

After You Read

Review the information you have recorded in your Foldable about the causes and effects of stress. Write a short paragraph explaining why it is important to learn how to manage stress and anxiety.

FOLDABLES
Study Organizer

➤ **EXPLORING HEALTH TERMS** Answer the following questions on a sheet of paper.

Lesson 1 Match each definition with the correct term.

stress	perception
stressor	psychosomatic response
chronic stress	

1. The act of becoming aware through the senses.
2. An event or situation that causes stress.
3. A physical reaction that results from stress rather than from injury or illness.

Lesson 2 Fill in the blanks with the correct term.

relaxation response
stress-management skills

Redirecting your energy, keeping a positive outlook, and seeking out support are examples of (4). Using techniques such as laughing and deep breathing exercises can cause a (5).

Lesson 3 Identify each statement as True or False. If false, replace the underlined term with the correct term.

anxiety depression

6. Depression is a prolonged feeling of helplessness.
7. Some symptoms of depression are rapid heart rate and shortness of breath.

Lesson 4 Fill the blanks with the correct term.

resiliency
protective factor

A condition that shields a person from the negative consequences of exposure to risk is a (8). If you are able to recover from difficulty, disappointment, and crisis, you are said to have (9).

➤ **RECALLING THE FACTS** Use complete sentences to answer the following questions.

1. What occurs in your body during the alarm stage of the stress response?
2. Which type of fatigue is the effect of the stress of illness?
3. What is the effect of prolonged stress on the immune system?
4. How does planning help you manage stress?
5. How does physical activity help reduce the effects of stress?
6. How is nutrition related to stress?
7. How might perfectionism lead to anxiety?
8. What are three strategies for coping with mild depression?
9. What are three symptoms of depression?
10. Over which category of the factors that affect resiliency does a person have the most control?
11. What does "commitment to learning" mean?
12. List three things you can do to build your protective factors and strengthen your resiliency.

Fitness For Life Chapter 11 Review Answers

Robert E. Ricklefs



Fitness For Life Chapter 11 Review Answers:

Fitness for Life Charles B. Corbin, Guy C. Le Masurier, Dolly Lambdin, 2007 Grade level 6 7 8 9 e i s t **Fitness for Life: Middle School-2nd Edition** Corbin, Chuck B., Le Masurier, Guy, Lambdin, Dolly, 2017-09-06 Fitness for Life Middle School Second Edition offers new material and resources including a new interactive web textbook for students and online bundle for teachers With this text you will be able to integrate fitness concepts into core curricula engage students in using technology in their healthy lifestyle planning and address all current guidelines and standards **Fitness for Life Updated** Charles B. Corbin, Ruth Lindsey, 2006-03-31 The e book for Fitness for Life Updated Fifth Edition allows you to highlight take notes and easily use all the material in the book in seconds The e book is delivered through Adobe Digital Editions and when purchased through the Human Kinetics site access to the content is immediately granted when your order is received Fitness for Life is the original and best selling high school text for promoting lifelong physical activity and healthy lifestyles that result in lifelong fitness wellness and health Fitness for Life has been updated to make it better than ever The updated edition retains the strengths of the fifth edition and has been enhanced with a test bank an online study guide and an array of other new features to keep teachers and students on the cutting edge Fitness for Life helps students to meet national state and local physical education grade level standards learn about and meet national health goals for the year 2010 become informed consumers on matters related to lifelong physical activity and fitness learn self management skills that lead to adopting healthy lifestyles take personal responsibility for program planning and setting individualized goals recognize and overcome the barriers to reaching their activity and fitness goals use technology to promote healthy living and to separate fact from fiction and assess personal progress using a variety of tools including FITNESSGRAM ACTIVITYGRAM The book s pedagogically sound format includes lesson objectives that are consistent with state and national health and fitness goals The chapter and unit structure is consistent with a school year structure and works with your schedule no matter what schedule you re on The following are new features in the Updated Fifth Edition New focus on MyPyramid and the 2005 dietary guidelines Online study guide and test bank Increased emphasis on diversity awareness Wrap around lesson plans to accompany lesson plan book and CD ROM And much more request a desk copy to see View chapter excerpt and ancillary samples at www.FitnessforLife.org Every chapter of the fully updated student text includes the following elements Two lessons designed for the classroom portion of the class Three activities designed for use in the activity portion of the class A self assessment that helps students to build a fitness profile to be used in program planning A taking charge feature designed to reinforce self management skills and concepts A self management skill feature that includes guidelines for learning self management skills and reinforces taking charge A chapter review New ancillaries beef up already comprehensive ancillaries The teacher ancillary package includes the following Lesson plans in CD ROM and book format Daily lesson plans guide teachers in working through the material and integrating the other ancillaries Wrap around lesson plans A wrap around set

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Popular Science ,2005-09 Popular Science gives our readers the information and tools to improve their technology and their world The core belief that Popular Science and our readers share The future is going to be better and science and technology are the driving forces that will help make it better

Coronary Heart Disease N. P. Saheta,1969

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