

FITNESS -- PHYSICAL SKILLS GROUP

Your body is a wonderful machine. It is much more complicated than the fanciest car or fastest computer. But your body needs the same kind of care that experts give to machines. What does that mean? It means that you must give your body the right fuels in a balanced diet. You must avoid putting harmful substances into it. Your body needs rest and exercise, just as a car needs maintenance. As you earn the Fitness activity badge, you will learn how to take care of the world's most wonderful machine - your own body.

Den Activities

- ✓ Invite the grade school gym teacher to your meeting. Get to know them on a personal basis. Why did they become a teacher? What kind of background do they have? What sports are they currently active in? What do they like about teaching kids?
- ✓ Invite a nurse, doctor or dentist to your den to answer questions about health. Have boys write the questions on cards so they are anonymous.
- ✓ Have your den write a skit depicting ways to say 'NO' to drugs & smoking.
- ✓ Have the den make a poster designed to encourage people to say "NO" to drugs & Smoking.
- ✓ Have a police officer involved with drug prevention attend a den meeting.
- ✓ Have the boys interview him and ask questions concerning drugs and alcohol.
- ✓ Have the boys find out what the policies are in their school about drugs and what would happen to students with drugs in their lockers, etc.
- ✓ Collect newspaper and magazine articles about accidents and crimes that are drug or alcohol related.
- ✓ Find out what some organizations are doing to stop use and availability of drugs, especially to, children.
- ✓ Check with the BSA council for a video, "Drugs: A Deadly Game."

Speakers –

- ✓ YMCA director
- ✓ health class teacher
- ✓ personal trainer or coach,
- ✓ CPR instructor,
- ✓ marathon or race director,
- ✓ little league coach,
- ✓ gym instructor

Field Trips:

- ✓ Visit the local YMCA.
- ✓ Visit a local fitness club.

Test Your Heartbeat

Did you know that you can't actually hear a heartbeat? The heartbeat itself is just a contraction of muscle and is perfectly quiet. What you can hear is the sound of heart valves snapping shut.

Here's how to check your heartbeat:

1. Press the first two fingers of one hand over the radial artery in the wrist of your other hand. That's the artery in the depression just below the base of your wrist. Move your fingers until you can feel the pulse of your blood.
2. Use a watch with a second hand, and count the number of beats in 10 seconds.
3. Multiply by 6. Now you know the number of beats per minute.
4. Run or exercise for 10 minutes or so. Take your pulse again, and see how much faster your heart is pumping.

Your resting heart rate can tell something about your overall health and fitness.

Physically fit people often have low resting heart rates.

Facts On Cigarette Smoking

- 1) Cigarette smoking is addictive. It fulfills these three criteria:
 - a) Smokers develop a tolerance to nicotine (they need to smoke more and more for an effect.)
 - b) Smokers become dependent on it (they need it to feel comfortable.)
 - c) Smokers suffer withdrawal symptoms (physical and psychological discomfort) when they try to stop smoking.
- 2) There are hundreds of chemicals in cigarette smoke. Three of the most damaging ones are:
 - a) Tars - damage delicate lung tissue and are considered the main cancer causing agent in cigarette smoke.
 - b) Nicotine - a poison found only in tobacco leaves. One drop of pure nicotine can be fatal to humans. It is a powerful stimulant to the brain and central nervous system that "hits" the brain within four seconds. But then it has a depressant effect on the cardiovascular system. It narrows the blood vessels cutting down the flow of blood and oxygen throughout your body. The heart has to pump harder, thus increasing the chance of heart disease. It raises the blood pressure and narrows air passages in the lungs, depriving the body of some oxygen.
 - c) Carbon Monoxide - replaces needed oxygen in your red blood cells. Even after one stops smoking, carbon monoxide stays in the bloodstream for days depriving the body of oxygen until the oxygen level in the blood returns to normal. Carbon monoxide is a

product of cigarette smoking and also of gasoline engines.

- 3) Some of the diseases caused by cigarette smoking are:
 - a) Chronic Bronchitis - an inflammation of the bronchi which are the breathing tubes in the lungs.
 - b) Laryngitis - an inflammation of the throat
 - c) Emphysema - a degenerative lung disease that destroys breathing capacity.
 - d) It is a contributing factor in cancer of the lungs, mouth and esophagus.

Activities That Will Help The Boys Understand The Harmful Effects Of Cigarette Smoking

1. Define 'pollution.' ("Pol-lu-tion: to make unclean, impure, or corrupt; desecrate; defile; contaminate; dirty." Webster's New World Dictionary of the American Language)
2. Discuss pollutants in the air in the outside environment. Use pictures from magazines or newspapers. Include: factory smoke, car exhausts, rocket launches, smoke from someone else's burning cigarette and so on.
3. Explain how all living things need air to breathe.
 - a. Put a plant under an airtight container. What begins to happen?
 - b. Put ants or other insects in an airtight jar. Give them everything else the need to survive. What happens? Why? (When the ants' activity begins to decrease, open the jar and set them free.)
4. Talk about the fact that smoking cigarettes is harmful to our health and how it "pollutes" the internal environment of our body (the lungs).
 - a. Blow smoke from a cigarette through a tissue. What did you observe? Wouldn't that also make your lungs "dirty?"
 - b. Hold your breath and have someone check the time. Did you have to breathe very soon after you started holding your breath?

Demonstrate the effects of sick or injured lungs:

- (1) Light a candle. Ask a boy to stand a reasonable distance from the candle. Instruct the boy to take a deep breath, and then blow out the candle.
- (2) Relight the candle. Ask the boy to stand at the same distance from the candle. Instruct him to take a deep breath and blow out at least half of the breath before attempting to blow out the candle. With the breath that is left, ask the boy to blow out the candle. What happened?

Prescription Drugs

Ask the boys to define "drugs - (any substance, liquid, powder, or solid taken by mouth, inhaled,

injected, or rubbed into the skin, that affects the way the body or the mind naturally works.)

Define "prescription drugs" - (medicines that, legally, can be purchased only on the order of a doctor or a dentist, a) for specific reasons, b) for a specific person, and c) prepared by a specially trained person called a pharmacist.)

Have the boys talk about the last time they went to the doctor or dentist and were given medicine. What was the problem? What medicine was given? Did it make them feel better?

Bring in empty, clean bottles that once contained prescription medicines. Choose something appropriate, e.g. an antibiotic from a recent illness, prescription vitamins or fluoride tablets

Note:

- The Label,
- The Name Of The One Particular Person,
- The Name Of The Medicine,
- The Amount And The Time To Be Given,
- The Name Of The Doctor, The Date
- The Prescription Number,
- The Number Of Refills, If Needed, And
- The Pharmacy Name, Address And Phone Number.

Discuss some of the considerations the doctor must make before he can order your medication:

- (1) Age,
- (2) Weight,
- (3) General Health Of The Person, And
- (4) Severity Of The Condition.

A drug may affect different people in die different ways! Have the boys make reports on the discovery of drugs/medicines that have helped mankind. (Ex. measles vaccine, polio vaccine, penicillin, and so forth.)

Stress that medicine may be taken only under the supervision of a parent, physician, nurse, or specifically designated adult.

Have the boys list safety rules to be followed when taking medicine. Put these on a large poster to be displayed at the Pack Meeting.

Be sure they include the following rules:

1. Take medicine as directed. -
2. Finish the entire prescription.
3. Discard any unused medicines.
4. Never share your medicines with anyone else.
5. Keep medicine in a safe place, out of the reach of children.
6. Keep medicines in their original container.
7. Do not take several medicines at the same time unless the doctor is aware of all of them.
8. Mixing drugs and alcohol can be fatal.
9. Never describe medicine as "candy."
10. Never give medicines in the dark.
11. Never give medicine from an unlabeled container. When in doubt - throw it out.

Non-prescription drugs

Define the term “non-prescription drug” (Medicines that do not require a doctor’s order or the assistance of a pharmacist. They can be found on open shelves in a drug store or supermarket.)

Take the boys to the local supermarket and have the boys make a survey of the drugs they find there. Ask them to read the labels and list:

1. The name of the product.
2. The condition for which it is to be used.
3. Is it a liquid, tablet, capsule, cream, or spray.
4. Any warnings or cautions listed on the container.

Was there more than one product that could be used for the same condition?

Locate and list 3 substances which are socially acceptable, contain a drug and can be bought in supermarkets.

1. Cigarettes (tobacco contains nicotine)
2. Coffee, tea, cocoa, cola (all contain caffeine)
3. Beer, wine, whiskey (all contain alcohol)

Have the boys report on two TV commercials dealing with non-prescription medication (aspirin, cold preparations, etc.) In the report answer the following questions:

1. Does the medicine always seem to make the people better and happier?
2. Can that be true always?
3. Why would the manufacturer want people to believe that?
4. Are they always completely honest?
5. Compare ads for brands of aspirin.
6. Can they all be the best?

Facts on alcohol

- 1) Alcohol is a drug that affects the way the body naturally functions. It is a depressant that slows the body processes.
- 2) It is the oldest and most abused drug in the world.
- 3) There are predictable, though varying physical effects upon everyone who drinks alcohol. (This is why the law has set a specific blood alcohol level for defining drunkenness while driving.) The brain is the control center of the body.
 - a. The brain is the organ most affected by the presence of alcohol.
 - b. Alcohol is a drug that depresses the central nervous system, thus reducing the activity of the brain.
 - c. Alcohol arrives in the brain almost as soon as it is consumed.
 - d. The bloodstream carries alcohol to the brain.
 - e. It keeps circulating through the brain until the liver has had time to change all of the alcohol into carbon dioxide and water for release from the body.

- f. It affects the higher functions of the brain judgment, learning, and behavioral control. It then affects vision, coordination, and speech.

Too much alcohol in the bloodstream kills by depressing the breathing center. This means that a person who drinks too much alcohol in one day can die. This is called “acute alcohol poisoning.”

Related Activities

- Have a dietitian come talk to the den.
- Visit a dentist office.

Physical Activities

Trees in the Wind: Gather the den around you in a circle, three feet or more between individuals. Scout stands looking at the back of the Scout next to him. They then run slowly around the circle, bending left, right, forward, and back as though swaying in the breeze. On the command, “reverse”, they turn around and run in the opposite direction.

Russian Hop: Scouts squatting, ready to move around the circle, feet together, hands folded around chest. Move around circle, leaping upward and forward off both feet. As hop is complete, Scout returns to squat position with arms folded across chest.

Tortoise and Hare: Scouts stand at attention, then they start jogging slowly in place. When you say “Hare”, the tempo doubles, knees lifting high, arms pumping vigorously. When you say “Tortoise”, the tempo slows to an easy jog. Vary the commands for some fun.

Inchworm: Scouts assume push-up position, body extended, face down, arms extended fully, hands on floor, fingers spread, pointed forward. Hold hands stationary and walk feet up as close to hands as possible. Then feet stationary, walk hands forward to starting position. Repeat the sequence.

Gorilla Walk: Scouts’ feet are spread apart, same width as their shoulders. Bend at the waist, grasp ankles, legs straight. Walk forward holding firmly to ankles. Keep legs straight. Conduct a race for speed.

Sawing Wood: Scouts pair off facing each other. Grasp hands at shoulder height, fingers interlaced. With a vigorous action, Scouts pump arms alternatively as though sawing wood.

Gathering Activity

As the Scouts arrive, ask them to complete the following table,

Filling in the names of the foods they ate that day.

Scout with most balanced chart wins (an ice cream sundae???)

Last column doesn’t count.

<u>Day/Meal</u>	<u>Meat Group</u>	<u>Milk Group</u>	<u>Vegetable/ Fruit Group</u>	<u>Bread/Cereal Group</u>	<u>Junk</u>
YESTERDAY					
Breakfast					
Lunch					
Dinner					
TODAY					
Breakfast					
Lunch					
Dinner					