**END OF CHAPTER REVIEW QUESTIONS**

**CH.1**

1. What is the difference between movement and physical activity? Give an example of an instance in which human movement does not meet the technical definition of physical activity?

2.What is meant when kinesiology is described as a holistic discipline?

3.What two general categories of physical activity receive the most attention in kinesiology? What are the sub classifications of these categories?

4.What are the three sources of knowledge of kinesiology?

**CH.2**

1.Why are ADL’s & IADL’S important to kinesiologists who work with elderly and disabled people?

2.What type of physical activity professional is likely to be involved in treatment of an individual with carpal tunnel syndrome? What professional is likely to be involved in redesigning the workplace to reduce the risk of carpal tunnel syndrome?

3.What are gestures, and what purposes do they serve in our daily living?

4.Why is public school physical education important? What objectives do physical education teachers pursue?

5.List three health benefits of regular physical activity.

6.What does the element of competition add to physical activity? When is it helpful, and when might it be harmful?

7. Describe a situation in which physical activity may help nourish and maintain a state of leisure, Describe a situation in which physical activity may diminish the possibility of attaining a state of leisure.

**CH.3**

1.List four unique characteristics of human physical activity.

2.What factors influence our decisions regarding what physical activities we shall engage in and how physically active we shall be?

3. What type of activity can we improve most by practicing? Through Training?

4. What is an ability? How might ability level limit the proficiency that we can develop in a given physical activity?

5. Give an example of how individual may internalize a daily run through the park.

6. Describe three types of knowledge available to us from subjective experiences in physical activity.

7. What evidence exists to refute the notion that people don’t like the sensations that accompany the hard-physical effort required to exercise vigorously?

8. What types of physical activities might be chosen by a person who values physical activity as an aesthetic experience? As an ascetic experience? As a social experience?

9. What are the various ways in which one can watch sports? In your opinion, which ones add most to your knowledge of physical activity?

**CH.4**

1. Describe the main goal of philosophical study of physical activity and the four major kinds of issues it most commonly tackles.

2. Describe the major change in the philosophy of physical activity that occurred in the 1960’s.

3. Describe the three reasoning processes that are central research tools in philosophical studies of physical activity.

4. Discuss the concept of blended unity of mind & body, its implications for school physical activity programs, its implications for research on physical activity, and its implications for the well-being of competitive athletes. Why is this an improvement over dualistic views of mind apart from body?

5. Explain the relationship between rules and skills in a sport. Why is this relationship relevant to competition?

6. Discuss duty like play, sport, and physical activity and their implications for how people relate to and experience these activities.

**CH.5**

1. List and discuss the goals of history of physical activity.

2. List and discuss three ways in which a kinesiology practitioner might use a knowledge of physical activity history in her or his area of specialization.

3. Describe participation in physical activity in the United States during the following three periods:

1840-1900

1900-1950

150-2012

4. Describe professional practice centered in physical activity in the United States during the following three periods:

1840-1900

1900-1950

1950-2012

5. Describe scholarly knowledge about physical activity during the following three periods:

1840-1900

1900-1950

1950-2012

**CH.6**

1. List and discuss the goals of sociological study of physical activity.

2. Describe the expanding research directions in sociology of physical activity from 1970 to the present.

3. List and discuss the six research methods commonly used for sociology of physical activity.

4. Describe the ties between participation in physical activity and power relationships based on gender, race, and ethnicity, and socioeconomic status.

5. Describe the ties between leadership in physical activity programs and power relationships based on gender, race, ethnicity, and socioeconomic status.

6. Describe the ties between physical activity expressiveness and power relationships based on gender, race, ethnicity, and socioeconomic status.

7. Identify the contrasting beliefs underlying debate over the American Indian mascot issue. Which argument would a sociologist of physical activity be most likely to advance? Why?

**CH.7**

1. How does the study of motor behavior differ from psychology of sport?

2. Explain the differences between motor learning and motor control within the field of motor behavior.

3. Why is the change in motor learning and motor control across the life span of interest?

4. Think about the practice issues discussed in this chapter, such as a feedback, retention, transfer, goal setting, and scheduling. Choose a sport with which you are familiar and discuss how the practice characteristics would influence your planning if you were a coach. Pick a specific age group or performance level, such as high school, college, or professional coaching.

5. Provide an example in which more difficult practice conditions result in better retention and transfer? Why does this happen? Can you plan practices to promote this? How?

6. Discuss when it might be best to provide either knowledge of performance or knowledge of results to a person learning a motor skill.

**CH.8**

1. What are the ABC’s that kinesiologists in sport and exercise psychology study? Identify questions that kinesiologists in this area might study based on these ABC’s.

2. What was significant about Coleman Griffith’s early work in sport psychology? Why did the sub discipline not emerge again until the 1960’s?

3. Identify the six methods used in sports and exercise psychology and provide one example for how each method is used in the sub discipline.

4. Does sport build character? Why or why not? Does exercise participation improve mental health? If so, how?

5. Explain the four sources, or fuels, for motivation to perform physical activity. Give specific examples of how these fuels can be put into practice by leaders in both exercise and sport contexts.

6. Explain cohesion in groups and discuss how cohesion can facilitate sport performance as well as exercise adherence. What are some ways in which cohesion can be developed and nurtured in groups?

7. Although a distinctive athlete “personality” has not been shown in terms of stable traits, what mental qualities have been shown to separate successful from less successful athletes?

8. Why do athletes choke? What are some ways in which sport psychology professionals can work with athletes to help them avoid the choking experience?

9. What is imagery, and how can it be used to make the physical activity experience more positive for people?

10. What is mindfulness, and how does the practice of meditation enhance it?

**CH.9**

1. What is similar and what is different between the meanings of the terms biomechanics, human movement mechanics, and kinesiology?

2. What is meant by structure and by function? Give two new examples for each term.

3. What are the goals of the study of biomechanics?

4. What are the primary application areas of biomechanics in kinesiology?

5. In what types of settings do biomechanists typically work?

6. What major instruments are used in biomechanics research?

**CH.10**

1. How does physiology of physical activity fit within the discipline of kinesiology?

2. Describe the contributions made to physiology of physical activity by A.V. Hill and David Bruce Dill.

3. Give examples of how VO2max can be measured in the laboratory and estimated in the field.

4. Explain how knowledge of exercise physiology can be used to help each of the following: a college student, a cardiac patient, and a person trying to lose weight.

5. Calculate your maximum heart rate and then measure your heart rate while you are performing each of three physical activities. Which of the activities meets the intensity guideline to help improve your cardiovascular endurance?

6. Get up and move at a high intensity for a few minutes. Make a list of all of the physiological changes that you notice and explain why each occurred.

7. What health improvements result from being physically active on a regular basis?

**CH.11**

1. List three ways in which professional work differs from nonprofessional work.

2. List two benefits of attending professional conferences and read the professional literature.

3. List three differences that you might observe between a community sport program leader who adheres to a mechanical, market-driven professionalism and one who adheres to a social trustee, civic professionalism.

4. What is important about the liberal arts courses required of kinesiology majors?

5. Why is the internship an important experience in preparing kinesiology students for professional practice?

6. What are five questions that all kinesiology student should ask themselves before deciding to major in kinesiology?

7. If you were an employer, what evidence would you-as an employer-use to determine an applicant’s general suitability for a professional position?

**CH.12**

1. Identify program objectives, and target markets, for each of the following health and fitness settings: (a) worksite, (b) commercial, (c) community, (d) clinical, and (e) population.

2. Compare the sales-based and retention-based business models for commercial health and fitness facilities.

3. Describe typical job duties for the following health and fitness positions: (a) group exercise instructor, (b) commercial, (c) health and fitness specialist, (d)wellness coach, (e)personal trainer, and (f)health and fitness director

4. How will demographic trends in the U.S. population (e.g., aging baby boomers) affect the health and fitness professions?

5. List the types of knowledge, skills, and abilities that you need to obtain to be competitive in the health and fitness job market. How do certifications fit into these qualifications?

6. List past and future trends in health and fitness programs, equipment, resources, and settings.

**CH.13**

1. Describe how therapeutic exercise promotes healthy lifestyles

2. Discuss the similarities and differences between habilitation and rehabilitation.

3. Identify the common overlaps among the therapeutic exercise professions described in this next chapter.

4. What skills or attributes are unique to the professions presented in this chapter compared to other kinesiology professions?

5. To make themselves more marketable, many people obtain multiple credentials or specializations. Describe some possibilities for dual credentials and cross-training based on the descriptions of professions in this chapter. What benefits are provided by dual credentials and cross-training? What professions not described in this chapter would also lend themselves to dual credentials?

**Ch.14**

1. How do your experiences as a student of physical activity connect to the examples of effective and ineffective teaching discussed in the chapter?

2. How can you develop expertise in one or more of the content areas of physical education?

3. How might you convince others that physical education class does not detract from student learning in other academic subject matters? What would you say?

4. Describe three ways in which a teacher you have observed could increase the amount of learning time available to students.

5. To reduce management time, what routines are most important for students to learn? Which routines would you emphasize? Describe how you would implement those routines.

6. Which curricular framework would you choose to implement as an instructor? Why?

7. How can you avoid the pitfall of teacher-coaches role conflict?

8. Describe your high school physical education program and how you would work to improve the quality of the program.

**Ch.15**

1. What distinguishes sport instruction from sport coaching?

2. Describe the differences and similarities between the act of instruction and the act of coaching.

3. Contrast the professions and subcultures in coaching and sport instruction.

4. Outline the variety of work settings for coaches and sport instructors.

5. List the three professions in coaching and sport instruction that are most appealing to you. Examine and discuss the educational requirements and qualifications for these careers.

6. Consider two professions from this chapter-one in sport instruction and one in coaching, Describe the duties and responsibilities for each, including their primary purposes.

**CH.16**

1. Discuss the breadth of the sport industry and the related career opportunities it provides with specific reference to the industry segments discussed throughout this chapter.

2. Explain how each of the following would help an individual succeed in the sport industry: (a) communication skills, (b) leadership skills, (c) practical experience, and (d) a mentor.

3. What type of course work and related academic contest does a quality sport management program provide?

4. Identify three functional areas within the sport industry and elaborate on the types of jobs that might be specific to those professional roles.

5. Identify two existing sport organizations for each segment of the sport industry.

6. Elaborate on the type of sport management-related job you would be most attracted to and why.