



Venturing Quest Award



Quest Award

Physical fitness levels in America are not where they need to be. Perhaps this comes from merely watching sports rather than participating in them. The Quest Award is about becoming physically active for life. Earning this award will distinguish a Venturer as an elite sportsman or sportswoman who will be proficient in a variety of sports and sports skills and who will understand sports health issues and be prepared to lead sports activities.

The Quest Award is not easy to earn. A Venturer will be challenged to investigate new sports disciplines, to achieve a degree of proficiency, and then to share his or her new skills with others.

The Venturing Quest Award is so named because it lays out a vision of a quest for personal fitness and sporting excellence. This quest is a lifelong journey to one's personal best, building the tools needed to be healthy and fit through all the stages of life. This quest enhances leadership skills for helping others attain their own best in health and fitness. But a vision by itself is not enough. Earning this award helps a Venturer achieve personal goals by providing the measures needed to set goals and assess progress. When all the requirements have been met, the Quest Award proclaims the Venturer's achievement and serves as a lasting reminder that health and fitness are lifelong pursuits.

Fitness for Life

Statistics nationwide show that Americans are overweight and out of shape. Heart disease and diabetes—diseases that often result from being overweight—are rampant. These diseases, historically found in older people, are now afflicting more and more youth. Young Americans are not being encouraged to watch their diets and exercise.

A Venturer working on the Quest Award will learn what makes a good diet and will design a personal exercise plan based on lifestyle, fitness, and desire for a healthy and long life. One goal of this program is to introduce the Venturer to a sport or sports that can be enjoyed lifelong. As is the case throughout the Venturing program, the youth will share with others what he or she learns. This sharing may be done through sports clinics and presentations with other groups. As a core requirement, the Venturer will choose at least one sport in which to become proficient.

Purpose of the Quest Award Program

The Quest Award program is designed for all Venturers. Its purposes are to:

- Provide a wide variety of sports-related activities that encourage the development of the whole person.
- Give Venturers the opportunity to pursue a specific sports interest in a new way that may not be available in a traditional Scouting, educational, or recreational setting.
- Provide Venturers a variety of practical, hands-on sports experiences while having fun.
- Promote fitness and sportsmanship.
- Give Venturers opportunities to learn new sports correctly for lifelong enjoyment.
- Recognize Venturers for achievement in sports.
- Develop highly trained Venturers who may become a sports training and leadership resource for Cub Scout dens and packs, Boy Scout troops, religious organizations, the community, schools, sports teams, and families.

Earning the Quest Award

Earning the Quest Award will require choices, planning, initiative, and effort. Not everyone will earn this award. Earning and wearing this award on the uniform attests to the Venturer's commitment.

The two types of requirements are:

- Core requirements
- Electives

The core requirements lead to a high level of knowledge and proficiency in a variety of areas. The candidate will learn and grow while working on First Aid and Fitness for Life. It is recommended that core requirement 3, Fitness for Life, be the first completed because it deals with the candidate's own physical and fitness assessment. It will get the Venturer started safely and correctly.

In addition to the five core requirements are five electives. The candidate must complete at least one elective.

Core Requirements

1. Complete the Venturing Quest essentials.
2. First Aid
3. Fitness for Life
4. Fitness Assessment
5. Sports Disciplines

Electives

1. History and Heritage of Sports
2. Sports Nutrition
3. Drug-Free Sports
4. Communications
5. History and Heritage of the Disabled Sports Movement

Safety

Being prepared is important for anyone in a sports program, whether an elite athlete or a beginner. When starting an exercise program, not only is a doctor's physical exam required, but so is a physical assessment. Both the exam and the physical assessment reveal how fit a person really is (or isn't). This preparation is essential before undertaking physical activity. A Venturer should also be ready for various environmental conditions such as heat, cold, pollution, and altitude that may require a change in exercise habits. It is important to listen to one's body and to know what is normal and what is not normal during exercise. *Pain is not normal.* Anyone in a sports program should know how to prevent and treat minor injuries.

Whether coaching, training, or just working with others in a sporting event, *trust* is a key factor, and a key factor of trust is *safety*. No one wants to deal with someone who is unsafe. A Venturer's willingness to meet the requirements in the Quest Award program is one step toward having safe sporting events and obtaining a sport-for-life lifestyle. The candidate is acquiring knowledge that will have lifelong benefits. To know the correct way to play and compete in sports, it is important to learn from someone who truly knows what they are doing, and for the Venturer to learn sporting skills in a safe manner. While working to become an elite athlete, the candidate will often be asked to lead and instruct others. It is imperative to *always* think and practice safety.

Getting Started

As mentioned earlier, earning this award takes planning. Building a plan and then following it will save time. There are several approaches to earning this award. The Venturer must do some requirements completely on his or her own, while other requirements may be done with others. For example, a candidate could choose to do a 90-day physical fitness improvement program alone or with the whole crew. Or a candidate could choose to put on a sports clinic for a Cub Scout pack (the fourth part of core requirement 5) alone or with two others who are working on that requirement. A plan would reveal the need to coordinate ahead of time with the other Venturers, and the need to schedule the clinic with the pack.

Plan Considerations

- Schedule of required training courses by agencies such as the American Red Cross
- Availability of a physician for the required physical
- Scheduling with organizations such as packs and troops for presentations and clinics
- Dual and past credit from other requirements the Venturer might be working on, such as physical fitness in the Ranger Award program
- Seasonal nature of the Venturer's chosen sports discipline
- Availability of qualified consultants
- Need for crew Advisor approval on several requirements
- Time element for some requirements

Quest Award 12-Month Timeline

Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Venturing Quest Essentials											
American Red Cross Sports Safety Training Course and CPR/AED											
Fitness for Life											
Fitness Assessment											
Sports Discipline(s)											
Elective											
											Receive Quest Award

Sports Clinics

A candidate for the Quest Award is required to put on sports clinics. This section explains what a sports clinic is, why the Venturer is asked to do them, and who the target audiences might be. It offers guidelines and suggestions on how to run a clinic. A Venturer conducting clinics for others can have a profound influence on the attendees. For example, a Cub Scout den leader would likely appreciate a clinic for his or her den. How much fun would it be to attend a fencing clinic, then go to a den meeting to use a pirate or knights-of-the-roundtable theme to teach the sport of fencing?

Why Organize a Sports Clinic?

Teaching something increases the teacher's own skill. The person being taught gains a new skill, helping him or her physically and broadening the person's exposure to different activities and sports. When a Venturer offers a clinic, it increases his or her own physical activity and involvement, promoting a healthier lifestyle for the Venturer and for the audience through physical activity and sports.

Clinics should offer a variety of sports and recreational activities that meet the needs of the audience, regardless of age, ability, gender, race, or ethnicity. For example, Cub Scouts have advancement requirements related to sports and physical improvement. Elderly people in a nursing home or assisted care center also need physical activity and interaction. By doing sports clinics, a Venturer can help them all while also improving his or her leadership skills.

The following suggestions are just that. There are many approaches to running a clinic besides this one. The key is to have a plan. Don't just go do a clinic. Think through the process. Proper planning will ensure the audience has a great experience.

Possible Audiences

1. Cub Scouts, Boy Scouts, Venturers, Girl Scouts, American Heritage Girls, sports teams, other youth groups
2. Assisted care center residents, day care center students, etc.
3. Community members
4. Parents, coaches, school programs, etc.

Clinic Guidelines

1. Make it educational or sports-skill based.
2. Choose a time that works best for the audience: Saturday morning, after school, in the evening, or during the day.
3. Be proficient in the sport or find someone who
 - a. Knows the rules and regulations of the sport
 - b. Is able to demonstrate any equipment correctly
 - c. Knows the safety, sizing, and care of equipment
 - d. Is able to demonstrate the sport's techniques and evaluate the learners' technique
4. Make the clinic *fun*.
5. Design the clinic so learners have lots of hands-on time. Avoid giving a lecture.
6. Inspire the audience to want to participate for life.
7. Provide examples through role-playing, a puppet show, a video, or demonstrations.

Planning and Conducting a Sports Clinic

1. **People:** Design it for the audience (age, gender, physical ability). Keep in mind the number of learners that can participate safely. Will you need additional assistants, referees, parental supervision, etc.?
2. **Location:** Can you go to the audience, or will the audience need to go to a specific place?
3. **Resources:** What is needed to carry out the clinic? What equipment is needed (tables, chairs, etc.)? Is the equipment in safe working order?
4. **Safety/first aid:** Will supplies and trained first-aid personnel be needed?
5. **Cost:** What are your costs and how will you recover them? Will you charge for the clinic? Will you seek sponsorship?
6. **Transportation:** Do you need to arrange for transportation for the learners? Will the learners need directions to the clinic?
7. **Insurance:** Does the pack, troop, or crew already have insurance? Does your local council provide blanket coverage? Are permission slips needed?

8. **Housekeeping:** Are there adequate bathrooms or washing facilities? Is there water? Will you provide refreshments? Will you direct learners to bring snacks and water (and will you bring extras for those who forget)?
9. **Follow-up:** How will you evaluate the clinic? How will you handle participant feedback and self-evaluation?

Clinic Setup

1. Organize sign-in/registration (allow approximately 30 minutes before the clinic start time).
2. Set up displays to demonstrate equipment and other aspects of the sport.
3. Post the agenda and goals.
4. Lay out the field, court, etc., ahead of time. Have equipment ready.

Clinic Opening

1. **Introductions:** Introduce yourself and anyone helping you. Ask the audience to introduce themselves to each other. This helps put people at ease as well as get people acquainted.
2. **What's going to happen?** Tell the audience what you expect of them as participants.
3. **Preview:** Provide a video or other demonstration of the sport's techniques.
4. **Demonstrations:** Demonstrate and explain the sport and the equipment needed:
 - a. Cover equipment safety, ensuring equipment is in good working order, proper sizing and fit, how to properly use the equipment, how to care for the equipment, and how to avoid injuries.
 - b. Explain the history and rules of the sport.
 - c. Give participants hands-on chances to use the equipment.
 - d. Evaluate technique and make adjustments.
 - e. Provide another chance for participants to demonstrate techniques. Continue to make adjustments so participants can correctly perform techniques and feel confident in their ability.
5. **Safety:** Give a safety briefing.
6. **Questions:** Ask if anyone has questions or needs help.
7. **Wrap-up:** Remind everyone to have fun and be safe.

Running the Clinic

Many details require attention:

1. Will participants work in teams or as individuals? What is the ideal ratio of learners to coaches? How difficult is the sport to learn? Will the weather be a factor?
2. How long is your clinic? Do you need rotations? Breaks? Refresher instruction?
3. What skill level is your goal?
4. How will you put equipment away? By yourself? With the help of your assistants? With the help of the learners?
5. Give your audience a chance to critique the clinic, either verbally or in writing. You will learn from this exercise.

Clinic Evaluation

Plan to evaluate the success of your clinic. Make and print your own evaluation form. To make it convenient for the participants to fill out, do not include too many questions. The following are suggestions:

- Did you have fun?
- What is one thing you will take away from here and remember?
- Would you do it or want to do it again?
- Would you be interested in taking more advanced classes?
- Were the instructors/facilitators well-prepared?
- Were the instructors/facilitators knowledgeable?
- Did you have enough of the right equipment?
- Did you and the instructors communicate well?
- Was the time sufficient for the activities? Would you like more or less time?
- Was the clinic safe?
- Did you understand the rules and why the rules are in place?
- Did you feel confident in your own learning or skill development?
- Were the facilities adequate?
- Was there enough printed literature/information handed out?
- Was the clinic age-appropriate?

Sports Resources

NGB Partners

National governing bodies (NGBs) are available for most sports disciplines in the Quest Award and are a great resource. National governing bodies oversee sports disciplines related to Olympic sports. Venturing is a member of the United States Olympic Committee and works regularly with many NGBs to become direct resources for Venturers. As an example, Venturing has built an affiliation with USA Shooting. One result of this relationship is the Venturing/USA Shooting Passport Program, and a representative of USA Shooting visits many councils to assist in developing shooting sports and training U.S. Olympic shooting coaches.

Most NGBs have local chapters Venturers can call on for help. For example, a Venturer who wants to offer a fencing clinic for a Cub Scout den or pack, Boy Scout troop, crew, or other youth group could contact U.S. Fencing. The NGB would connect the Venturer with one of its local chapters that could offer direct help. Many NGBs also have printed materials and other resources Venturers can use. They also have Olympians who might serve as consultants or instructors.

Sports Disciplines

Sports are as varied as the people who participate. Venturers probably already take part in some of the sports on this list. If not, maybe it will spark an interest.

Cycling

BMX
Cyclocross
Mountain
Road
Track

Field Sports

Field hockey
Lacrosse
Track and field

Racquet Sports

Badminton
Handball
Racquetball
Squash
Table tennis
Tennis

Roller Sports

In-line speed skating
Roller figure skating
Roller hockey
Skateboarding

Target Sports

Archery
Darts
Disc sports
Shooting

Water Sports

Canoeing/kayaking
Diving
Rowing
Sailing
Swimming
Synchronized swimming
Underwater sports
Water polo
Waterskiing

Winter Ice Sports

Bobsled
Curling
Ice hockey
Luge
Skeleton
Speed skating

Winter Snow Sports

Biathlon
Skiing
Snowboarding

Other Sports

Bowling
Dance
Equestrian
Fencing
Martial arts
Modern pentathlon
Orienteering
Team handball

Sports Discipline Summary

Sport	Primary fitness requirements			May require unique equipment and/or high cost of entry		Location			Resource section category		
	Cardio	Strength	Flexibility	Yes	No	Indoor	Outdoor	Other	Summer	Winter	Other
Archery		X	X		X	X	X		X		
Badminton	X		X		X	X	X		X		
Biathlon	X		X	X			X			X	
Bobsled		X	X		X					X	
Bowling			X			X			X		X
Canoe/kayak	X			X			X			X	
Curling			X	X		X	X		X		
Cycling	X	X		X		X	X		X		X
Dancing	X		X		X	X			X		
Darts			X		X				X		
Disc sports	X					X	X		X		
Diving		X	X			X	X		X		X
Equestrian	X			X		X	X				X
Fencing	X		X	X		X	X				X
Field hockey	X	X			X		X		X		
Figure skating	X		X		X	X	X			X	
Handball	X				X	X	X		X		
Ice hockey	X	X		X		X	X		X		X
In-line speed skating	X	X			X	X	X		X		

Sports Discipline Summary

Sport	Primary fitness requirements			May require unique equipment and/or high cost of entry		Location		Resource section category		
	Cardio	Strength	Flexibility	Yes	No	Indoor	Outdoor	Summer	Winter	Other
Lacrosse	X	X			X	X	X	X		
Luge		X	X	X			X		X	
Martial arts	X	X	X		X	X				X
Modern pentathlon	X	X	X	X		X	X			X
Orienteering	X				X		X			X
Racquetball	X				X	X		X		
Roller figure skating	X		X		X	X		X		
Roller hockey	X	X		X		X	X	X		
Rowing	X	X	X	X			X	X		
Sailing	X	X		X			X	X		
Shooting		X	X	X			X	X		
Skateboarding	X		X		X	X	X	X		
Skeleton		X	X	X			X		X	
Skiing	X	X		X			X		X	
Snowboarding	X	X		X			X		X	
Speed skating (ice)	X	X			X	X			X	
Squash	X				X	X		X		

Sports Discipline Summary

Sport	Primary fitness requirements			May require unique equipment and/or high cost of entry		Location		Resource section category		
	Cardio	Strength	Flexibility	Yes	No	Indoor	Outdoor	Summer	Winter	Other
Swimming	X	X			X	X	X	X		
Synchronized swimming	X	X	X		X	X		X		
Table tennis	X				X	X		X		
Team handball	X	X			X	X				X
Tennis	X	X			X	X	X	X		
Track events	X	X	X		X	X	X	X		
Underwater sports	X	X			X	X	X	X		
Volleyball	X	X			X	X	X		X	
Water polo	X	X			X	X		X		
Waterskiing		X		X			X	X		

Physical Assessments

Note: The following information is adapted from the *FITNESSGRAM® Test Administration Manual* supplied by The Cooper Institute for Aerobics Research and Human Kinetics. Venturers can use this program as they work to earn the Quest Award. It is appropriate for all ages, genders, and physical ability levels.

Venturers may practice by doing an assessment on themselves and then move on to others (members of the crew are great choices). A Venturer may choose to administer the assessment alone or with other crew members. When doing it alone, Venturers will be restricted in how many people they can assess. If doing it with other crew members, each member may handle a testing station and rotate individuals or groups through the stations. A Cub Scout den or pack would be an ideal group for an assessment. Physical improvement is an important aspect of Cub Scouting, and Cubmasters and den leaders are always looking for a good activity. Venturers will do them a great service.

To do the assessment, Venturers will need some equipment. Options include making testing equipment using the construction guidelines found in the appendixes of this book, or using a testing kit produced by Human Kinetics. Venturers may check with the crew Advisor about borrowing a kit from the local council or buying one from Human Kinetics. An advantage of the Human Kinetics kit is that it comes with music for use with the aerobic test called PACER. PACER is especially popular with younger youth because music is involved. Test choices are explained in more detail below.

The assessment tables found in this program are for youth ages 5 through 17, so this is an excellent program for Cub Scouts, Boy Scouts, Venturers, and other youth groups. It is easy to administer and a fun way to help other people become healthier.

Program Purpose

This assessment program is designed to educate and to evaluate a young person's physical fitness. Testing can provide a starting point for a physical improvement program leading to a healthier lifestyle. The assessment can make a huge difference in the lives of those tested.

Doing the Assessment

1. Give a brief explanation of what you will be doing. Explain that you will be administering simple tests in three areas:
 - Aerobic capacity
 - Body composition
 - Muscle strength, endurance, and flexibility
2. Administer the tests using individual record forms.
3. Interpret the results and give individual recommendations.
4. Give a final charge to motivate those you tested to live a healthier lifestyle.
5. If invited, return one or more times to do follow-up assessments to check on individual or group improvement.

Considerations in Testing Youth Ages 5 to 9

Performance standards for aerobic tests are not applicable for this age group. Rather than emphasizing performance, the assessments should emphasize enjoyment and proper exercise technique. The testing should be fun for all involved.

The Tests

Test Area One: Aerobic Capacity

Select one of the following options:

- The PACER (recommended)
- One-mile run
- The walk test (for high school-age youth)

Test Area Two: Body Composition

Select one of the following options:

- Skinfold measurements (recommended)
- Body mass index

Test Area Three: Muscle Strength, Endurance, and Flexibility

Muscle Strength and Endurance

Do the following:

1. Abdominal strength and endurance: curl-up
2. Trunk extensor strength and flexibility: trunk lift
3. Upper-body strength: Do one of the following:
 - Push-up (recommended)
 - Modified pull-up
 - Pull-up
4. Flexed-arm hang

Flexibility

Do one of the following:

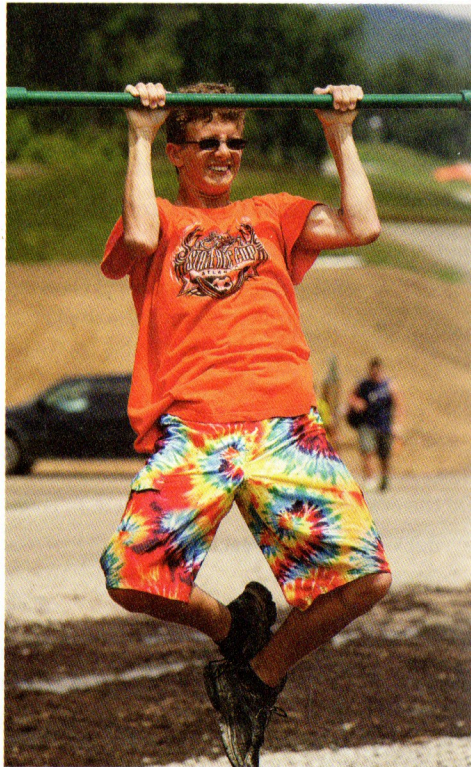
- Back-saver sit and reach
- Shoulder stretch

Safety considerations: This assessment program developed by Human Kinetics and The Cooper Institute for Aerobics Research has been administered to millions of young people and found to be safe. However, anyone administering this physical assessment should recognize that with any strenuous exercise activity, there is always the possibility that injuries may occur.

Before administering the assessment, it is vitally important that you determine if there are any potential health problems for anyone you may be testing. Do not administer the test to anyone with serious health problems without a doctor's permission, especially for aerobic activities. Maximizing the safety of those you assess should be your primary objective.

Conducting the Assessment

1. Become familiar with this physical assessment program.
2. Make or obtain the testing tools you will use.
3. Practice on yourself or a buddy.
4. Decide whether you will do the assessment yourself or invite other crew members to help.
5. Call a Cubmaster, den leader, Scoutmaster, or other youth group leader to offer your services. Explain what the assessment is and what it can do for their group.
6. Schedule your visit.
7. Practice some more.
8. At the assessment, do the following:
 - a. Present an opening.
 - b. Do the assessment tests.
 - c. Do assessment summaries for individuals, if the group wants them.
 - d. Schedule follow-up assessments, if the group wants them.
 - e. Give a closing summary and charge to each individual to improve their physical fitness and lifestyle.



Suggestions for Your Opening

Introduce yourself and anyone who is assisting you. Explain that you are from a Venturing crew. Explain that you are working on the Quest Award and you will be doing a physical assessment on each person. Tell them about each test category you will be doing and reassure them that they will have fun. Explain that each person will receive their own record sheet and they won't have to show it to anybody. It is personal unless they want to share it with their partner, parents, or unit leader. They can use it as a baseline or starting point for their own physical fitness improvement program. If you return in about six months, you can do another assessment to see how much they have improved. For those who would like to have their test results compared on the standards charts, you can do that for them too, or show them how to do it.

If you are doing rotation stations run by your fellow Venturers, divide the group into smaller, more manageable groups and explain how you want them to rotate among testing stations. You might have a bell, whistle, horn, or some music to tell them when to rotate. Make it fun.

Ask for anyone who has any health problems that might prohibit them from doing the tests to let you know. You might get them to help you administer the tests so they will not be left out. Encourage everybody to have fun and be safe.

Suggestions for Administering the Tests

1. Have one or more Venturers be responsible for a specific test station. If you use the rotation/station method, you will have six test stations. If you do not have enough help, you could do three stations, then three more. If you are doing the assessment alone for a den of six to 10 boys, simply do one test after another.
2. Make sure those running the stations know what they are doing and have had sufficient time to practice.
3. At each station, pair those being tested so one can be tested while one counts or scores. Make sure each person carries his or her record sheet from test to test. Before starting the test, ask that each person raise their record sheet above their head to ensure they have it. Have pencils for the scorers to use.
4. Separate the test sites so there is plenty of room.
5. Number or color-code the test sites so you can say, "Go to test site number three" or "Go to the red test site."

Suggestions for Personal Assessments (Interpretation of Test Results)

1. Make it optional.
2. Set up tables and chairs for the Venturers who will be reviewing and comparing the results to the standards. Invite the participants to visit them one at a time for privacy. Explain again that it is optional.
3. Have a game or other activity for those waiting or those who have already had their results interpreted. Extra Venturers can handle this.

- No matter what the individual results may be, stay positive. Even if a person is below the standard, you can say, "You really tried hard. That was great. Now you know where you are and can start on a physical improvement program."
- Encourage the participants to save their record sheets so they can compare their later improvements. Suggest they put the sheet in their youth handbook.

Suggestions for Your Closing

- Get the whole group back together.
- Have the participants give themselves a cheer or a pat on the back for doing so well. Everybody can pat the back of the person next to them, or give each other a high five.
- Review what you just did.
- Review the importance of aerobic capacity, what body composition tells us, and how muscle strength, endurance, and flexibility relate to the status of the musculoskeletal system.
- Motivate the participants to stay active. (See the "Motivation" section at the end of this chapter.)
- If you have prearranged to come back for a follow-up assessment, tell the participants when it will be and challenge them to improve.

Hint: For other Quest Award requirements, the Venturer must make a presentation or set up a tabletop display. This would be a great time to do it.

Aerobic Capacity Test Section

Aerobic capacity is perhaps the most important area of any fitness program. Research has shown that acceptable levels of aerobic capacity are associated with reduced risk of high blood pressure, coronary heart disease, obesity, diabetes, some forms of cancer, and other health problems in adults.

Aerobic capacity relative to body weight is considered to be the best indicator of a person's overall cardiorespiratory capacity, also called cardiovascular fitness, cardiorespiratory fitness, or aerobic fitness. Though all are slightly different in meaning, all are synonymous with aerobic capacity. Laboratories can measure aerobic capacity best by measuring the maximal oxygen uptake (VO_{2max}). However, field tests like those done for the Quest Award have proven to be very reliable when compared to VO_{2max} tests.

The three choices to test aerobic capacity are the PACER, the one-mile run, and the walk test. The PACER is recommended, especially for younger ages. For those younger ages, the emphasis should be on having fun. Make testing a fun experience.

The PACER (Recommended)

The PACER (progressive aerobic cardiovascular endurance run) is a multistage fitness test. It is progressive in that it is easy at the beginning, then gets harder. Set to music and done in a relatively small space, this is a fun test. It is recommended for all ages, but especially for boys and girls ages 5 to 9.

Test Objective: To run as long as possible back and forth across a 20-meter space at a specified pace that gets faster each minute.

Equipment/Facilities: A flat, nonslippery surface at least 20 meters long; a CD player with adequate volume; CD; measuring tape; marker cones; pencils; and copies of score sheets. Participants should wear shoes with nonslip soles. Plan for each participant to have a 40- to 60-inch-wide space for running.

Test Instructions:

- Mark the 20-meter course (21 yards, 32 inches) with marker cones to divide lanes and with a tape or chalk line at each end.
- Before the test, let participants listen to several minutes of the CD so they know what to expect. Participants should then be allowed at least two practice sessions.
- Allow participants to select a partner. Have participants line up behind the starting line.
- The PACER CD has a music version and one version with only the beeps. Each version of the test will give a five-second countdown and tells the participants when to start.
- Participants should run across the 20-meter distance and touch the line with their foot by the time the beep sounds. At the sound of the beep, they turn around and run back to the other end. If some participants get to the line before the beep, they must wait for the beep before running the other direction. Continue in this manner until they fail to reach the line before the beep for the second time.
- A single beep will sound at the end of the time for each lap. A triple beep sounds at the end of each minute. The triple beep serves the same function as the single beep and also alerts the runners that the pace will get faster.

When to Stop: The first time a participant does not reach the line by the beep, he or she reverses direction immediately. Allow a participant to attempt to catch up with the pace. The test is completed for a participant when he or she fails to reach the line by the beep for the second time. Participants just completing the test should continue to walk and stretch in the cool-down area. The diagram on the following page illustrates testing procedures.

Scoring: In the PACER test, a lap is one 20-meter distance (from one end to the other). Have one participant record the lap number (crossing off each lap number) on a PACER score sheet.

The recorded score is the total number of laps completed by the participant. For ease in administration, count the first lap that the participant does not reach the line by the beep. It is important to be consistent with all of the participants.

Participants 5 to 9 years old should not receive a score; they simply participate in the activity. Enter a score of 0 laps to indicate that they successfully participated in the PACER run. The object of the test for these younger participants is simply to participate and learn about the test protocol.

Suggestions for Test Administration:

- The test CD contains 21 levels (one level per minute for 21 minutes). The CD allows nine seconds for running the distance during the first minute. The lap time decreases by approximately one half second at each successive level.
- A single beep indicates the end of a lap (one 20-meter distance). The participants run from one end to the other between each beep. Caution participants not to begin too fast. The beginning speed is very slow. Nine seconds is allowed for running each 20-meter lap during the first minute.
- Triple beeps at the end of each minute indicate the end of a level and an increase in speed. Participants should be alerted that the speed will increase. When participants hear the triple beeps they should turn around at the line and immediately continue running. Some participants will have a tendency to hesitate when they hear the triple beeps.
- A participant who cannot reach the line when the beep sounds should be given one more beep to attempt to regain the pace before withdrawing from the activity. The second time a participant cannot reach the line by the beep, his or her test is completed.
- Groups of participants may be tested at one time. Adult volunteers or other Venturers may be asked to help record scores.
- Each runner must be allowed a path 40 to 60 inches wide. It may work best to mark the course.
- If possible, use two CDs and two CD players to save time.

To obtain the music CD to support the PACER:

- Contact your local council service center to see if they have a FITNESSGRAM® Test Kit you can borrow.
- Ask your crew Advisor if the crew has a kit you can borrow.
- If your crew would like to buy a kit and music CD, contact:

Human Kinetics
P.O. Box 5076
Champaign, IL 61825-5076
800-747-4457
www.humankinetics.com



One-Mile Run (Alternate)

Test Objective: The objective is to run a mile at the fastest pace possible. If a participant cannot run the total distance, walking is permitted.

Equipment/Facilities: A flat running course, stopwatch, pencil, and score sheets are required. The course may be a track or any other measured area. The course may be measured using a tape measure or cross-country wheel.

Caution: If the track is metric or shorter than 440 yards, adjust the running course (1,609.34 meters = 1 mile; 400 meters = 437.4 yards; 1,760 yards = 1 mile). On a metric track, the run should be four laps plus 10 yards.

Test Instructions: Participants begin on the signal "Ready, start." As they cross the finish line, elapsed time should be called to the participants (or their partners). It is possible to test 15 to 20 participants at one time by dividing the group and assigning partners. While one group runs, partners count laps and make note of the finish time.

Scoring: The one-mile run is scored in minutes and seconds. A score of 99 minutes and 99 seconds indicates that the participant could not finish the distance. Participants 5 to 9 years old should not be timed; they should simply complete the distance and be given a score of 00 minutes and 00 seconds. The object of the test for these younger participants is simply to complete the one-mile distance at a comfortable pace and to practice pacing.

Suggestions for Test Administration:

- Preparation for the test should include instruction and practice in pacing. Without instruction, participants will usually run too fast early in the test and then be forced to walk in the latter stages.
- Results are generally better if the participant can maintain a constant pace during most of the test.
- Walking is definitely permitted. Although the objective is to cover the distance in the best possible time, participants who must walk should not be made to feel inferior. Encourage participants who walk to walk at a fast pace rather than stroll. Attainment of the Healthy Fitness Zone (see the FITNESSGRAM® Standards for Healthy Fitness Zone tables) is the important factor.
- Participants should always warm up before taking the test. It is also important that participants cool down by continuing to walk for several minutes after completing the distance.
- Administration of the test in unusually hot, humid, or windy weather should be avoided as these elements may be unsafe or lead to an invalid estimate of aerobic capacity.
- Counting laps completed and accurately recording the run time can be a problem when a relatively small course is used with younger children. Many techniques are acceptable. Pair the participants and have the resting partner count laps and record time for the runner. Older participants, other Venturers, or parents may be asked to assist in recording results for younger participants.

Walk Test (Alternate)

Test Objective: The objective is to walk one mile as quickly as possible while maintaining a constant walking pace the entire distance. This test is included in FITNESSGRAM® for use with participants 13 and older. The walk test is an excellent self-assessment skill for everyone to use lifelong.

Equipment/Facilities: A flat, measured running course, two or more stopwatches, pencils, and score sheets are required. The course may be measured using a tape measure or cross-country wheel.

Caution: If the track is metric or shorter than 440 yards, adjust the course (1,609.34 meters = 1 mile; 400 meters = 437.4 yards; 1,760 yards = 1 mile). On a metric track, the course should be four laps plus 10 yards.

Test Instructions: Participants begin on the signal "Ready, start." Participants should attempt to walk the full mile as quickly as they can but at a pace that can be maintained the entire distance. As they cross the finish line, elapsed time should be called to the participants (or their partners). It is possible to test 15 to 30 participants at one time by dividing the group and assigning partners. While one group walks, partners count laps and make note of finish time.

Scoring: The walk test is scored in minutes and seconds. A score of 99 minutes and 99 seconds indicates the participant could not finish the distance.

Suggestions for Test Administration:

- Preparation for the test should include instruction and practice in pacing and in techniques for monitoring heart rate.
- Results are generally better if the participant can maintain a constant pace during most of the test.
- Participants should always warm up before taking the test. It is also important that participants cool down by continuing to walk for several minutes after completing the distance.
- Administration of the test in unusually hot, humid, or windy weather should be avoided as these elements may cause an invalid estimate of aerobic capacity.

Body Composition Test Section

The body composition test provides an estimate of the percentage of a participant's weight that is fat in contrast to lean body mass (muscles, bones, organs). Maintaining appropriate body composition is vital in preventing obesity, which is associated with increased risk of coronary heart disease, stroke, and diabetes. Children and youth with levels greater than 25 percent fat for boys and 30 percent fat for girls are more likely to develop primary risk factors of heart disease, including high blood pressure and elevated cholesterol.

Research indicates that today's young people are fatter than in previous years. Appropriate nutrition and behavior are important to reverse the increasing fatness of American children and youth. Several methods for estimating body composition in children and youth have been developed, including underwater weighing, total body water, anthropometry (skinfold measurement), bioelectrical impedance, and body mass index (height and weight). Each approach has some limitations leading to measurement errors of 2 percent to 3 percent. Estimates based on height and weight result in errors of 5 percent to 6 percent. Because of lower prediction error and the fact that skinfold measurements give a more direct estimate of body fatness than does body mass index, which also reflects muscle and bone mass, the recommended test option is the measurement of triceps and calf skinfolds.

Skinfold Measurements (Recommended)

Test Objective: To measure the triceps and calf skinfold thicknesses for calculating body fat.

Equipment/Facilities: A skinfold calipers is necessary to perform this measurement. The cost of calipers ranges from \$5 to \$200. Both the expensive and inexpensive calipers have been shown to be effective for use by teachers who have had sufficient training and practice. Calipers are also available in the FITNESSGRAM® Test Kit if your crew or local council owns one you can borrow. You will also need the Personal Fitness Record sheet.

Alternative Measurement Method: Although not as accurate as calipers, you can measure skinfolds with a ruler that has metric measurements on it. Measure in millimeters.

Testing Procedures: The triceps and calf skinfolds have been chosen because they are easily measured and highly correlated with total body fatness. The calipers or ruler measures a double layer of subcutaneous fat and skin.

Measurement Location: The triceps skinfold is measured on the back of the arm over the triceps muscle of the right arm midway between the elbow and the acromion process of the scapula (figure 1). Using a piece of string to find the midpoint is a good suggestion. The skinfold site should be vertical. Pinching the fold slightly above the midpoint will ensure that the fold is measured right on the midpoint (figures 2 and 3).

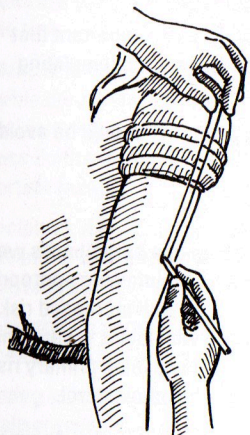


Figure 1. Locating the triceps skinfold site



Figure 2. Site of the triceps skinfold

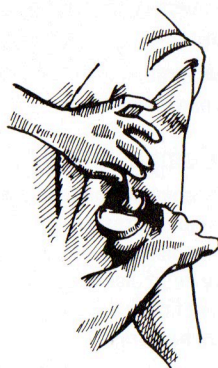


Figure 3. Triceps skinfold measurement

The calf skinfold is measured on the inside of the right leg at the level of maximal calf girth. The right foot is placed flat on an elevated surface with the knee flexed at a 90-degree angle (figure 4). The vertical skinfold should be grasped just above the level of maximum girth (figure 5) and the measurement made below the grasp.

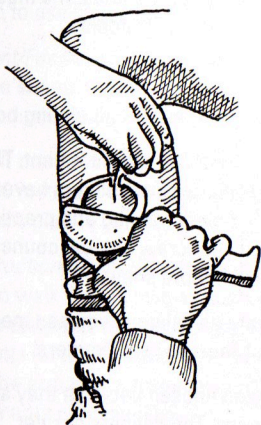


Figure 4. Placement of leg for locating the calf skinfold site

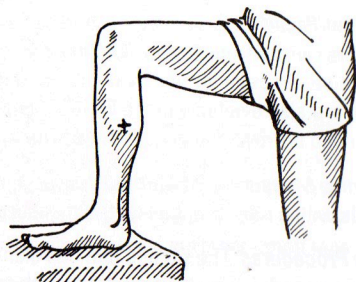


Figure 5. Calf skinfold measurement

For college-age participants, the formula to calculate body fat includes the abdominal skinfold measurement in addition to the triceps and calf skinfolds. The abdominal skinfold is 3 centimeters to the side of the midpoint of the navel and 1 centimeter below it (figure 6). The skinfold is horizontal and should be measured on the right side of the body (figure 7) while the participant relaxes the abdominal wall as much as possible.

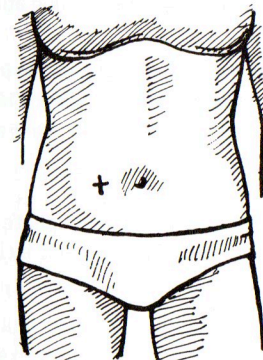


Figure 6. Site of abdominal skinfold

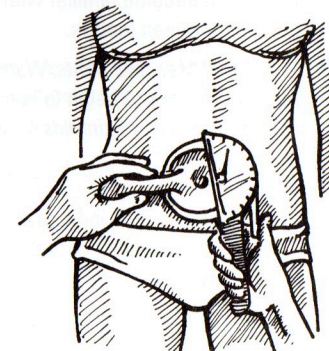


Figure 7. Abdominal skinfold measurement

Measurement Technique:

- Measure skinfolds on the participant's right side.
- Instruct the participant to relax the arm or leg being measured.
- Firmly grasp the skinfold between the thumb and forefinger and lift it away from the other body tissue. The grasp should not be so firm as to be painful.
- Place the calipers or ruler 1/2 inch below the pinch site.
- Be sure the calipers or ruler is in the middle of the fold.
- The recommended procedure is to do one measurement at each site before doing the second measurement at each site and finally the third set of measurements.

Scoring: The skinfold measure is registered on the dial of the caliper; on a ruler, you will have to read the thickness. Each measurement should be taken three times, with the recorded score being the median (middle) value of the three scores. To illustrate: If the readings were 7.0, 9.0, and 8.0, the score would be recorded as 8.0 millimeters. Each reading should be recorded to the nearest 0.5 millimeter. Add the two measurements together. This corresponds to the **Total MM** column on the FITNESSGRAM® Body Composition Conversion Chart.

Suggestions for Test Administration:

- Skinfolds should be measured in a setting that provides the participants with privacy. However, if you do measurements in private, make sure you do not do them alone. Always have at least two Venturers and two adults.

- Interpretation of the measurements may be given in a group setting as long as individual results are not identified.
- Whenever possible, it is recommended that the same tester administer the skinfold measurement to the same participants at subsequent testing periods.
- Practice measuring the sites with another tester and compare results with the same participants. As you become familiar with the methods, you can generally find agreement within 10 percent between testers.

Learning to Do Skinfold Measurements: Watching training videos and participating in a workshop are excellent ways to begin to learn how to do skinfold measurements. The video *Measuring Body Fatness Using Skinfolds* illustrates the procedures described in this manual.

Body Mass Index (Alternate)

The body mass index provides an indication of the appropriateness of a participant's weight relative to height. Body mass index is determined by dividing weight in kilograms by height squared in meters: $\text{weight (kg)/height}^2 \text{ (m)}$.

While the data can be entered in pounds and inches, the results are only meaningful with the metric formula. You must convert pounds to kilograms and feet to meters. For example, a participant weighing 100 pounds (45.36 kilograms) who is 5 feet (1.52 meters) tall would have a body mass index of 19.6. Another participant of the same weight but 5 feet, 2 inches tall would have a body mass index of 18.3.

Body mass index is calculated only if skinfold measurements are not taken. A score classified as "Needs Improvement" generally indicates that a participant weighs too much for his or her height. Body mass index is not the recommended procedure for determining body composition because it does not estimate the percentage of fat. It merely provides information on the appropriateness of the weight relative to the height. For participants found to be too heavy for their height, a skinfold test would clarify whether the weight was due to excess fat. Shoes must be removed when measuring height and weight.

Muscle Strength, Endurance, and Flexibility Test Section

Tests of muscular strength, muscular endurance, and flexibility have been combined into one broad fitness category because the primary consideration is determining the health status of the musculoskeletal system. It is equally important to have strong muscles that can work forcefully and over a period of time and to be flexible enough to have a full range of motion at the joint. Many times, musculoskeletal injuries are the result of muscle imbalance at a specific joint; the muscles on one side may be much stronger than the opposing muscles or may not be flexible enough to allow complete or sudden motion.

Be aware that the type of training bears directly on the development of musculoskeletal strength, endurance, and flexibility. The movements in these tests are only a sampling of the many ways the body moves during physical activity.

The upper body and the abdominal/trunk region have been selected as areas for testing because of their relationship to functional health and correct posture, thereby reducing the possibility of future low-back pain and restrictions in independent living. Most participants

will not have weaknesses sufficient to cause current problems, but it is important to educate them about the importance of muscle strength, endurance, and flexibility in preventing problems as adults. It is especially important to make them aware of correct posture and body mechanics in the event that they are developing scoliosis, which is a problem for teenage youth. A school nurse, local physician, or physical therapist is a good source of information about scoliosis.

Abdominal Strength and Endurance

Strength and endurance of the abdominal muscles are important in promoting good posture and correct pelvic alignment. Pelvic alignment is particularly important in maintaining low-back health.

In testing and training the muscles of this region, it is difficult to isolate the abdominal muscles. The modified sit-up involves the action of the hip flexor muscles in addition to the abdominal muscles. Therefore, the curl-up has been selected because it does not involve the help of the hip flexor muscles and minimizes compression in the spine, when compared to a full sit-up with the feet held.

Curl-Up (Recommended)

Test Objective: To complete as many curl-ups as possible, up to a maximum of 75 at a specified pace.

Equipment/Facilities: Gym mats and a measuring strip for every two participants are needed. The measuring strip may be made of cardboard, rubber, smooth wood, or any similar thin flat material and should be 30 to 35 inches long. Two widths of measuring strip may be needed. The narrower strip should be 3 inches wide and is used to test 5- to 9-year-olds; for older participants the strip should be 4½ inches wide. Other methods of measuring distance such as using tape strips and pencils are also appropriate. You may also use the rubber measuring strip found in the FITNESSGRAM® Test Kit if you borrow a kit from your local council service center, or if your crew owns its own kit. For score sheets, use the Personal Fitness Record sheet.

Test Instructions: Allow participants to select a partner. Partner A will perform the curl-ups while partner B counts and watches for form errors. Partner A lies back on the mat with knees and feet flat on the floor, legs slightly apart, arms straight and parallel to the trunk with the palms of the hands resting on the mat. The fingers are stretched out, and the head is in contact with the mat.

After partner A has assumed the correct position on the mat, partner B places a measuring strip on the mat under the legs so the fingertips are just resting on the nearest edge of the measuring strip (figure 8). Partner B then kneels at partner A's head in a position to count curl-ups and watch for form. Partner B may place hands under partner A's head, or a piece of paper may be put on the mat instead to help partner B see that partner A's head touches down on each repetition (figure 9). Watch for the paper to crinkle each time partner A's head touches it.

Figure 8. Starting position for the curl-up test

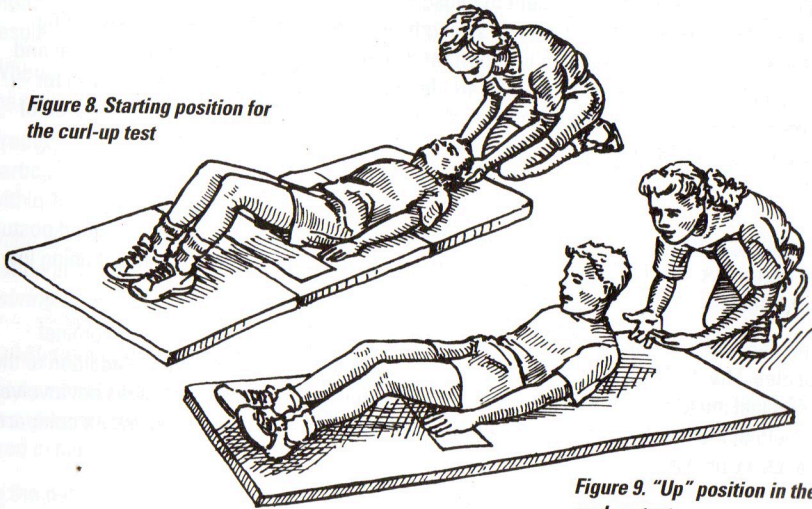


Figure 9. "Up" position in the curl-up test

Keeping heels in contact with the mat, partner A curls up slowly, sliding fingers across the measuring strip until the fingertips reach the other side (figures 10 and 11), then curls back down until his or her head touches the mat. Movement should be slow and at the specified cadence of about 20 curl-ups per minute (one curl every three seconds).

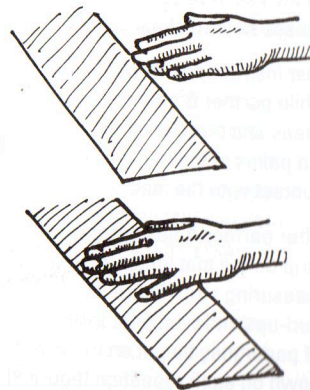
You should call a cadence or use a recorded cadence such as that found on the PACER music CD. Partner A continues without pausing until he or she can no longer continue or has completed 75 curl-ups.

When to Stop: Participants are stopped after completing 75 curl-ups or when the second form correction is made.

Scoring: The score is the number of curl-ups performed. Count should be made when the participant's head returns to the mat. For ease in administration, it is permissible to count the first incorrect curl-up. It is important to be consistent with all of the participants and with different packs, troops, and crews.

Form Corrections:

- Heels must remain in contact with the mat.
- Head must return to the mat on each repetition.
- Pauses and rest periods are not allowed. The movement should be continuous and with the cadence.
- Fingertips should touch the far side of the measuring strip.



Figures 10 and 11. Close-up of fingertips sliding from one side of the measuring strip to the other

Suggestions for Test Administration:

- The participants being tested should reposition if the body moves so that the head does not touch the mat at the right spot or the measuring strip is out of position.
- Movement should start with a flattening of the lower back followed by a slow curling of the upper spine.
- The hands should slide across the measuring strip until the fingertips reach the opposite side (3 or 4 1/2 inches), then return to the supine position. The movement is completed when the back of the head touches the partner's hand.
- The cadence will encourage a steady, continuous movement done in the correct form.
- Participants should not "reach" with their arms and hands, but simply let the arms passively move along the floor in response to the action of the trunk and shoulders. Any jerking or reaching motion will cause the participants to constantly move out of position.
- This curl-up protocol is quite different from the one-minute sit-up the participants might be used to in school. Both the testers and the participants will need to learn the correct form for this skill and be allowed time to practice.

Trunk Lift (Recommended)

Technique is important during this test. The movement should be slow and controlled. The maximum score on this test is 12 inches. While some flexibility is important, it is not advisable (or safe) to encourage hyperextension.

Test Objective: To lift the upper body off the floor using the muscles of the back and hold the position to allow for the measurement.

Equipment/Facilities: Gym mats and a yardstick or 15-inch ruler are required to administer this test. It is helpful to mark the 6-, 9-, and 12-inch marks with colored tape.

Test Description: The participant being tested lies facedown on the mat. Toes are pointed and hands are placed under the thighs. Place a coin or other marker on the floor in line with the participant's eyes. During the movement, the participant's focus should not move from the coin or marker. The participant lifts the upper body off the floor in a slow and controlled manner to a maximum height of 12 inches (figures 12, 13, and 14). The position is held

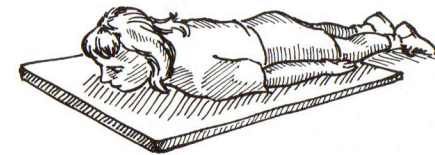


Figure 12. Starting position for the trunk lift

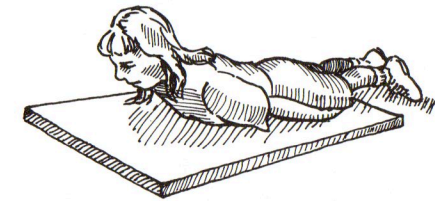


Figure 13. "Up" position for the trunk lift

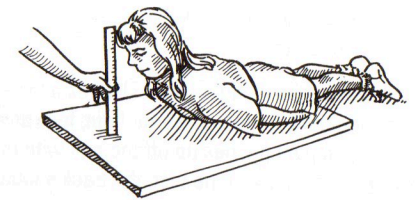


Figure 14. Measuring the trunk lift

long enough to allow the tester to place the ruler on the floor in front of the participant and determine the distance from the floor to the participant's chin. The ruler should be placed at least an inch to the front of the participant's chin and not directly under the chin. Once the measurement has been made, the participant returns to the starting position in a controlled manner. Allow two attempts, recording the higher score.

Scoring: The score is recorded to the nearest inch. Distances above 12 inches should be recorded as 12 inches.

Suggestions for Test Administration:

- Do not allow participants to do bouncing movements.
- Do not encourage participants to rise higher than 12 inches. Excessive arching of the back may cause compression of the discs.
- Focusing on the marker on the floor should help keep the head in a neutral position.

Push-Up (Recommended)

The push-up to an elbow angle of 90 degrees is the recommended test for upper body strength and endurance. Test administration requires little or no equipment, multiple participants may be tested at one time, and few zero scores result. It also teaches an activity that can be used lifelong for conditioning as well as self-testing.

Test Objective: To complete as many push-ups as possible at a rhythmic pace. This test is used for males and females.

Equipment/Facilities: Though no equipment is necessary, a CD with the recorded cadence is helpful. The correct cadence is 20 push-ups per minute (one every three seconds). The PACER CD contains a recorded push-up cadence.

Test Instructions: Participants should be paired. One will perform the test while the other counts push-ups and watches to see that the participant being tested bends the elbow to 90 degrees with the upper arm parallel to the floor.

You might ask the Cubmaster, Scoutmaster, or crew Advisor to encourage participants to practice doing push-ups before the test day. You might volunteer to visit to demonstrate the correct push-up procedure and help in a practice session to correct participants who are not achieving the 90-degree angle. This way, all participants will learn what 90 degrees "feels like" and "looks like."

Note: Have someone make sure you are doing push-ups correctly before you demonstrate how to do them.

The participant being tested assumes a prone position on the mat with hands placed under the shoulders, fingers stretched out, legs straight and slightly apart, and toes tucked under. The participant pushes up off the mat with the arms straight, keeping the legs and back straight. Throughout the test, the back should be kept in a straight line from head to toes (figure 15).

The participant then lowers the body using the arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor (figure 16). This movement is repeated as many times as possible. The participant should continue the movement until the arms are straight during each repetition. The rhythm should be approximately 20 push-ups per minute, or one push-up every three seconds.

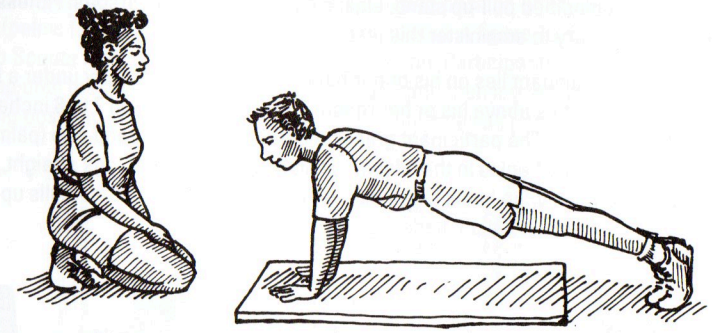


Figure 15. Starting position for the push-up test

When to Stop: Participants are stopped when the second form correction is made.

Scoring: The score is the number of push-ups performed. For ease in administration, it is permissible to count the first incorrect push-up. It is important to be consistent with all of the participants and all packs, troops, and crews.

Form Corrections:

- Stopping to rest or not maintaining a rhythmic pace
- Not achieving a 90-degree angle with the elbow on each repetition
- Not maintaining correct body position
- Not extending arms fully

Suggestions for Test Administration:

- The test should be stopped if the participant appears to be in extreme discomfort or pain.
- Cadence should be called or a recorded cadence played.
- Males and females do the same test.

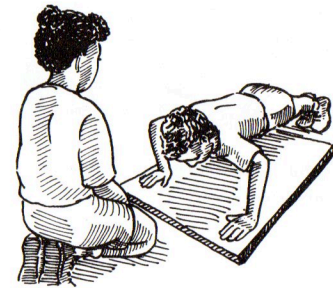


Figure 16. "Down" position for the push-up test

Modified Pull-Up (Alternate)

For those who have access to school equipment for the modified pull-up, or can make equipment or borrow the crew's, this is a good test to use.

Test Objective: To successfully complete as many modified pull-ups as possible.

Equipment/Facilities: A modified pull-up stand, elastic band, pencil, and Personal Fitness Record sheet are necessary to administer this test.

Test Instructions: The participant lies on his or her back with shoulders directly under a bar that has been set 1 to 2 inches above his or her reach. Place an elastic band 7 to 8 inches below and parallel to the bar. The participant grasps the bar with an overhand grip (palms away from body). The pull-up begins in the "down" position with arms and legs straight, buttocks off the floor, and only the heels touching the floor. The participant then pulls up until his or her chin is above the elastic band (figures 17 and 18).

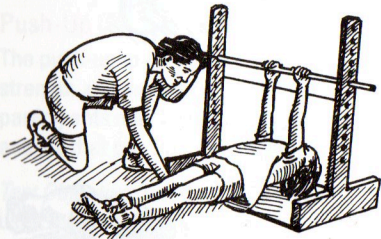


Figure 17. Starting position for the modified pull-up test

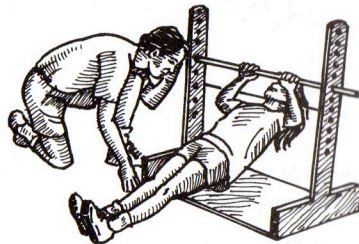


Figure 18. "Up" position for the modified pull-up test

When to Stop: Participants are stopped when the second form correction is made.

Scoring: The score is the number of pull-ups performed. For ease in administration it is permissible to count the first incorrect pull-up. It is important to be consistent, as with other tests.

Suggestions for Test Administration:

- Movement should use only the arms. The body should be kept straight.
- Movement should be rhythmic and continuous. Participants may not stop and rest.
- The test is ended if the participant experiences extreme discomfort or pain.

Pull-Up (Alternate)

The pull-up test is not recommended for most youth because many are unable to perform even one. This test should not be used for participants who cannot perform one repetition. However, for participants who are able to perform correct pull-ups, it is a valid, reliable test option and is also an activity that can be used lifelong for conditioning as well as a self-test.

Test Objective: To correctly complete as many pull-ups as possible.

Equipment/Facilities: A horizontal bar at a height that allows the participant to hang with arms fully extended and feet clear of the floor is used for this test. A doorway gym bar may be used.

Test Instructions: The participant assumes a hanging position on the bar with an overhand grasp (palms facing away from the body) as illustrated in figure 19. Shorter participants such as Cub Scouts may be lifted into the starting position. Participants use the arms to pull the body up until the chin is above the bar (figure 20), and then lower the body again into the full hanging position. The exercise is repeated as many times as possible. There is no time limit.

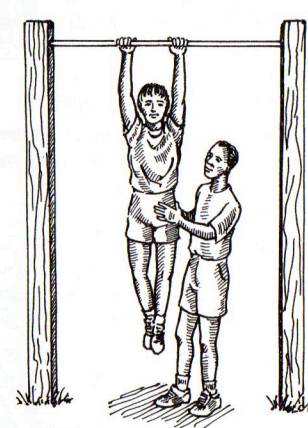


Figure 19. Starting position for the pull-up test

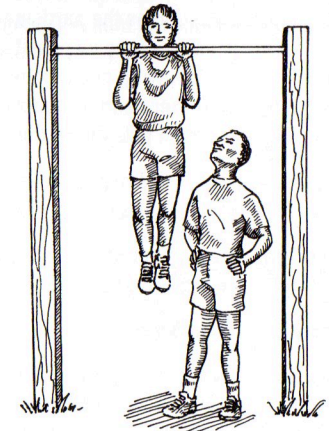


Figure 20. "Up" position for the pull-up test

When to Stop: Participants are stopped when the second form correction is made.

Scoring: The score is the number of complete pull-ups performed. For ease in administration, it is permissible to count the first incorrect pull-up. It is important to be consistent.

Form Corrections:

- The body should not swing during the movement. If the participant starts to swing, you or your assistant should hold an arm in front of his thighs to prevent swinging.
- The pull-up should be performed smoothly with no kicking or jerking. Forceful bending of the knees is not permitted.
- To be counted, a pull-up must result in the chin's being lifted over the bar and the participant must return to the full hanging position with elbows fully extended.

Flexed-Arm Hang (Alternate)

Test Objective: To hang with the chin above the bar as long as possible.

Equipment/Facilities: A horizontal bar, chair, and stopwatch are required.

Test Instructions: The participant grasps the bar with an overhand grip (palms facing away). With the assistance of one or more spotters, the participant raises his or her body off the floor to a position where the chin is above the bar, elbows are flexed, and the chest is close to the bar (figures 21 and 22). A stopwatch is started as soon as the participant takes this position. The position is held as long as possible. The watch is stopped when one of the following occurs: the participant's chin touches the bar, his or her head tilts backward to keep the chin above the bar, or the chin falls below the level of the bar.

When to Stop: Participants are stopped when the chin drops below the bar or when the second form correction is made.

Scoring: The score is the number of seconds the participant is able to maintain the correct hanging position.

Suggestions for Test Administration:

- The body must not swing during the test. If the participant starts to swing, you or your assistant should hold an extended arm across the front of the thighs to prevent the swinging motion.
- Only one trial is permitted unless you believe the participant has not had a fair chance to perform.

Back-Saver Sit and Reach (Optional)

The back-saver sit and reach is similar to the traditional sit and reach except the measurement is performed on one side at a time so that participants are not encouraged to hyperextend. The sit and reach measures predominantly the flexibility of the hamstring muscles. Normal hamstring flexibility allows rotation of the pelvis in forward bending movements and rearward tilting of the pelvis for proper sitting.

Test Objective: To be able to reach the specified distance on the right and left sides of the body. The distance required to achieve the Healthy Fitness Zone is adjusted for age and gender and is specified in the FITNESSGRAM® Standards for Healthy Fitness Zone tables in this book.



Figure 21. Starting position for the flexed-arm hang test



Figure 22. "Up" position for the flexed-arm hang test

Equipment/Facilities: This assessment requires a sturdy box approximately 12 inches high. A measuring scale is placed on top of the box with the 9-inch mark parallel to the face of the box against which the participant's foot will rest. The "zero" end of the ruler is nearest the participant.

Test Description: The participant removes his or her shoes and sits down at the test apparatus. One leg is fully extended with the foot flat against the face of the box. The other knee is bent with the sole of the foot flat on the floor and 2 to 3 inches to the side of the straight knee. The arms are extended forward over the measuring scale with the hands placed one on top of the other (figure 23). With palms down, the participant reaches directly forward with both hands along the scale four times and holds the position of the fourth reach for at least one second (figure 24). After measuring one side, the participant switches the position of the legs and reaches again. The participant may allow the bent knee to move to the side as the body moves if necessary.

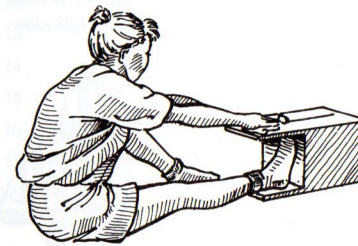


Figure 23. Starting position for measuring the right side

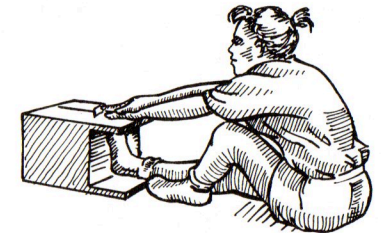


Figure 24. Back-saver sit and reach stretch for the right side

Scoring: Record the number of inches on each side to the nearest half-inch reached to a maximum score of 12 inches. Performance is limited to discourage hyperextension.

Suggestions for Test Administration:

- The bent knee moves to the side, allowing the body to move past it.
- The knee of the extended leg should remain straight. You (the tester) may place one hand on the participant's knee to remind him or her to keep the knee straight.
- Hands should reach forward evenly.
- The trial should be repeated if the hands reach unevenly or the knee bends.
- Hips must remain square to the box. Do not allow the participant to turn the hip away from the box as he or she reaches.

Shoulder Stretch (Optional)

The shoulder stretch is a simple test of upper-body flexibility. If used alternately with the back-saver sit and reach, it may be useful in educating participants that flexibility is important in all areas of the body, not just the hamstring muscles.

Test Objective: To be able to touch the fingertips together behind the back by reaching over the shoulder and under the elbow.

Equipment/Facilities: No equipment is necessary to complete this test.

Test Description: Allow participants to select a partner. The partner judges ability to complete the stretch. To test the right shoulder, the participant reaches with his or her right hand over the right shoulder and down the back as if to pull up a zipper. At the same time, he or she places the left hand behind the back and reaches up, trying to touch the fingers of the right hand (figure 25). The partner observes whether the fingers touch. To test the left shoulder, the participant does the same movement with the opposite arms (figure 26).

Scoring: For each side, a "Y" is recorded if the fingers touch; otherwise, an "N" is recorded.



Figure 25.
Shoulder stretch
on the right side



Figure 26.
Shoulder stretch
on the left side

Interpreting Test Results

The following charts (standards) have been provided by The Cooper Institute for Aerobics Research and Human Kinetics. The standards have been established using research to represent a level of fitness that offers some degree of protection against certain diseases that result from sedentary living. There are two basic areas: "Needs Improvement" and "Healthy Fitness Zone."

Remember that for youth ages 5 to 9, performance levels have not been established. Emphasis should be placed on their learning how to perform the tests correctly and having fun.

When interpreting performance on physical fitness assessments, it is most important to remember the following:

- The physical fitness experience should always be fun and enjoyable.
- Physical fitness testing should not become a competitive sport.
- The performance of one participant should not be compared to that of another.
- The primary reason for testing is to provide the participant with personal information that may be used in planning a personal fitness program.

FITNESSGRAM® Standards for Healthy Fitness Zone*

Boys

Age	One-mile run min:sec		PACER # laps		Walk test and VO ₂ max ml/kg/min		Percent fat		Body mass index		Curl-up # complete	
5							25	10	20	14.7	2	10
6	Completion of distance. Time standards not recommended.		Participation in run. Lap count standards not recommended.				25	10	20	14.7	2	10
7							25	10	20	14.9	4	14
8							25	10	20	15.1	6	20
9							25	10	20	15.2	9	24
10	11:30	9:00	23	61	42	52	25	10	21	15.3	12	24
11	11:00	8:30	23	72	42	52	25	10	21	15.8	15	28
12	10:30	8:00	32	72	42	52	25	10	22	16.0	18	36
13	10:00	7:30	41	72	42	52	25	10	23	16.6	21	40
14	9:30	7:00	41	83	42	52	25	10	24.5	17.5	24	45
15	9:00	7:00	51	94	42	52	25	10	25	18.1	24	47
16	8:30	7:00	61	94	42	52	25	10	26.5	18.5	24	47
17	8:30	7:00	61	94	42	52	25	10	27	18.8	24	47
17+	8:30	7:00	61	94	42	52	25	10	27.8	19.0	24	47

Age	Trunk lift inches		Push-up # complete		Modified pull-up # complete		Pull-up # complete		Flexed-arm hang seconds		Back-saver sit and reach** inches	Shoulder stretch
5	6	12	3	8	2	7	1	2	2	8	8	
6	6	12	3	8	2	7	1	2	2	8	8	
7	6	12	4	10	3	9	1	2	3	8	8	
8	6	12	5	13	4	11	1	2	3	8	8	
9	6	12	6	15	5	11	1	2	4	10	8	
10	9	12	7	20	5	15	1	2	4	10	8	
11	9	12	8	20	6	17	1	3	6	13	8	
12	9	12	10	20	7	20	1	3	6	13	8	
13	9	12	12	25	8	22	1	4	12	17	8	
14	9	12	14	30	9	25	2	5	15	20	8	
15	9	12	16	35	10	27	3	7	15	20	8	
16	9	12	18	35	12	30	5	8	15	20	8	
17	9	12	18	35	14	30	5	8	15	20	8	
17+	9	12	18	35	14	30	5	8	15	20	8	

Passing = touching fingertips together behind the back

*Number on left is lower end of HFZ; number on right is upper end of HFZ.

**Test scored pass/fail; must reach this distance to pass.

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FITNESSGRAM® Standards for Healthy Fitness Zone*

Girls

Age	One-mile run min:sec		PACER # laps		Walk test and VO ₂ max ml/kg/min		Percent fat		Body mass index		Curl-up # complete	
5							32	17	21	16.2	2	10
6	Completion of distance. Time standards not recommended.		Participation in run. Lap count standards not recommended.				32	17	21	16.2	2	10
7							32	17	22	16.2	4	14
8							32	17	22	16.2	6	20
9							32	17	23	16.2	9	22
10	12:30	9:30	15	41	40	48	32	17	23.5	16.6	12	26
11	12:00	9:00	15	41	39	47	32	17	24	16.9	15	29
12	12:00	9:00	23	41	38	46	32	17	24.5	16.9	18	32
13	11:30	9:00	23	51	37	45	32	17	24.5	17.5	18	32
14	11:00	8:30	23	51	36	44	32	17	25	17.5	18	32
15	10:30	8:00	23	51	35	43	32	17	25	17.5	18	35
16	10:00	8:00	32	61	35	43	32	17	25	17.5	18	35
17	10:00	8:00	41	61	35	43	32	17	26	17.5	18	35
17+	10:00	8:00	41	61	35	43	32	17	27.3	18.0	18	35

Age	Trunk lift inches		Push-up # complete		Modified pull-up # complete		Pull-up # complete		Flexed-arm hang seconds		Back-saver sit and reach** inches		Shoulder stretch	
5	6	12	3	8	2	7	1	2	2	8				
6	6	12	3	8	2	7	1	2	2	8				
7	6	12	4	10	3	9	1	2	3	8				
8	6	12	5	13	4	11	1	2	3	10				
9	6	12	6	15	4	11	1	2	4	10				
10	9	12	7	15	4	13	1	2	4	10				
11	9	12	7	15	4	13	1	2	6	12				
12	9	12	7	15	4	13	1	2	7	12				
13	9	12	7	15	4	13	1	2	8	12				
14	9	12	7	15	4	13	1	2	8	12				
15	9	12	7	15	4	13	1	2	8	12				
16	9	12	7	15	4	13	1	2	8	12				
17	9	12	7	15	4	13	1	2	8	12				
17+	9	12	7	15	4	13	1	2	8	12				

*Number on left is lower end of HFZ; number on right is upper end of HFZ.

**Test scored pass/fail; must reach this distance to pass.

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Passing = touching fingertips together behind the back

The FITNESSGRAM® Body Composition Classification

Boys

Percent fat (all ages)	42	38	35	31	28	24	20	17	13	10	7		
						(25)							
	Very high				High	Mod. high	Optimal range			Low	Very low		
	Needs improvement					Healthy Fitness Zone					Lean message		
Body mass index (age)													
5						20						14.7	
6						20						14.7	
7						20						14.9	
8						20						15.1	
9						20						15.2	
10						21						15.3	
11						21						15.8	
12						22						16.0	
13						23						16.6	15.0
14						24.5						17.5	15.7
15						25						18.1	16.4
16						26.5						18.5	16.6
17						27						18.8	16.8
18-25						27.8						19.0	17.0

Adapted, by permission, from T. Lohman, 1987, "The use of skinfold to estimate body fatness in children and youth," *Journal of Physical Education, Recreation and Dance* 58: 98-102

The FITNESSGRAM® Body Composition Classification

Girls

Percent fat (all ages)	43	39	36	32	29	25	21	18	14	11	7	
	Very high			High	Mod. high	Optimal range		(17)	(13)	Very low		
	Needs improvement			Healthy Fitness Zone					Lean message			
Body mass index (age)												
5				21				16.2				
6				21				16.2				
7				22				16.2				
8				22				16.2				
9				23				16.2				
10				23.5				16.6				
11				24				16.9				
12				24.5				16.9				
13				24.5				17.5	14.9			
14				25				17.5	14.9			
15				25				17.5	14.9			
16				25				17.5	14.9			
17				26				17.5	14.9			
18-25				27.3				18.0	15.0			

Adapted, by permission, from T. Lohman, 1987, "The use of skinfold to estimate body fatness in children and youth," *Journal of Physical Education, Recreation and Dance* 58: 98-102

Motivation: Encouraging Participants to Use Their Results

Physical fitness testing is important only if it leads to improvement for the participants. Now that you have provided them a baseline—a starting point—you need to motivate them to set physical fitness improvement goals and develop a plan to get there. By starting with young people like Cub Scouts, you may have a dramatic, positive effect on the rest of their lives. Experience has proven that if one starts a healthy lifestyle while young, it carries over to adulthood.

Cub Scouting, Boy Scouting, and Venturing emphasize physical fitness and improvement. All three integrate this into their advancement and recognition programs. Advancement is a motivator. Remind participants that they can probably get Cub Scout, Boy Scout, Venturing, or possibly school advancement credit for their physical fitness improvement efforts.

You might even design your own recognition program. Encourage participants to improve so you can come back in six months or a year (whatever period you choose) to retest them and recognize those who have improved. You could make your own recognition certificates or ribbons.

When encouraging participants to improve, you may choose to reproduce some of the record forms and charts in this manual. The Physical Activity Goals chart is used to plan goals and then record actual results. FITNESSGRAM® Get Fit Exercises illustrates 26 different exercises.

As you wrap up the physical fitness testing, make your closing exciting, like a rally. Remember to give the participants a final charge. If you don't know what a charge is, Webster's dictionary defines it as "to impose a task or responsibility on," and "to command, instruct, or exhort with right or authority." You probably know that if the battery on your car dies, you must charge it to bring new life into it. That's what you will do with the participants. Give them the task to improve their physical fitness. Rejuvenate them as you would your battery. Put new life into them—give them a charge.

FITNESSGRAM® Testing for Special Populations

Other sections of this guide are intended for use with participants who are not disabled. In some situations, Venturers will be working with participants who have disabilities. Physical fitness is equally important for all youth. General and specific suggestions are provided for modifying testing procedures so the physical fitness needs of participants with disabilities can be met. Testers might have to be creative, but the effort will be worth it to avoid leaving anybody out.

Specific test standards for participants with disabilities are not generally available. The activities described in this section may be used to establish an individual baseline for each participant. Performances on subsequent assessments can be compared to this baseline performance. Testers can also use the baseline data as a guideline in establishing individual goals, which may be used as a “standard” for the individual. Essentially, it is possible to use any task as the assessment by establishing a baseline and comparing progress back to that baseline performance.

Test Administration

Until recently, many youth with disabilities were simply exempted from physical fitness assessment and development activities. As a result, many are not familiar with fitness assessment techniques. Testers may have to teach them how to take the tests. Remember to make it fun.

It is advisable to help the participants practice the tests before the assessment. If for any reason a tester suspects a participant with disabilities does not understand the test, the tester should provide instruction and a chance to practice. Of special concern is ensuring that the participant understands the instructions. Participants with disabilities may interpret spoken descriptions differently from people without disabilities due to differences in previous movement or motor learning experiences. As participants with disabilities become familiar with the specific procedures of the physical fitness tests, and as the fitness status of these participants is assessed at regular intervals, the need for practice time will diminish.

Aerobic Capacity

The aerobic capacity test presents two problems for participants with disabilities.

- First, some participants are unable to run. For them, a running test is not appropriate. Conditions that may preclude running include requiring a wheelchair, braces, or other devices for mobility; leg amputation; congenital anomalies; arthritis; and some vision impairments.
- Second, some participants cannot safely participate in a maximum or near maximum test of the cardiorespiratory system. Acute asthma, cystic fibrosis, and some congenital coronary conditions are examples of conditions under which maximal tests should not be used. For these participants, less than maximum assessment should be completed.

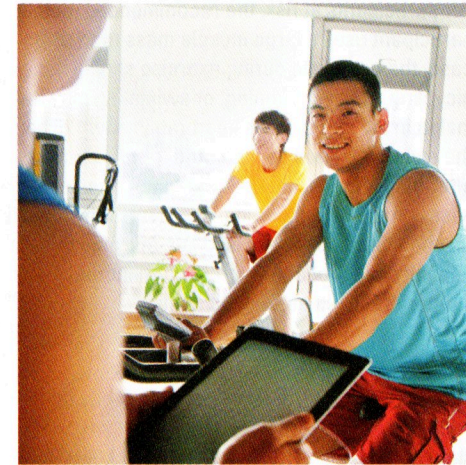
For the participant who is unable to run, there are several alternatives. In aerobic capacity assessments, the objective is to have a large muscle mass performing moderate to heavy exercise for an extended period. The type of exercise is not particularly important as long as a large muscle mass is involved. Swimming, stationary bicycling using the arms or the legs to pedal, propelling a wheelchair, and walking are examples of exercises that require a large muscle mass. Although standards for these activities may be unavailable, improvements in performance after conditioning may be accepted as probable improvements in aerobic capacity.

Swimming

If swimming is the chosen exercise, the participant should have swimming skill or may use a flotation device. The participant should use the same flotation device in all subsequent assessments. The distance of the swim should be 300 yards for ages 5 to 9, 400 yards for ages 10 to 12, 500 yards for ages 13 and 14, and 700 yards for high school ages and above. The score on the test is the time taken to complete the distance. Improvements in time after conditioning are accepted as improvements in aerobic capacity.

Stationary Bicycle

In using a stationary bicycle, pedaling may be done with the arms or the legs. The stationary bicycle used must be built so exact workload or distance covered can be determined. With the resistance set at a moderate level, the participant makes as many pedal revolutions as possible in five minutes. The number of pedal revolutions or the distance covered during the five-minute period is the score for the test. The resistance should remain constant in subsequent test sessions.



Propelling a Wheelchair

For the participant propelling a wheelchair, the goal is to cover a specific distance in the least time. For participants 5 to 9, the distance should be 600 yards; ages 10 to 12 should travel 800 yards; ages 13 and 14, 1,200 yards; and high school ages and above, one mile. For subsequent assessments, the participant should use the same wheelchair and the same facility because changes in the wheelchair or the testing surface would make comparisons to previous times invalid. The score is the time required to cover the distance.

Walking

Participants 5 to 9 should walk 600 yards, 10- to 12-year-olds should walk 800 yards, 13- and 14-year-olds should walk 1,200 yards, and participants who are high school age and above should walk one mile. Near-maximum exercise is approximated if the distance is covered in the shortest time possible.

Note: The recommendations above are for participants with disabilities whose condition allows for maximum or near-maximum estimates of aerobic capacity. The distances are arbitrary and may be modified based on individual abilities. The results are not comparable to performances on the standard one-mile run/walk. The assessment is, however, important to the participant with disabilities because when the assessment is repeated, improvement in performance is probably due to an improvement in aerobic capacity. If, on the other hand, there is considerable deterioration in the performance during the later assessment, the deterioration may be due to a decrease in aerobic capacity.

Safety: If a participant has a disability whereby a maximum or near-maximum effort puts the participant at risk, the criteria for selecting the intensity of the exercise must be modified. For participants at risk, the recommended modification is to change the rate of work so the participant uses a large muscle mass to work at a mild rate for an extended period. In this case, the heart rate during exercise should not exceed 120 beats per minute. Stationary bicycling, walking, running, or swimming may be used. The tester selects a pace that will maintain the participant's heart rate below 120 beats per minute, and the participant completes the exercise period as indicated for those not at risk. During the first 10 to 15 seconds after the exercise, the tester monitors the participant's heart rate. During subsequent assessments, if the participant covers the same distance in the same period of time and the monitored heart rate is lower, this may be taken as an indication that the aerobic capacity has probably improved. An increase in the monitored heart rate may indicate a deterioration in aerobic capacity.

Body Composition

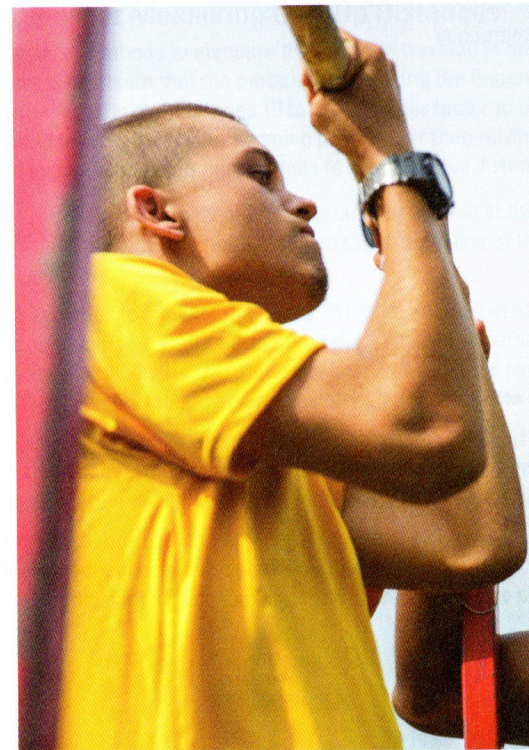
The FITNESSGRAM® assessment for body fatness uses the triceps and calf skinfold thicknesses. On participants with scar tissue at these locations, skinfold measurements should not be used to estimate body fat. Nor should skinfold measurements be taken at sites where participants receive repeated subdural or intramuscular injections. Limbs that have muscle atrophy should not be used.

The procedures outlined in this guide for assessing body composition indicate that all skinfold measurements should be made on the right side of the body. If problems prevent measurement on the right side, it is permissible to take measurements on the left side. In some cases, it may be necessary to mix measurements from the right and left sides. Mixing measurements from both sides is preferable to no measurement or to the measurement of a single site.

If none of the sites can be measured, an alternative is to measure a vertical skinfold on the abdomen 2 inches to the right of the navel. This measurement would not be comparable to the sites used in FITNESSGRAM® but it can serve as a reference point for the participant for future measurements. If this skinfold increases over time, the participant probably has an increase in total body fat. A decrease in this measurement may indicate a decrease in total body fat.

Muscle Strength, Endurance, and Flexibility

Virtually any movement may be used as a test of muscle strength and flexibility. Participants may be asked to do the movement as many times as they can with or without a time limit or to do a certain number of repetitions. Participants with motor control problems will probably need to have any timing factors removed from the assessment as long as the movement is rhythmic and the participant does not pause longer than two seconds between repetitions. Some participants may need more warm-up before attempting a flexibility test. The important consideration is to establish a baseline performance that may be used as a basis of comparison to determine progress in strength development.



Sources of Testing Equipment

FITNESSGRAM® Test Kit, PACER Music CD, Training Videos, and Curl-Up Measuring Strips

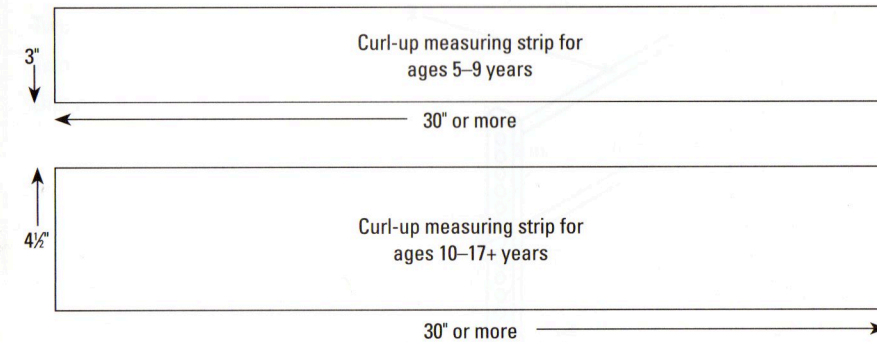
Human Kinetics
P.O. Box 5076
Champaign, IL 61825-5076
800-747-4457
<http://www.HumanKinetics.com>
<http://www.fitnessgram.net>

Skinfold Calipers

Country Technology, Inc.
P.O. Box 87
Gays Mills, WI 54631
608-735-4748
<http://www.fitnessmart.com/>

Measuring Strip for Curl-Up Test

Cut from poster board.

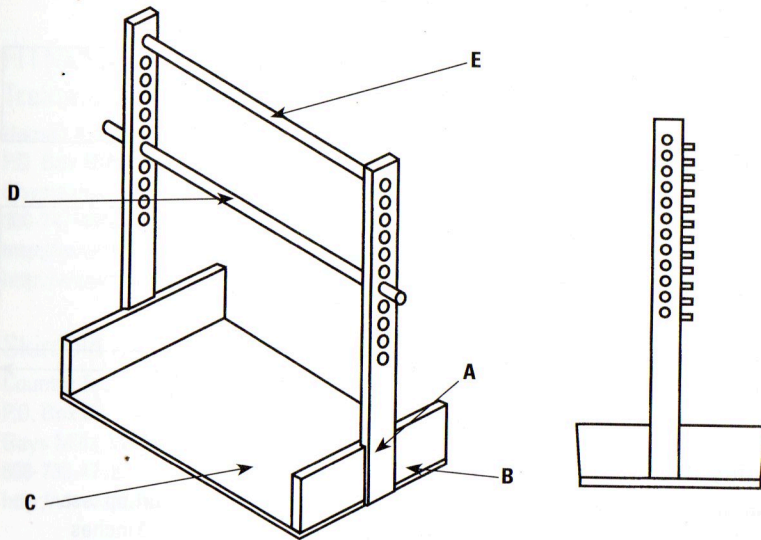


Other Suggestions for Measuring Curl-Up Distances

There are any number of methods to measure the distance traveled in the curl-up test. The important factor is to ensure that the participant is moving the fingertips 3 inches for ages 5 to 9 years and 4½ inches for ages 10 to 17+. Another factor to consider is that the participant should be able to feel the stopping point rather than relying on seeing it. Do not be afraid to experiment with other methods to measure this distance.

1. Use tape and a pencil to indicate the marks. Put tape on the mat at the starting point or the fingertips. Tape a pencil to the mat parallel to the starting line at the stopping point (3 inches or 4½ inches).
2. Use tape and a yardstick to indicate the marks. Put tape on the mat at the starting point for the fingertips. Have a third partner standing astride the person doing curl-ups secure a yardstick placed on the mat under the knees and parallel to the starting line. The yardstick should be placed either 3 inches or 4½ inches from the starting line.
3. Permanent measuring strips like those illustrated above could be cut from a sheet of ¼-inch plywood. These would need to be carefully sanded to prevent splinters. Laminated poster board would also provide more permanent measuring strips.
4. Measuring cards could be cut to the appropriate width (3 inches or 4½ inches) out of index cards. Two would be needed for each pair of participants. Cards would need to be taped to the mat for the participant to slide the fingers from one edge of the card to the other.

Equipment for Modified Pull-Up



Items Needed

- Two 48-inch 2-by-4s for the uprights
- Two 24-inch 2-by-8s for the base for the uprights
- One 24-by-39-inch sheet of $\frac{3}{4}$ -inch plywood for the support platform
- One $1\frac{1}{2}$ -inch steel pipe for the chinning bar, at least 43 inches long
- One $1\frac{1}{4}$ -inch dowel for the top support, 39 inches long
- Nails, wood screws, and wood glue for construction

Procedure

- Build the stand with nails, wood screws, and glue using the illustration above as your guide. Let the glue dry for at least a day.
- Beginning $2\frac{1}{2}$ inches from the top end of each upright (A), drill one hole through the 2-inch thickness for the $1\frac{1}{4}$ -inch dowel support rod (E).
- Drill 11 more $1\frac{1}{2}$ -inch holes below the first hole, spaced $2\frac{1}{2}$ inches from center to center, in each piece (A) for the steel pipe.
- Assemble the pieces and finish with polyurethane or shellac. Make sure your stand is smooth and free of splinters and rough spots.

Note: Alternatively, you may drill all the holes before assembly.

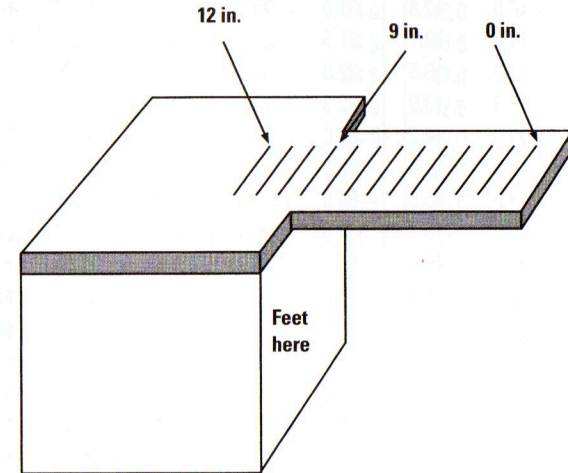
Equipment for Back-Saver Sit and Reach

- Using any sturdy wood or comparable material ($\frac{3}{4}$ -inch plywood seems to work well) cut the following pieces:

Two pieces 12-by-12 inches

Two pieces 12-by- $10\frac{1}{2}$ inches

One piece 12-by-22 inches



- Cut 10-by-4-inch pieces from each side of one end of the 12-by-22-inch piece to make the top of the box. Beginning at the small end, mark 1-inch intervals up to 12 inches.
- Build a box (use nails, screws, or wood glue) with the remaining four pieces. Attach the top. It is crucial that the 9-inch mark be exactly parallel with the vertical plane against which the participant's foot will be placed. The zero-inch mark is at the end nearest the participant.
- Cover the apparatus with polyurethane sealer or shellac.

Alternate Flexibility Testing Apparatus

- Use a sturdy cardboard box at least 12 inches tall. Turn the box so the bottom is up. Tape a yardstick to the bottom. The yardstick must be placed so the 9-inch mark is exactly parallel with the vertical plane against which the participant's foot will be placed and the zero-inch end is nearer the participant.
- Use a bench about 12 inches wide. Turn the bench on its side. Tape a yardstick to the bench so the 9-inch mark is exactly parallel with the vertical plane against which the participant's foot will be placed and the zero-inch end is nearer the participant.

Body Composition Conversion Chart

Boys

Total MM	% Fat	Total MM	% Fat	Total MM	% Fat	Total MM	% Fat	Total MM	% Fat
1.0	1.7	16.0	12.8	31.0	23.8	46.0	34.8	61.0	45.8
1.5	2.1	16.5	13.1	31.5	24.2	46.5	35.2	61.5	46.2
2.0	2.5	17.0	13.5	32.0	24.5	47.0	35.5	62.0	46.6
2.5	2.8	17.5	13.9	32.5	24.9	47.5	35.9	62.5	46.9
3.0	3.2	18.0	14.2	33.0	25.3	48.0	36.3	63.0	47.3
3.5	3.6	18.5	14.6	33.5	25.6	48.5	36.6	63.5	47.7
4.0	3.9	19.0	15.0	34.0	26.0	49.0	37.0	64.0	48.0
4.5	4.3	19.5	15.3	34.5	26.4	49.5	37.4	64.5	48.4
5.0	4.7	20.0	15.7	35.0	26.7	50.0	37.8	65.0	48.8
5.5	5.0	20.5	16.1	35.5	27.1	50.5	38.1	65.5	49.1
6.0	5.4	21.0	16.4	36.0	27.5	51.0	38.5	66.0	49.5
6.5	5.8	21.5	16.8	36.5	27.8	51.5	38.9	66.5	49.9
7.0	6.1	22.0	17.2	37.0	28.2	52.0	39.2	67.0	50.2
7.5	6.5	22.5	17.5	37.5	28.6	52.5	39.6	67.5	50.6
8.0	6.9	23.0	17.9	38.0	28.9	53.0	40.0	68.0	51.0
8.5	7.2	23.5	18.3	38.5	29.3	53.5	40.3	68.5	51.3
9.0	7.6	24.0	18.6	39.0	29.7	54.0	40.7	69.0	51.7
9.5	8.0	24.5	19.0	39.5	30.0	54.5	41.1	69.5	52.1
10.0	8.4	25.0	19.4	40.0	30.4	55.0	41.4	70.0	52.5
10.5	8.7	25.5	19.7	40.5	30.8	55.5	41.8	70.5	52.8
11.0	9.1	26.0	20.1	41.0	31.1	56.0	42.2	71.0	53.2
11.5	9.5	26.5	20.5	41.5	31.5	56.5	42.5	71.5	53.6
12.0	9.8	27.0	20.8	42.0	31.9	57.0	42.9	72.0	53.9
12.5	10.2	27.5	21.2	42.5	32.2	57.5	43.3	72.5	54.3
13.0	10.6	28.0	21.6	43.0	32.6	58.0	43.6	73.0	54.7
13.5	10.9	28.5	21.9	43.5	33.0	58.5	44.0	73.5	55.0
14.0	11.3	29.0	22.3	44.0	33.3	59.0	44.4	74.0	55.4
14.5	11.7	29.5	22.7	44.5	33.7	59.5	44.7	74.5	55.8
15.0	12.0	30.0	23.1	45.0	34.1	60.0	45.1	75.0	56.1
15.5	12.4	30.5	23.4	45.5	34.4	60.5	45.5	75.5	56.5

Source: FITNESSGRAM® Test Administration Manual, second edition

Girls

Total MM	% Fat	Total MM	% Fat	Total MM	% Fat	Total MM	% Fat	Total MM	% Fat
1.0	1.7	16.0	14.9	31.0	24.0	46.0	33.2	61.0	42.3
1.5	2.1	16.5	15.2	31.5	24.3	46.5	33.5	61.5	42.6
2.0	2.5	17.0	15.5	32.0	24.6	47.0	33.8	62.0	42.9
2.5	2.8	17.5	15.8	32.5	24.9	47.5	34.1	62.5	43.5
3.0	3.2	18.0	16.1	33.0	25.2	48.0	34.4	63.0	44.1
3.5	3.6	18.5	16.4	33.5	25.5	48.5	34.7	63.5	44.4
4.0	3.9	19.0	16.7	34.0	25.8	49.0	35.0	64.0	44.8
4.5	4.3	19.5	17.0	34.5	26.1	49.5	35.3	64.5	45.1
5.0	4.7	20.0	17.3	35.0	26.5	50.0	35.6	65.0	45.4
5.5	5.0	20.5	17.6	35.5	26.8	50.5	35.9	65.5	45.7
6.0	5.4	21.0	17.9	36.0	27.1	51.0	36.2	66.0	46.0
6.5	5.8	21.5	18.2	36.5	27.4	51.5	36.5	66.5	46.3
7.0	6.1	22.0	18.5	37.0	27.7	52.0	36.8	67.0	46.6
7.5	6.5	22.5	18.8	37.5	28.0	52.5	37.1	67.5	46.9
8.0	6.9	23.0	19.1	38.0	28.3	53.0	37.4	68.0	47.2
8.5	7.2	23.5	19.4	38.5	28.6	53.5	37.7	68.5	47.5
9.0	7.6	24.0	19.7	39.0	28.9	54.0	38.0	69.0	47.8
9.5	8.0	24.5	20.0	39.5	29.2	54.5	38.3	69.5	48.1
10.0	8.4	25.0	20.4	40.0	29.5	55.0	38.7	70.0	48.4
10.5	8.7	25.5	20.7	40.5	29.8	55.5	39.0	70.5	48.7
11.0	9.1	26.0	21.0	41.0	30.1	56.0	39.3	71.0	49.0
11.5	9.5	26.5	21.3	41.5	30.4	56.5	39.6	71.5	49.3
12.0	9.8	27.0	21.6	42.0	30.7	57.0	39.9	72.0	49.6
12.5	10.2	27.5	21.9	42.5	31.0	57.5	40.2	72.5	49.9
13.0	10.6	28.0	22.2	43.0	31.3	58.0	40.5	73.0	50.2
13.5	10.9	28.5	22.5	43.5	31.6	58.5	40.8	73.5	50.5
14.0	11.3	29.0	22.8	44.0	31.9	59.0	41.1	74.0	50.9
14.5	11.7	29.5	23.1	44.5	32.2	59.5	41.4	74.5	51.2
15.0	12.0	30.0	23.4	45.0	32.6	60.0	41.7	75.0	56.1
15.5	12.4	30.5	23.7	45.5	32.9	60.5	42.0	75.5	56.5

Source: FITNESSGRAM® Test Administration Manual, second edition

Personal Fitness Record

Name _____ Group _____
 Age _____ Height _____ Weight _____

	Date:		Date:	
	Score	HFZ	Score	HFZ
Aerobic capacity: _____				
Curl-up _____				
Trunk lift _____				
Upper-body strength: _____				
Flexibility: _____				
Skinfolds:				
Triceps				
Calf				
Total				

Note: HFZ indicates you have performed in the Healthy Fitness Zone.

I understand that my fitness record is personal. I do not have to share my results. My fitness record is important since it allows me to check my fitness level. If it is low, I will need to do more activity. If it is acceptable, I will continue my current activity level. I know that I can ask my leader for ideas for improving my fitness level.

Source: FITNESSGRAM® Test Administration Manual, second edition

One-Mile Run Individual Score Sheet

Runner Name: _____

Scorer Name: _____

Laps Completed (Cross off each lap number as your runner completes it.)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Finish Time: _____

Source: FITNESSGRAM® Test Administration Manual, second edition

Runner Name: _____

Scorer Name: _____

Laps Completed (Cross off each lap number as your runner completes it.)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Finish Time: _____

Source: FITNESSGRAM® Test Administration Manual, second edition

Walk Test Individual Score Sheet

Runner Name: _____

Scorer Name: _____

Laps Completed (Cross off each lap number as your runner completes it.)

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

Finish Time: _____

Heart Rate: _____

Source: FITNESSGRAM® Test Administration Manual, second edition

Runner Name: _____

Scorer Name: _____

Laps Completed (Cross off each lap number as your runner completes it.)

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

Finish Time: _____

Heart Rate: _____

Source: FITNESSGRAM® Test Administration Manual, second edition

Physical Activity Goals

My plans are to do _____

Week of: _____

	Activity I plan to do	Time of day	Friend(s) who will be active with me
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Date _____ Participant's signature _____ Leader's initials _____

The actual activity I did

	Yes, I did the following activity	How long?	I was unable to do planned activity because
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

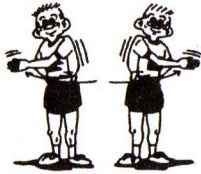
Source: FITNESSGRAM® Test Administration Manual, second edition

FITNESSGRAM® Get Fit Exercises

Warm-Up Activities



Side bend



Trunk twist



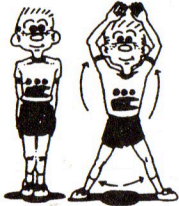
Knee lift



Calf stretch



Arm circles



Jumping jacks



Brisk walking

Strength Development Activities



Crunch



Curl-ups



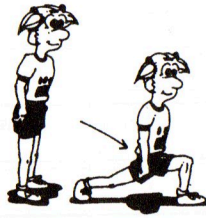
Sit-ups



Back arch



Wall sit



Lunges



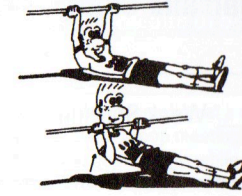
Single leg lift



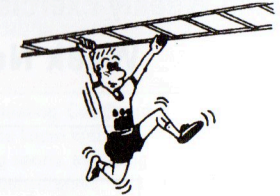
Arm curls



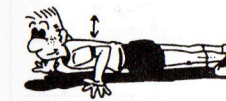
Military press



Modified pull-ups



Horizontal ladder activities



Push-ups



Climbing activities

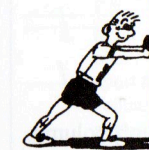
Aerobic Activities

Jogging
Brisk walking
Basketball

Cycling
Rope jumping

Swimming
Soccer

Cool-Down Activities



Calf stretch



Thigh stretch



Sitting toe touch



Knee hug



Arm/shoulder stretch



Arm/side stretch

Source: FITNESSGRAM® Test Administration Manual, second edition

Venturing Weekly Exercise Plan and Chart

Week No. _____

Name _____ Week Starting _____
 Day Date

Exercise	Repetitions Or Time						
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
1. _____	/	/	/	/	/	/	/
2. _____	/	/	/	/	/	/	/
3. _____	/	/	/	/	/	/	/
4. _____	/	/	/	/	/	/	/
5. _____	/	/	/	/	/	/	/
6. _____	/	/	/	/	/	/	/
7. _____	/	/	/	/	/	/	/
8. _____	/	/	/	/	/	/	/
9. _____	/	/	/	/	/	/	/
10. _____	/	/	/	/	/	/	/

Instructions: Each week, plan your exercises by listing them in the far left column. Choose days for each exercise. Give yourself a goal by placing a number on the left side of the hash mark (goal/actual).

Example

1. Push-ups 10/10 0/0 12/11 0/0 13/13 0/0 15/14

VENTURING QUEST AWARD

Date _____ Initials _____

Complete requirements 1-5 and one of 6-10.

1. Venturing Quest Essentials.

Complete nine of the following:

<p>a. Demonstrate by means of a presentation at a crew meeting, Cub Scout or Boy Scout meeting, or other group meeting that you know first aid for injuries or illnesses that could occur while playing sports, including hypothermia; heatstroke; heat exhaustion; frostbite; dehydration; sunburn; blisters, hyperventilation; bruises; strains; sprains; muscle cramps; broken, chipped, loosened, or knocked-out teeth; bone fractures; nausea; and suspected injuries to the back, neck, and head.</p>		
<p>b. Write an essay of at least 500 words that explains sportsmanship and tells why it is important. Give several examples of good sportsmanship in sports. Relate at least one of these to everyday leadership off the sports field.</p> <p>OR</p> <p>Make a presentation to your crew or a Cub Scout or Boy Scout unit of at least 30 minutes with the same requirements as for the essay.</p>		
<p>c. Take part as a member of an organized team in one of the following sports: baseball, basketball, bowling, cross-country, diving, fencing, field hockey, football, golf, gymnastics, lacrosse, rugby, skating (ice or roller), soccer, softball, swimming, team handball, tennis, track and field, volleyball, water polo, or wrestling (or any other recognized sport approved in advance by your Advisor except boxing and karate).</p>		
<p>d. Organize and manage a sports competition, such as a softball game, between your crew and another crew, between two Cub Scout dens or packs, between two Boy Scout patrols or troops, or between any other youth groups. You must recruit at least two other people to help you manage the competition.</p>		
<p>e. Make a set of training rules for a sport you pick. Design an exercise plan including selected exercises for this sport. Determine for this sport the appropriate target heart rates and desired training effects. Follow your training plan for at least 90 days, keeping a record showing your improvement.</p>		
<p>f. Make a tabletop display or give a presentation for your crew, another crew, a Cub Scout or Boy Scout unit, or another youth group that explains the attributes of a good team leader and a good team player. Select athletes who exemplify these attributes.</p>		
<p>g. Make a display or presentation on a selected sport for your crew or another group covering the following.</p> <p>i. Etiquette for your sport</p> <p>ii. Equipment needed</p> <p>iii. Protective equipment needed and why it is needed</p> <p>iv. History of the sport</p> <p>v. Basic rules</p>		

	Date	Initials
<p>h. Research answers to the following questions. Then, at a crew meeting or other youth group meeting, manage a discussion on drug problems as they relate to athletes.</p> <ul style="list-style-type: none"> • What drugs are banned? • What effect do these banned drugs have on the human body and mind? • Where can information about drugs be found? • How do some sports organizations fight sports drug abuse? • Cover at least the following drugs: stimulants, painkillers, anabolic steroids, beta blockers, diuretics, alcohol, marijuana, and cocaine. 		
<p>i. Research and then, at a crew meeting or other youth group meeting, manage a discussion on recent training techniques being used by world-class athletes. Compare them to training techniques of 25 and 50 years ago. (This discussion must be different from the discussion in requirement g.)</p>		
<p>j. Study ways of testing athletes for body density. Fat content can be measured by skin-fold calipers, body measurements, and hydrostatic weighing. Then recruit a consultant to assist you as you determine the body density and fat content for your fellow crew members at a crew meeting or special activity.</p>		
<p>k. Select a favorite Olympic athlete, a highly respected athlete in your city, or a favorite professional athlete and research his or her life. Make an oral presentation or tabletop display for your crew or another youth group.</p>		
<p>l. Explain the importance of proper nutrition as it relates to training for athletes. Explain the common eating disorders anorexia and bulimia and why they are harmful to athletes.</p>		
<p>2. First Aid. Complete the American Red Cross Sport Safety Training course (or equivalent) and CPR training.</p>		
<p>3. Fitness for Life. Complete a or b.</p>		
<p>a. Complete the Fitness for Life program (Corbin and Lindsey, published by Human Kinetics, 2002). Check with your Advisor to see if your crew already has the book Fitness for Life. Ask your Advisor about offering the program for you alone, you and some other Venturers, or even your whole crew. You might find the book at your local library. You can order it directly from Human Kinetics at http://www.humankinetics.com.</p>		
<p>b. Complete the following:</p> <p>i. Make an appointment with your doctor for a complete physical before beginning any physical conditioning program. Explain to your doctor that you are preparing to undertake a 90-day physical fitness improvement program.</p> <p>ii. Interview healthy older adults about their fitness levels. As part of these interviews, you may want to ask such questions as:</p> <ul style="list-style-type: none"> • What kinds of cardiovascular activities do you do? • How have your fitness, diet, and physical activity changed over the years? • Are you more fit and/or active now than you were five (10, 15, etc.) years ago? • Use this data to discuss with your crew and/or another group the importance and benefits of using exercise throughout their lives. 		

	Date	Initials
<p>iii. Research and write an essay of 1,500 words or more, or make a presentation to your school, a Cub Scout den or pack, a Boy Scout troop, or a Venturing crew explaining what physical fitness is. Incorporate into this essay or presentation all of the following:</p> <ul style="list-style-type: none"> • Aerobic capacity • Endurance • Body composition • Flexibility • Muscle strength <p>After you have completed your research and written your essay or made your presentation, review your results with a fitness professional or your coach or Advisor.</p>		
<p>iv. Based upon your essay or presentation on physical fitness, develop a personal physical fitness improvement program and follow it for a minimum of 90 days. After developing your program, review it with your Advisor and/or coach. This fitness improvement program should include the following guidelines:</p> <ul style="list-style-type: none"> • Exercise a minimum of three times each week. • Complete the Venturing Weekly Exercise Plan and Chart. At the end of each week, review your calendar. Write down the times when you seem to have the most/least energy. Note any environmental conditions or changes in your personal health (cold, flu, fever, etc.) that may have affected your performance. You may want to adjust your schedule. • Share this information with your Advisor. You may do some of your exercise workouts as part of your regular physical education class at school. <p>Note: This may qualify as your area of personal growth for the Venturing Discovery, Pathfinder, or Summit Award.</p>		
<p>v. Look through current magazines, articles, and/or videos that feature exercises. Evaluate at least three exercises. Determine how these exercises apply to personal fitness. What level of fitness is required to be able to perform the exercise and what procedures and equipment are necessary for successful completion? Present your findings to your crew and/or another youth group.</p>		
<p>vi. Learn to calculate the number of calories a person would need who is sedentary, moderately active, or active, for their particular age. Keep a record for 10 days of your food intake and physical activity. How might you adjust your food intake and physical activity to change your percentage of body fat? Write a plan to maintain ideal levels of body fat. Include in this plan the six factors that influence body fatness and share this information with your Advisor and coach.</p>		
<p>vii. Examine three muscular development exercises and apply biomechanical principles to each. List two reasons why these principles can reduce injuries and discuss this information with your crew or other youth group.</p>		

	Date	Initials
<p>viii. Based upon the human desire for peak performance, examine and discuss the physical and psychological activities required for success. As part of this discussion, review with your crew and/or another youth group the following six specific needs (S-P-I-C-E-S) for a balanced approach to achieve this desire:</p> <ul style="list-style-type: none"> • Spiritual • Physical • Intellectual • Cultural • Emotional • Self-Responsibility <p>Note: S-P-I-C-E-S is supplied from the United States Anti-Doping Agency, http://www.usantidoping.org.</p>		
<p>4. Fitness Assessment. Administer the FITNESSGRAM® physical assessment test to your crew, a Cub Scout den or pack, a Boy Scout troop, another Venturing crew, or another youth group.</p>		
<p>5. Sport Disciplines. Choose a sport from the list below or another sport approved by your Advisor.</p>		
<p>a. Develop a profile of a typical athlete in your chosen sport, listing skills and attributes necessary to be proficient. Examples: hand-eye coordination, running speed, quick responses, heavy/light weight, tall/short.</p>		
<p>b. Do the following:</p> <p>i. Develop a list of equipment and facilities necessary for your chosen sport:</p> <ul style="list-style-type: none"> • Personal equipment such as mouthpiece, helmet, or earplugs • Team equipment such foils, shooting jacket, or weights • Team or sponsor supplies or facilities such as targets, ammunition, playing courts, or rivers <p>ii. Discuss the relative importance equipment plays toward your success in that sport. (Certain sports are equipment-intensive, such as bobsled and luge.)</p> <p>iii. Tell how equipment for this sport has improved or changed over time</p>		
<p>c. Participate and show proficiency in a sport of your choice.</p>		
<p>d. For your chosen sport, give a sports clinic to a Cub Scout pack or den, Boy Scout troop, or other youth group. Include a demonstration and skills teaching. You can even include competition when possible.</p> <p>Here are some suggested sports for requirement 5: cycling, sailing, field sports, swimming, field hockey, synchronized swimming, lacrosse, underwater sports, track and field, water polo, racquet sports, waterskiing, badminton, winter ice sports, handball, bobsled, racquetball, curling, squash, ice hockey, table tennis, luge, tennis, roller sports, speed skating, in-line speed skating, winter snow sports, roller figure skating, biathlon, roller hockey, skiing, skateboarding, snowboarding, target sports, archery, bowling, darts, dance, disc sports, equestrian, shooting, fencing, water sports, martial arts, canoe/kayak, modern pentathlon, diving, orienteering, rowing, team handball, other sports.</p>		

	Date	Initials
<p>Quest Electives. Choose one from the options below.</p>		
<p>6. History and Heritage of Sports.</p>		
<p>a. Study the history of the Olympic movement. Learn when and how it started. When did the United States Olympic movement start? When did the winter Olympics start and where? What were the initial games in both summer and winter Olympics? In what Olympic years were there no Olympics and why?</p>		
<p>b. Pick a sport you have an interest in and learn the history of that particular sport. Who started the sport and why? How has the sport changed since its beginning? What new equipment has been developed to make the sport more efficient?</p>		
<p>c. Make a presentation on what you learned in requirements (a) and (b) above to your crew or a pack, troop, other youth group, retirement home, etc.</p>		
<p>7. Sports Nutrition.</p>		
<p>a. List at least five complex carbohydrates and five simple carbohydrates. During a crew meeting (or another activity approved by your Advisor and/or coach), discuss with your crew why complex carbohydrates are nutritionally dense and what that means to a sportsperson. Tell why fiber is considered a complex carbohydrate and list some examples of fiber-rich foods. Serve snacks that represent each carbohydrate. You could even make this a game where people guess which snack went with each group.</p>		
<p>b. Interview a registered dietician and talk about your favorite sport. Have the dietician help you evaluate and develop a nutritional program that fits you (and/or your team as a whole) and your sport.</p>		
<p>c. Make a presentation on "good fats" and "bad fats." Explain how they affect a teenager's diet. Include in your presentation information on saturated fats, unsaturated fats, hydrogenated fats, and cholesterol. Use posters, overhead transparencies, computer slide shows, charts, and relevant information from your school health textbook. Working with your crew, calculate fat needs for yourself and the other members of your crew.</p>		
<p>d. Keep a three-day food record of everything you eat and drink. If you put it in your mouth, write it down. With the help of a health-care practitioner, determine if you are eating enough protein, vegetables, fat, carbohydrates, and fiber. Also determine the amount of sugar, sodium, and hydrogenated fat consumed. Resources for determining these amounts are available at your local library.</p>		
<p>e. People who do not eat meat are called vegetarians. Vegetarians can be categorized into three different groups. In a discussion with your Advisor and/or coach, name those three groups and explain their differences and similarities. In an interview with a registered dietician or nutritionist, ask questions about the complete protein requirements of a vegetarian and how they make sure they are achieving these daily requirements. Using this information, put on a presentation, tabletop display, or other such activity approved by your Advisor and/or coach for a Boy Scout troop or Cub Scout pack.</p>		

	Date	Initials
8. Drug-Free Sports. Complete requirements (a) or (b) and two additional subcategories, OR complete requirements (c) and (d).		
a. Research two classes or categories of prohibited substances in Olympic sport, as listed in the Olympic Movement Anti-Doping Code. (This information can be found at http://www.usantidoping.org .) Develop a paper (minimum 1,000 words) or a presentation that thoroughly addresses the following questions: <ul style="list-style-type: none"> • What legitimate medical purposes is the substance used for? • What health risks are associated with using and/or abusing the substance? • How are other people and competition affected if an athlete cheats by using a prohibited substance? • What consequences do athletes in the sport you identified face when they have been found cheating? • What is the best training program for an athlete who wants to excel at the sport you chose (e.g., nutrition, workouts, etc.)? OR		
b. Attend a health class that is at least 15 hours long that focuses on drug-free sport and making decisions about not using drugs in sport. This course could be conducted through your local school, community education system, college/university, sports or athletics, or an online course. Then develop your own multisession drug-free sport health curriculum that you could teach to a youth group. In consultation with your Advisor, do two of the following subcategories: <ul style="list-style-type: none"> • Develop a "fair play," drug-free sports campaign poster with a slogan and image. Identify at least one facility (sport group, school, church, or community place) at which to post your promotional work. Near the poster, include a box to hold a smaller version (handout) that people can take with them. • Using a decision-making model, help a group of youth learn how to make a good decision about not using drugs. This should include having them identify a number of issues involved, including health risks and ethics. • Develop an ethical controversy related to drug use in sport. Lead/facilitate an ethics forum with your crew based upon the ethical controversy you have developed. • Contact a professional in anti-doping and gather educational information about drug-free sport. Summarize and share the information and resources you gathered. • Research the history of doping or use of performance-enhancing drugs in sport. Create a timeline summarizing when certain drugs were used, what the drugs were, what the perceived benefit was, and what risks athletes put themselves in by using those drugs. • Using resources from the U.S. Anti-Doping Agency or another credible current anti-doping source, list all prohibited classes or categories of substances and prohibited methods of doping in Olympic sport (see http://www.usantidoping.org). Briefly identify what the drugs do to the body for each substance class or category. In 500 words, write about why doping is prohibited in sport. 		

	Date	Initials
OR do both of the following:		
c. With a properly trained crew Advisor, coach, or teacher, attend and complete a national or statewide-recognized course, such as Character Counts—Pursuing Victory With Honor, or ATLAS (Athletes Training and Learning to Avoid Steroids).		
d. AND Develop and deliver a presentation on drug-free sports to a youth school or sport group. Design a pamphlet or handout that supports the presentation. You can also use materials available from the U.S. Anti-Doping Agency.		
9. Communications. Complete requirements (a), (b) OR (c), (d), (e), (f), and (g) OR (h).		
a. Take a communications-related training course consisting of at least 15 hours of training and education. This course could be conducted through your local school, community education system, local hospital, college/university, or your own Venturing crew. It could be an official coaching, referee, sport official, and/or athletic trainer program. It could cover such topics as mass communication, sportswriting, technical writing, newspaper editing, film and/or video production, journalism, or coaching. At the conclusion of the training course, review with your Advisor the information and skills taught in this communications course and how they relate to either a particular sports program and/or health and physical fitness in general.		
b. Read at least two books approved by your Advisor related to a particular sports program of your choice. Some suggested topics are sports injuries, anti-doping, disabled sports organizations, the U.S. Olympic Committee, the International Olympic Committee, etc. Prepare and submit a written report of not less than 1,000 words on each of these books. The two reports should cover the following items: <ul style="list-style-type: none"> • Why did you pick these books over other written material? • What are the important communication principles and concepts related to the sport that you picked? • What are specific ways you can apply these principles in your own sporting activities and/or crew events? • Present your report to your Advisor and/or crew for review. 		
c. Interview two or more individuals (coaches, trainers, referees, umpires, college or university sports information directors, sportswriters, reporters, photographers, amateur and/or professional players, therapists, etc.) associated with a particular sport you have an interest in. Prepare an oral and/or written report of at least 1,000 words to your crew and/or another youth group you are associated with detailing the information obtained from these interviews.		
d. Make a tabletop display, an oral presentation, or a videotape production for your crew, another crew, a Cub Scout den or pack, Boy Scout troop, or another youth group on the importance of communication in sports. This presentation should emphasize the role that effective communication plays in accurately participating in any sporting event or program.		

	Date	Initials
<p>e. Do the following:</p> <ul style="list-style-type: none"> • Participate in at least one sports-related ethical controversy. Some examples are: <ul style="list-style-type: none"> —Amateur athletics —Drugs and steroids —Parental involvement —Coaching in youth sports —Gambling and betting on sporting events —Racial/sexual discrimination/biases —Sportsmanship: A dying concept? • Conduct at least one additional sports-related ethical controversy (separate from the one used above) as part of an ethics forum. • Along with your crew or another youth group, participate in two cooperative games (one in each category) <ul style="list-style-type: none"> —Outdoor activity game —Indoor activity game 		
<p>f. Prepare a sports communication pamphlet, athletics-related product, or promotional piece emphasizing your BSA local council and/or district sporting event, local school sporting event, or community activity. Some examples are a media and recruiting guide, sports schedule poster and/or schedule card, game program, preseason and post-season media guide, school sports club newsletter, alumni update, game notes for local and/or regional news media, audio/video presentation, or Web site. Include visual as well as written forms of communication in your final product. Have two individuals (one with expertise in this particular sport) review the material and provide written critiques of your work. Make whatever suggested improvements may be suitable based upon this input. Share this information with your Advisor and crew. Then actively promote the event and/or sport with this product.</p>		
<p>g. Research the role the media has in a specific sport. Provide an oral report and explain to your Advisor or crew the positive and negative impact the media may have on this particular sport and how a person can deal with the perceived conflicts that may arise.</p>		
<p>h. Research the education requirements necessary for a communications/sports journalism major at your local college and/or university. Prepare a tabletop display or presentation for your crew or another youth group detailing the classes, internships, and career paths available to graduates in this particular major.</p>		

	Date	Initials
10. History and Heritage of the Disabled Sports Movement.		
<p>a. Study the history of the disabled sports movement (Paralympics).</p> <ul style="list-style-type: none"> • Learn how it started. • When did the disabled sports movement start? • When and where would you find competitions for disabled athletes? • What disabled sports games are included in the summer and winter Paralympics? 		
<p>b. Pick a disabled sport you have an interest in and learn its history.</p> <ul style="list-style-type: none"> • Who started that disabled sport and why? • How has the sport changed since its beginning? • What specialized equipment is used by disabled athletes? 		
<p>c. Using what you learned in requirements (a) and (b) above, plan and run a disabled sports awareness clinic for your crew, a Cub Scout den or pack, Boy Scout troop, other youth group, etc. Examples:</p> <ul style="list-style-type: none"> • Wheelchair basketball • Goal ball for blind athletes • Sledge hockey • Murder ball (rugby for quadriplegics) 		