

Lesson 3: Exercise and Fitness Myths and Misconceptions

Introduction

There are many myths, misconceptions, and untruths related to exercise and fitness development, some of which have been around for many years. Manufacturers and advertisers of fitness products are aware of these myths and use them to sell their products.

In this lesson students research exercise and fitness myths and determine how they are used to confuse and mislead the consumer. By investigating the myths, students increase their knowledge and understanding of fitness development and take another step toward becoming informed consumers.



Specific Learning Outcome

12.FM.4 Demonstrate understanding of fitness myths and misconceptions and how they are used in advertising.



Key Understandings

- There are many myths and misconceptions about exercise and fitness development.
- Applying accurate information and reliable practices optimizes the benefits of any exercise or fitness program.
- Exercise and fitness myths are perpetuated in the media and by product advertisers.



Essential Questions

1. What are some common exercise and fitness myths?
 2. Where can a person obtain reliable and accurate exercise and fitness information?
 3. Why do exercise and fitness myths and misconceptions persist?
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Background Information

Myths and fallacies about exercise and how the body responds to exercise abound in the world of fitness development. Some of the myths are based on misperceptions of what really happens in the body, and some are loosely based on facts that are misinterpreted or misunderstood. While some myths are harmless, others are extremely dangerous.



Suggestion for Instruction / Assessment

Exercise and Fitness Development Investigation: Myth, Fact, or Not Sure?

Some common myths or misconceptions about exercise and fitness development are identified in RM 5–FM. The myth and fact statements provided in RM 5–FM may be placed on index cards for this learning activity.

Directions/Description

- Divide the class into several groups.
- Divide the cards provided in RM 5–FM evenly among the groups.
- Identify one person in each group to read aloud the statements on the cards to the group. After hearing a statement, the group places the card under one of the following headings: Myth, Fact, or Unsure.
- Once each group has placed each of their cards under one of the three headings, allow the class to review the placement of the cards and provide a final opportunity to change any of the cards to a different heading.
- Then have three students (one per heading) reveal to the class each card placed under the respective headings by reading aloud the description on the back of the card. For the Unsure group, have the class use either a show of hands or the Opinion Lines strategy (see Appendix E) to determine the applicable location (Myth or Fact) of each card and then read the description on the back of the card.
- After all the descriptions have been read, lead a class discussion to clarify any information related to the myths or misconceptions about exercise and fitness development.

NOTE TO TEACHER

Reword some of the myth statements into fact statements.

Students may suggest other myths. They may also ask for clarification from various sources. Be cautious of where answers to these queries come from. Use information from reliable sources.

Have each group create a card that represents either a fact or a myth about exercise or fitness, including an explanation for their choice. Each group has a chance to stump classmates with their submission. In addition, have students explore and identify sources for the exercise and fitness information they used to create their cards.



Refer to RM 5–NU: Exercise and Fitness Development Investigation: Myth or Fact?

REFERENCES



For additional information, refer to the following online resources:

Burfoot, Amby. "How Many Calories Are You Really Burning?". *Nutrition and Weight Loss*. 18 July 2005. Runner's World. <www.runnersworld.com/article/0,7120,s6-242-304-311-8402-0,00.html?cm_mmc=nutrition--2007_11_22--nutrition--Post-Feast%20Run%20vs%20Post-Feast%20Stroll>.

Calzadilla, Raphael. "10 Fitness Myths Exposed!" *Diet and Fitness Blog*. 20 Feb. 2008. eDiets.com. <<http://blog.ediets.com/2008/02/10-fitness-myths-exposed.html>>.

Health Canada. *Eating Well with Canada's Food Guide*. Ottawa, ON: Health Canada, 2007. Available online at <www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html>.

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Liebman, Bonnie. "Exploding Ten Exercise Myths." *Nutrition Action Healthletter* (Jan./Feb. 2000): n.p. Available on the Center for Science in the Public Interest website at <www.cspinet.org/nah/2_00/ten_myths04.html>.

Nutribase. *Exercise Calorie Expenditures*. <<http://nutribase.com/exercala.htm>>.

Public Health Agency of Canada. *Canada's Physical Activity Guide for Youth*. Ottawa, ON: Public Health Agency of Canada, 2002. Available online at <www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physhlth/>.

