for Purchase: Fitness Theory, Group Exercise and Strength Training manuals
- Administrative support by provision and marking of NFLA exams
- Support and assistance with information regarding the SPRA Fitness Certification Program

SPRA believes schools and the education system are important partners in physical activity and active living initiatives. SPRA is available to provide guidance and information in regard to the Fitness Certification process and resources for your school in implementing this program. In addition, assistance in identifying active living initiatives in the community to:

- Provide a means for leadership development in youth
- Increase youth self-esteem and self-confidence
- Encourage youth to be role models in the school and community
- Develop leadership qualities and skills in students
- Learn practical knowledge to encourage lifelong healthy, active lifestyles for themselves and others

Process for Exams and Fees if you choose to adopt this as a locally developed option:

1. Teachers that are presenting the course material should be Kinesiology graduates or highly knowledgeable in this area. These teachers can present the course material and at the conclusion of the course can give the NFLA exam to their students.
2. The teachers will submit all exams for marking to SPRA and can use this as part of their assessment in their classes. SPRA will submit the marks to the teachers within one week of receiving the exams and will keep the exams in a master file for all Youth Fitness Leadership Locally Developed Course students.
3. In the case that students want to move forward with certification, SPRA has their exams on file and can proceed with the process of certification.
4. The students will not have to pay the course fee to write the NFLA exams. However, if they choose to become certified through SPRA, they will have to pay the certification fee.
5. Passing the exam for certification:
Theory: There is an Exam A and Exam B for Theory— students require an 80% mark to pass the exam for certification purposes. They can write Exam A and if unsuccessful they could write Exam B. If this attempt is unsuccessful, they would be required to take the Fitness Theory Course through a community host organization.
6. Fitness Certification Course Fees:
Students from schools who adopt the locally developed courses may have to pay the SPRA Course Fees upon becoming certified.

Contact:

Saskatchewan Parks and Recreation Association
100 – 1445 Park Street
Regina, SK
S4N 4C5

Toll Free: 1-800-563-2555
Email: fitness@spra.sk.ca
Web: <http://www.spra.sk.ca>

Recommendations... Things for you to think about as you implement

- Theory needs to be taught over 2 courses (20 and 30 level). The initial plan was for students to take Fitness Theory in the 20 course and then Group Exercise in 30. This is not realistic for high school students. A Scope and Sequence and allocation of hours are suggested in this package (see Appendix E).
- Discuss with students their type and number of assignments. Meet the needs and interests of your students
- Allow students to choose activities and help set a calendar for a positive experience and environment. Be aware this may cause challenges with facility booking.
- Partner with the community in terms of facilities as well as instructors. You will need to be creative in setting your schedule in order to keep costs down.
- Hands on assignments are more relevant as this is still a physical education class. Find ways to keep it experiential, active and interesting.
- Keep it activity based as students want to be active and you want to promote healthy active living!

Working in Partnership to Engage our Kids

During youth development, physical activity is associated with positive health outcomes. Unfortunately, physical activity declines substantially during adolescence in our school. Physical education programs in schools have the potential to reach school-aged youth; however, designing meaningful Physical Education programs for high school students is the challenge at the school, school division and at the provincial level.

In Saskatchewan, we have diverse physical education programs in our schools. Our Province is a leader in curriculum development with goals focusing on active living and the development of skilled learners. As well, our Province is a leader with the health promotion initiative, Saskatchewan *in motion*, which is recognized and replicated nationally. Why then are we still seeing failing marks from Health Canada?

What we see in the schools is that many youth become disillusioned with physical education and it is our challenge to find new and creative ways to better meet the needs of our youth. What we needed to address was how to provide an alternative model for physical education based on fitness rather than the sports model which has been the traditional model for physical education programs throughout the Province.

In the fall of 2008, Saskatoon Public Schools partnered with SPRA to pilot a locally developed option. Our vision of the class was to educate and promote active living for a lifetime by allowing students to learn more about their own health and wellness. Our class was called Active Living and Fitness Leadership, and we developed a curriculum for both a 20 level (grade 11) and 30 level (grade 12).

In the fall of 2009, two schools implemented the 20 level class. The structure of the class was very different in both schools, but both schools found a way to do what was right at the time for their school and their students. Great success, challenges and recommendations were brought to life with both stories.

Successes:

- Community awareness and involvement
- Leadership skills developed
- Greater appreciation for health and fitness
- Local facility awareness and knowledge
- Student engagement – no one dropped the class!
- Sense of belonging – all students, in both schools felt they were a part of something special
- Strong work ethic and willingness to attempt new challenges

Challenges:

- Initial Scope and Sequence was much too “grand” – students were not ready to move forward with the initial plan
- Facilities – availability and access
- Cost – manuals, facilities, transportation
- Time
- Balancing theory and activity
- NFLA Fitness Theory Exam through SPRA (see Fitness Theory Study Guide in Appendix B)

Recommendations:

- Theory needs to be spread out over 2 courses (20 and 30 level)
- Discuss with students – type and number of assignments – to meet the needs and interests of your students
- Allowing students to choose activities and help set calendar = positive experience and environment (but may cause challenges with facility booking)
- Facilities – Partner with the community in terms of facilities as well as instructors since the cost of private gyms is very high
- Hands on assignments are more relevant
- Self-assessment and personal goal setting needs to be implemented and practiced
- Rubrics co-constructed with students – or clear outcomes explained and student centered
- Keep it activity based... they want to be active!

One success of working in partnership is having opportunity to collaborate with teachers in planning of programming, and sharing of resources, strategies and assessments. The initial pilot in the first semester of 2009/2010 has grown into schools offering both Active Living Fitness Leadership 20 and a 30 level.

What started with two classes at two different Saskatoon Public schools has grown to four schools in 2010-2011 and for the 2011-2012 school year, seven schools have provided the opportunity for students to choose this as an elective option with four of the schools are offering both the 20 and the 30 option. This initiative has been a success for the students, for the teachers involved, and for our system as a whole to better meet the needs of our youth.

Implementing new curriculum can be challenging but at the same time, it can be fulfilling and relevant to meeting the needs of your students. Each school has shared their story. Here we present the courses in the works of the teachers implementing the curriculum.

Evan Hardy Collegiate

Submitted by Shauna Pierce, Teacher

*Entering my class in September was both exhilarating and scary as this was the first time the Active Living Fitness and Leadership class was being offered at Evan Hardy. When we first offered this class as an elective course we piloted it for a **females only** option therefore we started the semester with 13 females enrolled. Throughout the semester that number rose to 21 females.*

The course was run on a weekly schedule of one or two classroom sessions per week along with the other three or four days slotted for activity. At the beginning of this course I sat down with my students and we developed a calendar of events that the females wanted to get to know more about.

I also outlined our classroom sessions and the content that would need to be learned in order for them to be successful in passing their provincial fitness exam. At the same time we agreed upon a grading system which included teacher and student assessment which involved marking the students on daily participation, leadership qualities and class assignments.

*In the first week of this course all of the females did some goal setting for their own personal fitness and developed a personal action plan that they wanted to work on throughout the term. The activities that the students chose were used to increase the females' opportunity to try out different fitness facilities and classes which would help them to accomplish or reach their goals and fulfill the requirements of the course. The females also included some leisure activities that they thought would also improve their fitness and be **fun** such as snowshoeing, cross-country skiing, swimming, etc.*

The students were also expanding their own knowledge of their bodies, its muscles and systems by relating the exercises we did in the work-outs with the material we were learning in our classroom sessions. The females had opportunities to learn how to adapt and modify exercises to increase or decrease intensity as well as how to train different systems using different types of exercises. They were responsible for all material within the textbook that we used but learned a great deal of the material when they were exercising in the class as it was a "hands on" way of learning. The females were also responsible for leading and teaching some fitness skills to our neighbouring elementary school students and had a very positive experience when doing so.

Another great opportunity the students had in this course was to try different fitness tests at the University of Saskatchewan to see what their base level of fitness was and then they were able to use the information to make even more plans on how to improve or maintain their fitness levels. A wide variety of guest speakers on nutrition, training, injury prevention, etc. were also used to help educate the students and give them information that could help them with their action plans.

Overall the class was a great success. The students in this class learned a great deal about themselves and their own bodies but were also challenged to develop new skills they may not have in a regular physical education course such as; community awareness and involvement, leadership skills, a greater appreciation for health and fitness, and facility awareness and knowledge. I also saw some very exciting trends in this course as well such as; student engagement – no one dropped, a sense of belonging – we were a team, and a strong work ethic and willingness to attempt new activities.

However with every course there are always going to be some bumps along the way and some of the challenges that I found in teaching this course were following the scope and sequence from the 20 to the 30 level as we were not sure how much we would get through in one semester, booking facilities and the cost of the excursions, time management to teach all of the theory needed to be learned for the students to pass the NFLA exam, and the whole idea of how to balance theory with activity as my main goal for the females was to be active and get some perspective of how to use community facilities for their own personal fitness gains.

The final challenge was the attempt at writing the NFLA Fitness Theory exam, which none of my students passed, because it was completely multiple choice and quite difficult. Many of my students found the questions difficult and in some cases we had not covered the material.

Aden Bowman Collegiate

Submitted by Wendy Benson, Teacher

The excitement of this new course began at course selection time in March of the previous school year. Many students expressed an interest in being able to obtain another physical education credit in their senior year(s). We had 36 students enrolled before we knew it and had to put a cap on the course. We had a waiting list for students to enter, but never did get to it as two students opted out and 34 was already over the original limit we had set. We offered the course to any students in grade 11 or 12 as it was a first time opportunity at another physical education credit. We ended up with a large group of males (25) and a smaller number of females (9). This was the number we maintained throughout the semester as everyone stayed with the course.

Having an opportunity to work with colleagues and fitness professionals in the planning stages in the spring of 2009 was extremely valuable. We were able to co-construct lesson plans, compiled a list of possible speakers, identified a variety of strategies that could be used in course implementation, and came up with a number of different assessment strategies that could be used. This was an effective way to collaborate with colleagues and left me feeling comfortable when planning the course. I also benefited by working with a pre-service teacher with a strong background in personal fitness. Together we planned what the course would look like and at the outset agreed that it needed to be activity based. The idea was to expose students to a wide variety of activities that they may stay involved in – life-long physical activity and wellness being our goal.

The course was offered in period one of the first semester. The students would be active for four out of the five days in the week. We reserved Tuesday as classroom days with the occasional Thursday used as well. We were also able to take advantage of our school block schedule Thursdays where we were provided with a two hour time block every third week to deliver the course.

This gave us the opportunity to work at the University of Saskatchewan in the Kinesiology labs doing a variety of fitness tests and measures. This was a great partnership and the students found it interesting and valuable. We also used these larger time blocks to bring in special guests on nutrition, sport training, athletic therapy/injury prevention as well as work in the community with outside organizations.

One benefit to holding the course in the first period of the day was that we took the opportunity to travel to outside venues in the pre-school time. Some students were not in favour of getting on a bus 45 minutes prior to the day starting, but due to peak work out times, that was the only time we were able to get an instructor and space at one of the gyms for the variety of fitness classes we wanted to experience. While some grumbling did occur, attendance at the venues was still very good and the students agreed that it was time well spent.

At the onset of the course we made sure to allow students to have input. They all had an opportunity to share some wellness activities and knowledge that they wanted to participate in and learn. We set up a monthly calendar of events so students were aware of the early travel mornings and could take responsibility to be at class on time. We used student self-evaluation and goal setting and provided feedback on a regular basis to assist with assessment. Exit slips were common practice to help guide or instruction and planning. While life-long fitness was the focus, we also included some leisure activities and indoor games that would keep the class engaged; feedback we received from the students at the start of the course.

While the content in the course text is heavy, the students enjoyed the hands on nature of the learning. They were able to apply the muscles and bones that we discussed in class to exercise that we performed not only in the school fitness center, but also when attending fitness classes off campus. We even evaluated students when performing specific exercise and their knowledge of the body was outstanding.

The class was very successful overall, the largest complaint from students being the early morning travel and all the extra time they felt they put in. The rewards however were great and many students who were in grade 11 expressed an interest in taking the course if it were to be offered at a 30 level. The level of student's engagement was very high and we created a real sense of belonging within the class as everyone was eager to try new activities and we all encouraged each other – instructors too, in the activities that were new and challenging to us. The leadership shown by this group was outstanding as well, as they were actively involved in supporting school and community activities (as one of the course components of leadership).

All students felt they had a better understanding of the components of an effective fitness program and had a better understanding of how to use equipment in a variety of different facilities. The confidence they gained over the course of the semester was terrific. Many had taken the initiative to get involved in a fitness activity outside of school hours that prior to this course they were afraid to try. A great example is the number of males who signed up for Yoga classes after the fantastic experience they had with the instructors we had brought in.

The greatest challenge we faced with this course was the large amount of theory that went along with the activities we planned. We found that we could not cover all of the course content effectively in the number of days we had set aside for classroom days. That being said, we were pleased with the level of participation and the new found appreciation for fitness that the students gained from experiences such a wide variety of wellness activities.

Booking facilities and cost issues also arose as the course went on. We were fortunate that a private gym supported our needs financially giving us a break as we would not have had as many experiences with the funds available.

While all my students did write the final theory exam, we did not count it in our assessment; rather we had them write it just as an experience. Unfortunately none of my students passed this exam with the high percentage they needed and many felt the questions were worded poorly along with my inability to cover all the course content. However, I believe that the course was a great success; all students gained a credit and a great appreciation for life-long wellness.

Moving Forward

As a result of the Saskatoon pilot project, locally developed courses of study exist for Youth Fitness Leadership in the province. There is a model that can be used by other schools. Key learnings and resources can be utilized by others to adopt the courses within their school divisions. It provides the opportunity to teach the benefits of a healthy active lifestyle to students who are future leaders.

Instructional Resources and Tools

Fitness Theory Primary Resource:

Fitness Theory Manual (3rd ed.), Sylvia Isachsen & Dr. Bill Luke, Health and Fitness Alliance, 2009

This learning manual is user-friendly and offers realistic anatomical diagrams and 13 chapters of learning material including color photos and review questions. It is the approved SRPA Fitness Theory manual.

Cost: \$40.00 (includes taxes)

Supplemental Resource for Fitness Theory:

CFES Fitness Knowledge Course Student Resource Manual (8th ed.), Canadian Fitness Education Services, 2008

The 12 chapter Fitness Knowledge manual includes detailed illustrations for the majority of bones and muscle groups, photos on exercise techniques and concise chapter learning objectives and summaries.

Cost: \$40.00 (includes taxes)

Group Exercise Primary Resource:

CFES Group Exercise Instructor Course Student Resource Manual (5th ed.), Canadian Fitness Education Services, 2005

The 9 chapter Group Exercise manual features more than 100 photos on technique and exercise ideas for core stabilization, step, muscle conditioning, program planning, safety considerations and more.

Cost: \$40.00 (includes taxes)

Strength Training Primary Resource:

Strength Training, National Strength and Conditioning Association, Lee E. Brown, Editor, 2007

Valuable information and instruction for increasing metabolic rate to burn more calories, improving bone density, and increasing muscle mass while preventing injuries and ensuring proper technique.

Cost: \$35.00 (including taxes)

Additional Resources:

Eating Well With Canada's Food Guide: A Resource for Educators and Communicators, Health Canada, 2007

This resource provides background information, tips and tools to complement each recommendation in Canada's Food Guide. This publication is available through Health Canada at <http://www.healthcanada.gc.ca/foodguide>

Websites:

Alberta Centre for Active Living – <http://www.centre4activeliving.ca>

BC Healthy Living Alliance – <http://www.bchealthyliving.ca/advocacy>

Canadian Fitness and Lifestyle Research Institute – <http://www.cflri.ca>

Canadian Fitness Education Services Ltd. – <http://www.canadianfitness.net>

Coalition for Active Living – <http://www.activeliving.ca>

Heart and Stroke Foundation of Saskatchewan – <http://www.heartandstroke.sk.ca>

National Center for Chronic Disease Prevention and Health Promotion Fact Sheets –
<http://www.cdc.gov/nccdphp/sgr/fact.htm>

Physical and Health Education Canada – <http://www.phecanada.ca>

Saskatchewan *in motion* – <http://www.saskatchewaninmotion.ca>

The Citizen's Handbook – <http://www.vcn.bc.ca/citizens-handbook>

The Community Tool Box – <http://ctb.ku.edu/en>

iPod Apps:

Netter's Anatomy Flash Cards is one example of an app in the "Apple in Education" section on the apple website at <http://itunes.apple.com/ca/app/full-fitness/id418806764?mt=8>

Suggested Guest Speakers:

- SPRA Staff and Fitness Leaders
- Recreation/Leisure Centre Employees
- Gym Owner/Manager
- Health Care Workers (Physiotherapists, Kinesiologists, Chiropractic, Sports Medicine)
- Medical Professionals
- First Aid and CPR Instructor
- College or University Representative
- *in motion* Champions



National Fitness Leadership Alliance

Alberta Fitness Leadership Certification Association (AFLCA)
British Columbia Recreation and Parks Association (BCRPA)
Saskatchewan Parks and Recreation Association (SPRA)
Manitoba Fitness Council (MFC)
Ontario Fitness Council (OFC)
New Brunswick Council for Fitness and Active Living (NBCFAL)
Island Fitness Council (IFC)
Nova Scotia Fitness Association (NSFA)

Fitness Theory Performance Standards

National Fitness Leadership Alliance Fitness Theory Performance Standards

Please refer to accompanying reference list and working definitions.

Health Related Benefits of Physical Activity (3.5%)

Performance Standard

The Fitness Leader will describe the benefits of physical activity and its relationship to health and wellness.

Competencies

- a) Summarize health-related benefits of physical activity.
- b) Describe health-related consequences of physical inactivity.
- c) Identify lifestyle behaviours that can and cannot be modified and how they increase or decrease health risk.

Holistic Approach to Physical Activity and Lifestyle (3%)

Performance Standard

The Fitness Leader will describe and integrate the holistic approach to physical activity and lifestyle, identify the elements of the Active Living concept, and discuss the implications for fitness leadership.

Competencies

- a) Define holism, describe the benefits as they relate to physical activity, and discuss how to impart this knowledge in a fitness leadership setting.
- b) Define Active Living.
- c) Describe and demonstrate various approaches a leader could take that value individual choice and diversity. Describe and demonstrate ways to encourage participants to commit to exercise and take responsibility for their own health and well-being.

Anatomy (15%)

Performance Standard

The Fitness Leader will demonstrate a basic knowledge of human anatomy.

Competencies

- a) Identify the major muscle groups, including Latissimus Dorsi; Trapezius; Serratus Anterior; Erector Spinae; Deltoids; Rhomboids; Pectoralis Major and Minor; Rectus Abdominus; Internal and External Obliques; Transverse Abdominus; Biceps; Triceps; Iliopsoas; Gluteus Maximus, Medius, and Minimus; Hamstrings (Biceps Femoris, Semitendinosus, Semimembranosus); Quadriceps (Rectus Femoris, Vastus Lateralis, Vastus Intermedius, Vastus Medialis); Rotator Cuff (Subscapularis, Infraspinatus, Teres Minor, Supraspinatus); Sartorius; Gastrocnemius; Soleus; and Tibialis Anterior.
- b) Identify the types of joints, including Fibrous, Cartilaginous and Synovial (e.g., Ball and Socket, Saddle, and Hinge) and describe how bone structure influences joint function.
- c) Identify joint structures and connective tissues, including Joint Capsule, Synovial Membrane, Articular Cartilage, Joint Cavity, Ligaments, and Tendons.
- d) Identify the major bones, including the Femur, Tibia, Fibula, Pelvic Girdle, Vertebrae, Scapula, Ribs, Cranium, Humerus, Radius, Ulna, and Clavicle.
- e) Identify and describe the anatomical limitations to joint range of motion (flexibility).
- f) Describe the various neuromuscular reflexes (e.g., stretch reflex, inverse stretch reflex) and how they affect range of motion and joint stability.

Movement Mechanics (25%)

Performance Standard

The Fitness Leader will demonstrate basic knowledge of the biomechanics involved in human movement.

Competencies

- a) Identify the major joint actions, including flexion, extension, abduction, adduction, rotation, circumduction, hyperflexion, hyperextension, dorsi-flexion, plantar-flexion, pronation, supination, eversion, and inversion, protraction, retraction, elevation, depression, transverse abduction and transverse adduction.
- b) Describe how to balance conditioning exercises for the muscles surrounding the major joints.
- c) For a given exercise, identify the prime mover, stabilizing muscles, and the type of contraction for each phase of the exercise.
- d) For a given exercise, identify the stabilizing muscle/muscle groups, and describe their impact on continued exercise execution.
- e) Define and describe muscle actions (e.g., concentric, eccentric, isometric).
- f) Determine the most stable exercise position, and state which of the following three (3) factors is responsible for the increased stability: a) widening the base of support, b) lowering the centre of gravity, or c) moving the centre of gravity over the base of support.
- g) Using the principle of levers, explain how to vary the intensity of an exercise.
- h) Identify the pros and cons associated with static and dynamic stretching and when each is most appropriate.

Exercise Physiology (12%)

Performance Standard

The Fitness Leader will demonstrate through verbal and/or written communication a basic knowledge of exercise physiology underlying human movement.

Competencies

- a) Identify the average range for resting heart rate as well as the range for target exercise heart rate for an individual of a stated age and gender.
- b) Describe the acute exercise responses for each of the following systems: a) cardiovascular, b) respiratory, and c) musculoskeletal.
- c) Summarize the key elements of the three energy systems, and identify which activities utilize each system.
- d) Describe the long-term training adaptations of the basic fitness components.
- e) Identify and describe environmental factors (i.e., heat, humidity, cold) that can affect the body's response to sustained physical activity.
- f) List techniques to control and self-monitor pacing to prevent doing too much exercise too soon or too vigorously.
- g) Describe the oxygen transport system and how a trained individual differs from an untrained individual.
- h) Describe the relative contribution of anaerobic and aerobic energy during the following: warm-up, aerobic workout, muscular strength/endurance, and selected physical activities.

Principles of Exercise Conditioning (18%)

Performance Standard

The Fitness Leader will demonstrate a basic knowledge of exercise conditioning principles.

Competencies

- a) Identify the components of physical fitness and describe the importance of each to overall well-being.
- b) Describe the frequency, intensity, time (duration), and type of exercise (FITT) for improving each of the following fitness components: flexibility, cardiovascular fitness (aerobic and anaerobic) and muscular conditioning (strength and endurance).
- c) Describe techniques for monitoring intensity for all components of fitness.
- d) Compare and contrast different techniques for improving joint range of motion (flexibility).
- e) Describe and demonstrate functional exercises that are intended to assist in the performance of daily activities.
- f) Explain the specific order to the performance of the components of fitness and the recommended period of time to be spent on each.
- g) Describe the following training methods and principles for a given program: continuous training versus intermittent training, isometric strength training, isotonic strength training, static stretching, dynamic stretching, weight-bearing exercises, non-weight-bearing exercises, warm-ups, and cool-downs, progressive overload, specific adaptation to imposed demands (SAID), recovery and training specificity.
- h) Demonstrate a competent use of Canada's Physical Activity Guide.

Exercise Analysis and Risk Management (10%)

Performance Standard

The Fitness Leader will exemplify and demonstrate safety in all aspects of planning and delivering of fitness programs as well as demonstrate methods for preventing and managing injuries.

Competencies

- a) Describe the responsibilities and legal liabilities of the instructor/facility associated with a participant's personal injury background, and physical activity/exercise screening (ie. Pre-screening methods such as the PAR-Q).
- b) Give precautionary measures for beginning exercise participants that are designed to prevent injury and increase safety for all components of fitness.
- c) For a given exercise, analyze its intended and actual purpose, potential risks to joint structures, and modifications or alternative exercises.
- d) Compare and contrast the signs and symptoms of acute and chronic physical distress with respect to overtraining and high intensity exercise.
- e) Identify and describe three environmental factors that can affect the body's response to sustained physical activity.
- f) Know the set of emergency procedures for the facility and the employer. (i.e. first aid, support procedures, medical referral procedures and follow-up).
- g) Explain the RICE principle (i.e. rest, immobilize, cold and elevation).
- h) Describe a leader's professional limitations regarding the physical activity participation of adults who are not apparently healthy.
- i) Demonstrate the principle of exercise progression for a given muscle group.
- j) Describe and demonstrate correct body alignment.

Basic Nutrition (3.5%)

Performance Standard

The Fitness Leader will be able to explain Canada's Food Guide to Healthy Eating.

Competencies

- a) Using Canada's Food Guide to Healthy Eating, identify the food groups, describe the main principles of the guide, and state the recommended servings per day for adults from each food group.
- b) Identify the recommended number of daily servings for each food group for healthy living
- c) Describe a leader's professional limitations when discussing nutritional information with participants.

Body Composition (3%)

Performance Standard

The Fitness Leader will identify safe and effective strategies for obtaining and maintaining a healthy body composition.

Competencies

- a) Explain the concept of energy balance as it relates to healthy body composition; reference the energy-in/energy-out concept.
- b) Demonstrate an understanding of Body Mass Index (BMI), and discuss this measurement's limitations.
- c) Explain how changes in body composition influence basal metabolic rate and subsequent energy balance.

Program Planning (5%)

Performance Standard

The Fitness Leader will design an effective physical activity/exercise program using established training methods and principles.

Competencies

- a) Describe pre-screening strategies for safe and effective program delivery and physical activity/exercise participation.
- b) Describe ways to assess the appropriateness and effectiveness of the goals of a physical activity program.
- c) Apply the principles of Canada's Physical Activity Guide to program planning.
- d) Apply the principles of the Health and Fitness Benefits of Physical Activity Zone Chart to program planning.
- e) Describe established training methods and principles; integrate them into an effective physical activity/exercise program.

Leadership Skills (2.5%)

Performance Standard

The Fitness Leader will understand principles of adult learning, communication skills, and leadership models.

Competencies

- a) Describe the principles of adult learning and how they relate to exercise environment.
- b) Demonstrate how to use effective communication skills when working with a variety of participants.
- c) Describe and apply the principles of effective leadership.
- d) Identify intrinsic and extrinsic factors that may motivate adults to participate in physical activity.



NFLA Performance Standards Working Definitions

As new specialty standards are developed, new working definitions will be added to this list.

Active Listening:	A communication skill involving the use of open-ended and closed questions, restating, paraphrasing, reflection of meaning and feeling, and summarizing.
Active Living:	A way of life in which individuals make meaningful and satisfying physical activities an integral part of daily living.
Active Stretching:	The muscles are stretched by the contraction of the opposing muscles.
Acute:	Reactions that occur immediately.
Adult Learning:	Refers both to the process which individuals go through as they attempt to change or enrich their knowledge, values, skills, or strategies, and to the resulting knowledge, values, skills, strategies, and behaviours possessed by each individual.
Alignment:	Safe posture for a given activity.
ATP:	Adenosine Triphosphate. A high-energy phosphate molecule required to provide energy for cellular function and chemical fuel for muscle contractions.
Beat:	Regular pulsations that have an even rhythm.
Body Composition:	Refers to the fat and non-fat components of the human body.
Borg's Rating of Perceived Exertion:	A perception scale to monitor or interpret the intensity of exercise.
BMI:	Body Mass Index. Ratio of weight to height (Body Weight [kg] / Height [m ²]), used to determine thinness/fatness and the relative risk for disease.
BMR:	Basal Metabolic Rate. The minimum energy expenditure required to sustain life at a resting state.
Calorie:	1 calorie = the amount of heat required to raise the temperature of 1 g of water 1 degree C (1000 calories = 1 kilocalorie). Used to measure the energy value of food and the cost of physical activity.
Cardiac Output:	The amount of blood circulated by the heart each minute; cardiac output = heart rate x stroke volume. (Q= HR x SV)
Chronic:	Reactions that occur over a period of time.
Circuit Training:	A muscular conditioning or cardiovascular training method involving a series of exercise stations, movement patterns, pieces of exercise equipment, or muscle groups.
Class Design:	Warm-up, workout (cardiovascular, muscular conditioning), final cool-down.
Classic Choreography:	A structured form of movement patterns to music. Precise movement combinations are performed to the specific phrases of the music. When the musical phrase repeats itself, so does the movement pattern that has been choreographed for it.
Closed Question:	Question that requires a yes or no answer.

Components of Fitness:	Cardiovascular, muscular strength, muscular endurance, flexibility, body composition.
Conduction:	Transfer of heat or cold through molecular contact. Movement of an electrical pulse such as through a neuron.
Contract-Relax:	A technique where the muscle is isometrically contracted before it is stretched. Involves altering the outputs from both the muscles (e.g. spindles) and joint (e.g. golgi tendon organs) receptors which influence the resultant range of motion about a joint (e.g. PNF)
Convection:	The transfer of heat or cold via the movement of a gas or liquid across an object, such as the body.
Decibels:	The loudness or intensity of sound. Scale (in decibels) for common sounds in everyday life: 140 - Threshold of feeling 120 - Sound causing discomfort 100 - High speed train 80 - Heavy road traffic 60 - Normal conversation 40 - Quiet conversation 20 - Whispered conversation 0 - Auditory threshold (0.0002 dyne/cm)
D.R.I.L.L.:	Direction, Rhythm, Intensity, Lever, Locomotion. A technique for making changes to exercise movements.
Dynamic Stretching:	The muscles surrounding a joint are stretched by the force(s) generated as a body part is repeatedly moved.
Evaporation:	Heat loss through conversion of water to vapour (e.g. perspiration).
Exercise:	A form of physical activity that is planned, structured, and repetitive. Its main objective is to improve or maintain physical fitness.
F.I.T.T.:	Frequency, Intensity, Time, Type.
Flexibility:	The ability of a joint(s) to move through a full range of motion.
Free Style:	Unstructured, non-choreographed exercise movements.
Functional Fitness:	Possessing physical abilities to conduct day-to-day activities with ease. Exercise strategies which carry over (transfer) to day-to-day activities.
Golgi Tendon Organs:	A sensory organ within a tendon which, when stimulated, causes an inhibition of the entire muscle group.
Health-Related Fitness:	Comprises those components of fitness that exhibit a relationship with health status.
Heart Rate Maximum:	Maximum number of times the heart beats per minute estimated using $220 - \text{age}$.
Holism (Holistic):	Holism is a concept that takes into account an individual's body, mind and spirit.
Informed Consent:	Ensuring a client/participant is fully aware of all implications prior to undertaking the activity. This means they have read the consent form and have had all of their questions answered to their level of comfort.

Karvonen:	The calculation of training heart rate (THR) by adding a given percentage of maximum heart rate reserve to the resting heart rate: <ol style="list-style-type: none"> 1. Maximum Heart Rate (MHR) = $220 - \text{age}$; 2. Heart Rate Reserve (HRR) = $\text{MHR} - \text{Resting Heart Rate (RHR)}$; 3. For training range, use 50% to 85% of HRR; 4. $\text{THR} = \text{RHR} + \% \text{ of HRR}$.
Kilojoule:	A measure of energy (4.2 kilojoules = 1 kilocalorie).
Learner/Participant-Centred:	Focused on the needs and concerns of the individual.
Liability:	Legal responsibility.
Linking/Add On:	A choreography technique that requires a part-to-whole teaching technique. It involves teaching a simple movement of combination A, then you teach a simple movement of combination B, then add them together to create the whole. Additional combinations can be linked similarly to create a pattern.
Musical Phrase:	A group of notes forming a distinct unit within a larger piece.
Musical Tempo:	The rate of speed at which music is played. Fitness Leaders often determine the tempo of music by counting the beats per minute.
Non-Verbal Communication:	Physical communication through body language.
Open-ended Question:	A question that requires one or more sentences to answer it.
Osteoporosis:	Decreased bone mineral content that causes increased bone porosity.
PAR-Q:	Physical Activity Readiness Questionnaire. A self-administered pre-screening tool for beginning any exercise program.
Passive Stretching:	The muscles surrounding a joint are stretched by an external force.
Physical Activity:	All leisure and non-leisure body movement produced by the skeletal muscles and resulting in a substantial increase in resting energy expenditure.
Radiation:	The transfer of heat through electromagnetic waves.
S.A.I.D.:	Specific Adaptation to Imposed Demands. Conditioning effects are specific to the type of training performed.
Static Stretching:	The muscles surrounding a joint are slowly and gently stretched and then held in this position for longer than 10 seconds.
Steady State:	Oxygen supply equals oxygen demand required for energy needs during sub-maximal work.
Stretching:	A technique used to move a joint and the surrounding muscles through and beyond their accustomed range of motion.

Resources

Exercise Physiology (Energy, Nutrition, and Human Performance). Frank Katch, Victor Katch, William McArdle, Williams and Wilkins, Maryland, USA, current edition.

The Canadian Physical Activity, Fitness and Lifestyle Appraisal (CPAFLA). Canadian Society for Exercise Physiology (CSEP), Ottawa, Ontario, current edition.

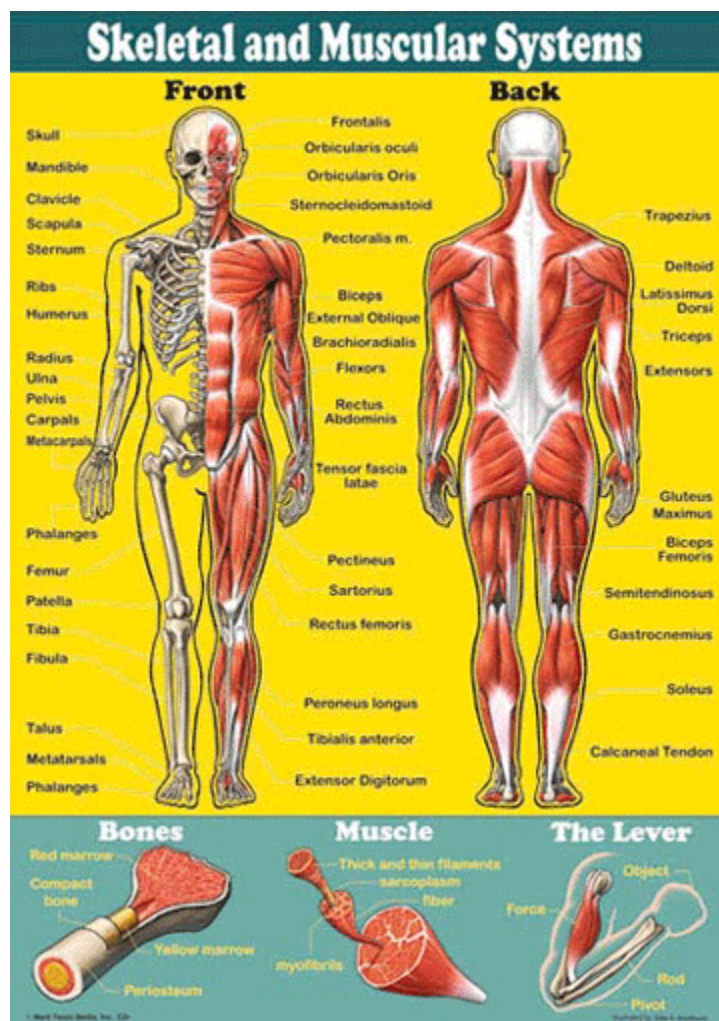
Canada's Physical Activity Guide to Healthy Active Living, Canada's Physical Activity Guide to Healthy Active Living for Older Adults, Canada's Food Guide to Healthy Eating. Health Canada, Fitness and Active Living Unit, Ottawa, Ontario, current editions.

PAR-Q & You, PARmed-X for Pregnancy, PARmed-X. Canadian Society for Exercise Physiology (CSEP), Ottawa, Ontario, current editions.



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Fitness Theory Exam Study Guide



Fitness Theory Exam Study Guide

SPRA would like to acknowledge the British Columbia Recreation and Parks Association for the development of the Fitness Theory Exam Study Guide.

Congratulations on your initiative in preparing to write the SPRA Fitness Theory Exam. The Exam is based on the Fitness Theory Performance Standards as recommended by the National Fitness Leadership Alliance (NFLA).

This Study Guide contains the following valuable information:

- Specific Theory Exam topics and their weighting
- Sample exam questions and answers
- Nine assumptions about Adult Learning
- Resources and suggested readings

The Study Guide will help focus your preparation on the more pertinent areas for the exam, and dispel any apprehension you may have regarding the exam.

Good Luck!

I. Exam Question Weighting

Health-Related Benefits of Physical Activity	3.5%
Holistic Approach to Physical Activity and Lifestyle	3.5%
Anatomy	15%
Movement Mechanics	25%
Physiology	21.5%
Principles of Conditioning	10%
Exercise Analysis and Risk Management	8%
Basic Nutrition/Body Composition	7%
Program Planning	5%
Leaderships Skills	1.5%
Total	100%

Below is a list of sample study topics that you may be questioned about in multiple-choice format on the NFLA Fitness Theory Exam.

1. Health-Related Benefits of Physical Activity (3.5%)
 - Summarize health-related benefits of physical activity.
 - Demonstrate an ability to provide an atmosphere that values individual choices and diversity relating to physical activity.
 - Identify lifestyle behaviors that can and cannot be modified and how they increase or decrease health risks.
-

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2. Holistic Approach to Physical Activity and Lifestyle (3.5%)
 - Define Active Living
 - Describe the features and benefits of holism, give an example of each and how to impart this knowledge in a fitness leadership setting.
 - Explain intrinsic and extrinsic factors of motivation for adults in a fitness leadership setting.
 - Describe different approaches a leader could take to encourage participants to make a commitment and to take responsibility for their own health and well-being.
 3. Anatomy (15%)
 - Identify the major bones and joints and describe how bone structure influences joint function.
 - List and describe the different types of connective tissue and their role in human movement.
 - Locate the major muscle groups on another person or diagram.
 - Identify the major antagonist muscle pairs of the major muscle groups.
 - Identify and describe the anatomical limitations to joint flexibility.
 - Describe the stretch reflex and how it influences range of motion and joint flexibility.
 4. Movement Mechanics (25%)
 - Demonstrate and define the joint actions at the major joints.
 - In a given exercise, discuss the joint action and identify the agonist and the antagonist muscle group.
 - Design exercises for the major joints that will provide a balanced conditioning to the muscles surrounding the joint area.
 - Describe the various types of muscle contractions.
 - In a given exercise, identify the prime mover during the concentric and eccentric phases of the movement.
 - Using the principle of levers, explain how to vary the intensity of an exercise.
 - Select the most stable and state which of the following three factors has provided the increased stability: a) widening the base of support, b) lowering the centre of gravity, c) moving the centre of gravity over the base of support.
 5. Physiology (21.5%)
 - Identify the average range for resting heart rate as well as the range for target exercise heart rate for an individual of a stated age and gender.
 - List techniques to control and self-monitor pacing to prevent doing too much exercise too soon or too vigorously.
 - Describe the acute responses to aerobic/anaerobic exercise for each of the following systems: a) cardiovascular, b) respiratory, c) musculoskeletal.
 - Summarize the key elements of the three energy systems and when they are used in the muscle contractions.
 - Describe the oxygen transport system and how a trained individual differs from an untrained individual.
 - Describe the relative contribution of anaerobic and aerobic energy during the following: warm-up, aerobic workout, muscular strength/endurance, and selected physical activities.
-

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6. Principles of Conditioning (10%)
 - Identify the components of physical fitness and describe the importance of each to overall well-being.
 - Describe the frequency, intensity, time (duration), and type of exercise (FITT) capable of improving each of the following fitness components: a) flexibility, b) cardiovascular conditioning (aerobic/anaerobic), c) muscular strength, d) muscular endurance.
 - Compare and contrast different techniques to improve joint flexibility.
 - Describe and demonstrate an exercise that is designed to assist in the performance of daily activities (functional movements).
 - Explain the specific order to the performance of the components of fitness and the recommended period of time to be spent on each.
 - Compare the training effects of the following: continuous; intermittent; aerobic; anaerobic; isometric; isotonic strength training; static/dynamic stretching; weight-bearing; non-weight bearing; progressive overload ; specific adaptation to imposed demands (SAID).
 - Demonstrate a competent use of Canada's Physical Activity Guide.
 - Describe techniques to monitor intensity for all components of physical fitness.
 7. Exercise Analysis and Risk Management (8%)
 - Give precautionary measures for beginning exercise participants that are designed to prevent injury and increase safety for all components of fitness.
 - Analyze the suitability of an exercise for general safety, by modifying it, avoiding it or maintaining the exercise.
 - Identify potential risky exercises to joint structures.
 - Compare and contrast the signs and symptoms of acute and chronic physical distress with respect to overtraining and high intensity exercise.
 - Identify and describe three environmental factors that can affect the body's response to sustained physical activity.
 - Know the set of emergency procedures for the facility and the employer. (i.e. first aid, support procedures, medical referral procedures and follow-up).
 - Explain the RICE principle (i.e. rest, immobilize, cold and elevation).
 - Describe responsibilities (i.e. pre-screening methods) and liabilities associated with the instructor and the facility.
 8. Basic Nutrition/Body Composition (7%)
 - Using Canada's Guide to Healthy Eating, identify the food groups, describe the guiding principles of the guide, and state for adults the recommended number of servings per day from each food group.
 - Identify the recommended daily percentage of calories required and metabolic breakdown from carbohydrates, fat and protein for healthy living.
 - Explain the concept of energy balance as it relates to healthy body composition including reference to energy-in and energy-out. Describe one limitation to the energy balance concept.
 - Explain how changes in body composition influence basal metabolic rate and subsequent energy balance.
 - Demonstrate an awareness of Body Mass Index (BMI).
-

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9. Program Planning (5%)
- Within a program plan, demonstrate pre-screening methods, progressive overload by indicating when adjustments in activity intensity variations can be made.
 - Describe ways to evaluate the effectiveness of a physical activity program.
 - Describe different methods which will create or sustain a positive exercise climate for participants.
 - Apply the principles in Canada's Physical Activity Guide to program planning.
10. Leadership Skills (1.5%)
- Describe the principles of adult learning and how they relate to the exercise environment.
 - Demonstrate effective communication skills in working with a variety of participants.
 - Describe and apply the principles of effective leadership.
 - Describe a variety of intrinsic and extrinsic motivational factors relating to exercise adherence.

II. Sample Exam Questions

1. A benefit of regular participation in physical activity is:
- a) Increases the rate of physiological aging.
 - b) Guarantees that you never gain excess body weight.
 - c) Strengthens your bones and muscles.
 - d) Increases calcium absorption in your teeth.
2. Which of the following is not an agonist/antagonist muscle pair?
- a) Subscapularis/Infraspinatus
 - b) Rectus Abdominus/Erector Spinae
 - c) Gastrocnemius/Soleus
 - d) Gluteus Maximus/Iliopsoas
3. The primary muscle or muscle group responsible for extension of the hip joint is the:
- a) Sartorius
 - b) Gluteus Maximus
 - c) Gluteus Medius
 - d) Iliopsoas
-

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4. Rank the following exercises in order from least to most stable:

1. Seated calf raises, 2. Standing one-leg calf raises, 3. Standing calf raises.

- a) 1, 3, 2
- b) 3, 2, 1
- c) 2, 3, 1

5. The normal physiological response to an aerobic exercise session is:

- a) an increase in heart rate and decrease in stroke volume.
- b) an increase in O^2 consumption and ventilation.
- c) a decrease in cardiac output.
- d) a decrease in blood flow to the working muscles.

6. Fitness components to consider when planning a fitness program are:

- a) muscular strength and endurance, flexibility, power, and body composition.
- b) aerobic and anaerobic capacity, muscular strength and endurance, and body composition.
- c) body composition, aerobic and anaerobic capacity, power, and flexibility.
- d) flexibility, cardiovascular endurance, muscular strength, and muscular endurance.

7. Two individuals who weigh exactly the same and follow an identical exercise program will:

- a) lose the same amount of weight in a 4-week period.
 - b) respond differently to the program.
 - c) probably eat the same amount of calories per day.
 - d) gain the same amount of muscle mass.
-

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Answer Code: 1 – (c); 2 – (c); 3 – (b); 4 – (c); 5 – (b); 6 – (d); 7 – (b)

III. Nine Assumptions about Adult Learning

Assumption # 1 **Personal Meaning**

Adult learning is enhanced when learners perceive that the learning process and its results have personal meaning to them and are relevant to their own purpose.

Assumption # 2 **Learning Climate**

Adults learn best in environments that are supportive and free from threats, and in a learning climate that fosters self-esteem, freedom of expression, acceptance of differences, and an acknowledgment that mistakes are necessary.

Assumption # 3 **Emerging Needs and Interests**

Adults learn best when learning is viewed as an evolutionary process and when the structure of a learning design can adapt to the emerging needs and interests of a maturing group.

Assumption # 4 **Self Responsibility**

Adult learning is enhanced when learners are encouraged to take responsibility for their own learning by participating actively in the decision-making, planning, and implementation of the learning activities.

Assumption # 5 **Group Settings**

Adult learning is enhanced when learners can work in group settings, sharing and building on the experiences and resources of others in the group.

Assumption # 6 **Respect For Individuality**

Adults learn best when they are prized and respected for their unique model of reality and their individual experiential history.

Assumption # 7 **Cognitive and Affective Learning**

Adult learning is enhanced when learning activities are designed to appeal to both the cognitive (thinking) and affective (feeling) processes of knowing - when learners are encouraged to trust their affective responses cognitive material, and vice versa.

Assumption # 8 **Ongoing Evaluation and Reflection**

Adults learn best when they are part of an ongoing evaluative process which includes time to reflect on their learning, to give and receive feedback, and to implement change as a result of their learning.

Assumption # 9 **Facilitator as Role Model**

Adult learning is enhanced in the presence of a facilitator who is reflective, is involved in active learning projects, maintains self-esteem, acknowledges mistakes in a positive framework, values group members as co-learners, lives a healthy lifestyle.

Based upon the work of Dr. Virginia Griffin, Ontario Institute for Studies in Education as reported by Strachan (1982, p. 28-29) in A Handbook for Trainers of Fitness Leaders.

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IV. Resources and Suggested Reading for Further Study

Your Fitness Theory Course and Manual will prepare you for the exam. Nevertheless, you may wish to supplement or update your knowledge by accessing several of these resources:

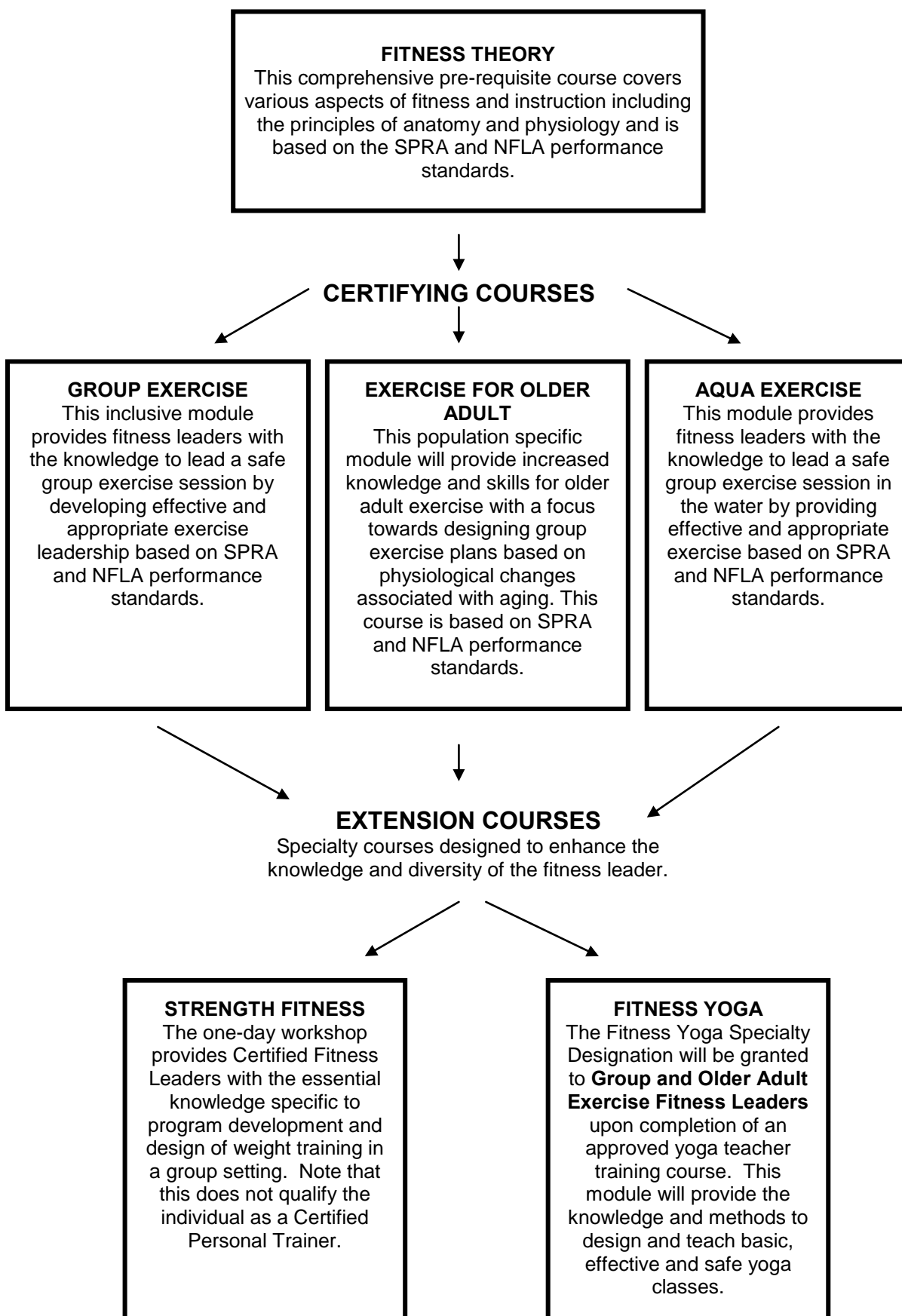
1. American College of Sports Medicine. Guidelines for Exercise Testing and Prescription, Sixth Edition; 2004. (Available in the Resource Centre for Sport, Culture and Recreation)
 2. American Council on Exercise. Aerobics Instructor Manual; San Diego, 1997.
 3. Behnke, Robert S. Kinetic Anatomy, Champagne, Illinois: Human Kinetics. 2001.
 4. Clark, N. Sports Nutrition Guidebook (2nd Edition) Champaign, Illinois: Human Kinetics, 1997.
 5. Franks, D. and E. Howley. Fitness Facts: The Healthy Living Handbook; Human Kinetics, Champaign, Illinois, 1989. (Available in the Resource Centre for Sport, Culture and Recreation)
 6. Franks, D. and E. Howley. Health and Fitness Instructors Handbook, Fourth Edition; Human Kinetics, Champaign, Illinois, 2003.
 7. Franks, D., E. Howley, and Iyrviboz, Y. Health Fitness Handbook; Human Kinetics, Champaign, Illinois, 1999. (Available in the Resource Centre for Sport, Culture and Recreation)
 8. Getchell, B. Physical Fitness - A Way of Life, Third Edition; New York, 1983.
 9. Greenberg, J. and D. Pargman. Physical Fitness: A Wellness Approach; Prentice Hall Inc., Englewood Cliffs, New Jersey, 1989.
 10. Hall, Susan. Basic Biomechanics (2nd Edition) St. Louis: Mosby Yearbook Inc. 1996. (Available in the Resource Centre for Sport, Culture and Recreation)
 11. Health Canada. Canada's Food Guide to Healthy Eating; Ottawa, 2002. www.hc-sc.gc.ca
 12. Hockey, R. Physical Fitness: The Pathway to Healthy Living, Sixth Edition: Times Mirror Mosby, Toronto, 1989.
 13. McArdle, W., F. Katch and V. Katch. Exercise Physiology: Energy, Nutrition and Human Performance, Fourth Edition: Philadelphia, 1996. (Available in the Resource Centre for Sport, Culture and Recreation)
 14. Rejeski, W.J. & Kenney, E.A. Fitness Motivation Preventing Participant Dropout Champaign, Illinois: Human Kinetics, 1988. (Available in the Resource Centre for Sport, Culture and Recreation)
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15. Sharkey, B. Fitness and Health (5th Edition) Champagne, Illinois: Human Kinetics, 2002.
16. Wilmore, J. & Costill, D. L. Physiology of Sports & Exercise, (3rd Edition) Champaign, Illinois: Human Kinetics, 2004. (Available in the Resource Centre for Sport, Culture and Recreation)

The Resource Centre for Sport, Culture and Recreation has a number of resources to assist you in your studying efforts in preparation for the NFLA exam. For more information on these resources call 1-800-563-2555 or visit www.spra.sk.ca.

Fitness Leadership Courses in Saskatchewan



Scope and Sequence : Active Living and Fitness Leadership

	20	30
	Hours	Hours
Activity Base	Individual and Group Fitness 70 Strength Training Fitness Class Exploration and Action Possible Activities: Aquasize Dance/Groove Deep Water Workouts High/low impact Aerobics Kick Boxing Lane Swimming Workouts Leisure Activities Pilates Run/Walk programs Spin Classes Step Classes Student Choice Opportunities TRX Yoga	Various Group Fitness Programs 60 Community Activity Promotion and Participation Possible Activities: Spin Classes High/low impact aerobics Step Classes Yoga Pilates Dance/Groove Circuit training Sports Rehab Elite athlete practice/workouts High Performance Indiv. Training Run/Walk programs
Theory	Basic Fitness Theory Introduction 26 Review Wellness 10 Concepts	Basic Fitness Theory 32 CPR 8
	<i>Theory instruction will include activity based fitness labs</i>	
Career Exploration	Job Shadow 2 Career Interview 2 Total Hours 100	Practicum Placement 10 Total Hours 100



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