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Implementing a Comprehensive Middle School Physical Education Program: A Handbook of Activities and Learning Experiences For Integration of Fitness Skills and Lifetime Activities into the Physical Education Curriculum

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ABSTRACT

IMPLEMENTING A COMPREHENSIVE MIDDLE SCHOOL PHYSICAL
EDUCATION PROGRAM:

A HANDBOOK OF ACTIVITIES AND LEARNING EXPERIENCES FOR
INTEGRATION OF FITNESS SKILLS AND LIFETIME
ACTIVITIES INTO THE PHYSICAL EDUCATION CURRICULUM

by

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A middle school physical education program designed to integrate fitness skills and lifetime activities into the physical education curriculum was implemented. Ways to improve fitness, increase participation, improve skills, provide competition and cooperation, and develop knowledge and values related to physical activity were researched and implemented. A curriculum guide from first quarter through fourth quarter was provided with expected student outcomes identified. An explanation of the rationale for conducting each of the separate activities in any modified format was stated. A handbook of fitness and lifetime activities was provided as a resource for other physical education teachers.

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Chapter I

Introduction

The role physical education plays in the lives of middle school students could be profound. Children from grades six, seven, and eight, generally between the ages of twelve to fifteen are at a stage in their lives (early adolescence) when they are going through many changes, especially physical changes.

For the majority of young persons, the years twelve to sixteen are the most eventful ones of their lives so far as their growth and development is concerned (Tanner, 1971,p.1).

The potential to influence the development of middle school students in a positive way physically and perhaps even emotionally is great. Finding ways to assert that influence on such students should be a prime objective of the physical education establishment at that level. Curriculum changes need to address the concept that the process of physical activity is most important. If youth can be taught to be physically active, good things will happen (Watson, Sherrill, and Weigand, 1994). Programs designed to enhance the natural maturation of students in these grade levels and age groups could create an awareness in them of the importance of physical activity.

Implementation of programs that could impact the health of this age group by reversing the unhealthy trend that shows U.S. children declining in fitness, but increasing in weight needs to be initiated. That fact, illustrated in numerous

studies including the most comprehensive to date, the National Children and Youth Fitness Study (NCYFS), which was conducted by the Office of Disease Prevention and Health Promotion of the U.S. Public Health Service revealed in the two part study that present day children had a significant increase in body fat compared to their peers of the 1960s. It also indicated the decrease in fitness related to this trend as well as the major health problems obesity caused (Vogel, 1991).

Ways to get children moving through activities that everyone can perform besides just the athlete should be emphasized. Activities that place competition ahead of fun has led to a high dropout in both school and community-based programs. Because many students are not receiving a full fitness education even in schools where athletic activity is a priority, The American College of Sports Medicine issued an opinion statement calling on coaches and gym teachers to broaden their approaches and include more tennis, swimming and other activities a person can do for a lifetime (Pesman, 1990).

The need for a comprehensive physical education program designed to promote fitness is obvious. Such a program must deal with; one, improving the overall fitness of the student; two, promoting the participation of the student in a variety of activities; three, developing the fitness as well as the athletic skills of the student; four, providing the student opportunities to enjoy competition and practice cooperation in lifetime sports and activities; and five, developing

student knowledge and values related to physical activity.

Purpose of the Project

The traditional physical education program of the past placed most of its emphasis on competition where the athlete excelled, but others did not. Most students found nothing applicable to their learning and little that helped prepare them for adult life. Team sports and competition were the norm while the objective of producing a physically educated student was unrealized (Taylor and Colfer, 1994).

Today, many physical education programs that still emphasized competition had to contend with co-education, boys and girls together in P.E. class. This reality forced many programs to turn away from those competitive activities in consideration of equity, but according to some at the expense of excellence (Leo, 1993).

Physical education programs also had to consider the changing lifestyle of modern society which had led to the deteriorating health of some of America's children. Even though many people live active, healthy lives, the fitness levels of kids are declining. Children are heavier today than they were 10 years ago. Many reasons have caused this trend, but in most cases the weight gain is from lack of activity. An important role in reversing this trend can be played by the educational system (Albers, 1990).

Finding ways to make physical education more applicable to middle school students needs to be the central focus among physical educators at this level. Through developing a physical education curriculum that integrates physical

fitness activities, fitness skills, athletic skills and lifetime activities, it is believed that physical education can enhance the quality of students' lives, and an active lifestyle can be promoted. The success of such an implementation of curricula can be shared with colleagues and serve as a guide for curriculum development within the Wenatchee School District.

Scope of the Project

The skills, activities, and competencies involved in any school district's physical education program are varied, complex, and comprehensive. For example, most physical education programs have goals to produce a physically educated person and to develop the total life-style of the individual student to promote Wellness. Clearly each level of the physical education hierarchy works as part of the general educational program to contribute to the growth and development, primarily through movement experiences, of all students. The instructional program is designed to be conducted in a manner of educating the student of and through movement. It is meant to give adequate and proportional attention to all learning domains---psychomotor, cognitive, and affective. Student experiences are designed to meet the appropriate level of development throughout the physical education program (Wenatchee School District Physical Education Philosophy and Goals, 1995).

The state has also established goals for students to reach both in health and fitness. In the *Essential Academic Learning Requirements Technical Manual* (1997), in the Health

and Fitness area those four general requirements are:

1. The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.
2. The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.
3. The student analyzes and evaluates the impact of real-life influences on health.
4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals (p. 127-128).

At the same time, this goal of producing a physically educated person may not be consistent with the type of instruction or curriculum students receive. In order to prepare children for life and not only for participation in a game or sport, physical educators must teach health-related fitness components and fitness principles (Hinson, 1994).

The implementation of this project at Foothills Middle School can serve as a model physical education program and curriculum guide for the district that actually promotes the physical education goals stated in the Wenatchee School District Physical Education Philosophy and Goals statement as well as teach students the necessary knowledge and skills to meet state mandated requirements.

Further significance of this project was the idea supported in the literature concerning the positive health

related benefits that physical activity could play in the daily life of the student. While pursuing activity for the sole purpose of its physical benefits may be too limited, a broader approach which focuses on the mental and social dimensions as well as the physical elements seemed more acceptable (Swedburg and Izso, 1994).

Finally, this project grew out of this investigator's desire to develop a physical education curriculum that would take advantage of the dynamic physical changes of early adolescence and enable these students with the skills and motivation to make activity important to the daily lives of the students.

Project Overview

Chapter two provides a literature review of research that documents rationale supporting the integration of fitness skills and lifetime activities into the core physical education curriculum as well as evidence promoting the development of a new, comprehensive middle school physical education program. Chapter three documents the steps that originated the project as well as the details of the project's implementation. Chapter four provides the quarter by quarter physical education curriculum that details the implementation of the integrated curriculum. Modifications and adjustments to traditional and nontraditional activities are provided. The conclusions of using this document are summarized in chapter five.

This document is meant to serve as a guide for teacher use and adaptations to individual teaching situations are

encouraged and expected.

Definition of Terms

Terms used in the context of this study have been defined as follows:

AAHPERD - The American Alliance for Health, Physical Education, Recreation and Dance is a national organization designed to promote school-based physical education and recreational sports programs.

Aerobics - Activities or exercises that require the utilization of oxygen to produce energy and therefore works on developing cardiovascular endurance.

Anaerobic - Activities or exercises that don't utilize oxygen to produce energy therefore these activities are carried out for only short periods of time.

Athletic Skills - These are sports specific skills performed with the intent of improving one's performance in sports like basketball dribbling and passing, softball fielding and hitting, volleyball setting and spiking, and soccer kicking and heading.

Body Composition - This is the percentage of muscle, fat, and other tissue that make up the body. A fit person has a low percentage of fat.

Cardiovascular Fitness - This is the ability of the heart, blood vessels, blood, and respiratory system to supply oxygen to the muscles during sustained exercise. A fit person can continue to exercise without tiring too much over a long period of time.

Fitness Skills - These are motor related skills

performed with the intent of improving one's health. These include aerobic activities like jogging and walking, strength and power development activities like weight lifting and plyometrics, stretching activities, agility and reaction time activities, and coordination and balance activities.

Flexibility - This is the range of motion which is available in a joint. Muscle length, joint structure, age and activity level affect it. A fit person can move the body joints through the full range of motion while active.

Life-time Sports and Activities - These are activities and sports in which people can participate all their life. Activities such as softball, badmitten, dance, swimming and golf.

Middle School - This includes students in grades six, seven, and eight.

Muscular Endurance - This refers to the ability a muscle has to repeatedly exert itself. Fit people can repeat strength exercises without tiring too much.

Participation - This refers to the students taking part in or attempting to take part in the action or the activities of class in order to share in the benefits of the program.

Physical Activity - This relates to any activity which requires a person to move and perform basic functions like walking and lifting, thus working the body allowing it to grow, develop, or maintain health.

Physical Education - Education directed toward the growth and development of students primarily through movement experiences, but also including learning through the

cognitive and affective domains.

Physical Fitness - Primarily the appropriate level of fitness a person is able to demonstrate in the components of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.

President's Council on Physical Fitness and Sports (PCPFS)- This is a national fitness testing program that maintains national standards providing standardized scores for students at their age group in the one mile run, curl-ups, shuttle run, pull-ups, and the v-sit or sit and reach. Students can compare their results on a percentage basis against others their age in cardiovascular endurance, trunk strength, agility, arm strength, and hip and leg flexibility respectively.

Strength - This refers to the ability a person has to lift a heavy object or move an external force. Fit people can lift and move objects and exert force in work or play.

Chapter II

A Review of Related Literature

Examples of existing physical education programs are numerous and varied covering many aspects of curriculum and skill development. Many are designed to emphasize specific methods of development thus are narrowly focused. Others are broad in scope with vast resources and equipment. Because of the nature of this project, this investigator found it necessary to limit the focus to three significant areas. This was believed justified because curriculum improvements in these areas would determine the success of and justification for implementation of fitness and lifetime activities into the physical education curriculum.

Therefore, the literature reviewed in Chapter II has been organized and presented in the following sections:

1. Integration of health related fitness activities.
2. Improving the overall health and fitness levels of the students.
3. Engaging students in a variety of activities.

Integration of Health Related Fitness Activities

There has been much criticism about physical education programs of the past with its emphasis on team sports and athletic performance. It seems only the athletic and competitive benefited from such programs. Even though every school district's physical education department's mission statement declared that the promotion of good health was its prime goal, little instruction towards that end resulted. The idea of conducting programs to promote health seemed to

exist, but few programs actually taught a curriculum that would accomplish such an objective. The importance of exercise for the good of all in such programs gave way to the development of athletes.

Way back in 1924, Thomas D. Wood summarized a description of effective exercise to the National Education Association in conjunction with the American Medical Association:

Benefits Resulting From Exercise

1. Circulation is increased throughout the entire body or through the part exercised. This circulatory activity increases carriage of food to the tissues, removal of wastes, distribution of the endocrine secretions, and equalization of the water and heat content of the body.
2. Big-muscle activity increases the demand for oxygen, and thus causes an increased respiratory activity, with the resulting increase in the rate of oxygenation of the blood, increased rate of elimination of the carbon dioxide, and increased oxygen supply to the tissues. This increased respiratory activity is the result of the demands made by the exercise; and deep breathing without the bodily exercise will not have the same results. During increased activity the respiratory apparatus naturally responds by frequent and deep respirations.
3. Exercise stimulates the excretory system and increases the elimination of waste through the kidneys, lungs, intestines and skin.

4. Digestion is improved and assimilation is accelerated by exercise. Digestion is not only a chemical but a muscular process. If the musculature of the alimentary canal is flaccid, digestion is retarded and impeded. Peristaltic movements are more vigorous when the muscle tone of the alimentary canal is good. Exercise is essential in keeping the muscles in good condition. The constipation resulting from sedentary life is in large part due to inadequate muscular activity.

5. Big-muscle activity stimulates growth, and for the growing child is absolutely essential.

6. The heart is strengthened by the exercise of the skeletal muscles of the body. The best-known way in which some types of weak heart can be made strong is by the gradual and increasing amount of physical work of the skeletal muscles. Exercise for the person with a weak heart should be arranged by skilled specialists; it should not be prescribed by any untrained person.

7. The muscles of the body are directly developed by physical activity. This is of great importance for health as regards the muscles of the trunk; the abdominal muscles must be in good condition for the maintenance of the upright posture which is necessary for the best position and functioning of the abdominal and pelvic organs.

8. Rational exercise results in increased neural activity, and in neuromuscular control, which develops

skill, accuracy, endurance, agility and strength (Michener, 1976, p.64-65).

The field of physical education has been challenged for more than 20 years according to Charles Corbin (2000) to cultivate the abilities of all students instead of just the high level performers. Elementary schools have embraced this new philosophy more so than the secondary schools which are frozen in traditional practices. In his story "The Animal School" published in 1987, he wrote about animal school, predicting that physical education and activity programs would be adapted to be more accepting of youth with differing physical ability levels. Corbin believes that secondary schools have failed to meet his challenge to accommodate the physical activity needs of the individual.

Today, many programs have changed the emphasis of their programs to match their philosophy statements by incorporating more fitness and lifetime activities. Concern about the fitness levels of children have prompted curriculum changes to get all students more active. The positive health benefits of an active lifestyle has led to a more balanced approach in some physical education programs. However, other programs have totally abandoned all aspects of traditional curriculum in favor of a curriculum teaching "body awareness" and "space awareness", one devoid of all win or lose games. These programs stressed cooperation and were meant to preserve the student's self-esteem while building confidence to try new activities.

Physical education classes should promote an active

lifestyle, rather than focus on athletic performance. Over the years, fitness experts have come to realize that not every kid is going to be on a team, and performance tests stressing speed, jumping and throwing are important only in sports like football or basketball. Schools have an opportunity to help students incorporate pleasurable fitness activities into their daily lives and promote a healthy adulthood (Albers,1990).

Programs designed to encourage lifetime physical activity promote the notion that physical education is for all students, not just the athletically gifted. The new "quality physical education" emphasis has been designed to help all children find fun and enjoyment in various physical activities. It is believed that by giving children a repertoire of things to choose from that they will be active and healthy for the rest of their lives (Krucoff,2000)

This change of focus towards trying new activities and avoiding competition has not been accepted by everyone. There are people who view this anti competition movement as a danger to the American culture, the promotion of equity instead of excellence. They may agree that aerobics and dance have an important role, but so do team sports. The assertion that competition separates kids into winners and losers and that these kids have such fragile egos that any form of challenge should be avoided is an over-reaction. The value of team sports should not be lost. Leo (1993) states:

In fairness, the game theorists who stressed group fun and de-emphasized competition had a point. This is a

competitive, hyperindividualistic culture that undervalues cooperation. Sports shouldn't be used to turn out little predators or tomorrow's screaming Little League parents.

The trouble is that the anti competition people couldn't seem to hold up the ideal of cooperation without going berserk over team games. Alfie Kohn, author of the 1986 book *No Contest*, argues that competition in the classroom and in the gym inevitably has destructive effects. Even a choose-up game of hoops? Yes he told me. "There are still destructive effects---anxiety, a sense of failure and lack of interest in exercise. Fun doesn't require adversarial activities. The way we feel about people is affected by the structure of the game."

But kids in a pick-up volleyball game are not learning the dangerous lesson that "other people are obstacles to my success" (Alfie Kohn's phrase). They are simply playing, and perhaps learning something about cooperation, discipline and excellence along the way (p.21).

The concern about the quality and content of the curriculum of today's physical education programs has also brought to attention the lack of qualifications of some instructors, the limited requirements for students to take P.E. classes, the scarce amount of time P.E. classes are held, and the place of importance physical education holds in the educational system.

How many schools have math or reading programs that are taught twice a week for half an hour by a math or reading specialist and the remaining three days a week by a nonlicensed teacher? This may sound absurd, but it is just the situation in elementary physical education. Children are being taught by teachers who have perhaps had one undergraduate course in how to teach elementary physical education. In times of budget crunches and deficits, physical education is often the first program to feel the ax.

School administrators need to support physical education even when there are budget crises. They must become convinced of the need for full-time, five-day-a-week physical education programs, taught by licensed specialists for at least half an hour a day and supplied with high-quality equipment. That may seem like a lot to ask, but the need is supported by strong, credible research (Vogel, 1991).

The view held by some administrators and teachers of other subjects that P.E. is just "Glorified Recess", (Recess is often substituted for physical education by some school districts.) is not supported by the current research.

For years major corporations have understood that a fit and healthy employee is more productive, spends less time out sick, and contributes more to the bottom line. The bottom line in education is learning and the development of the total individual. Educators and administrators must start to pursue the ancient goal of "a sound mind in a sound body." You can't have one without the other.

Research supports this relationship. How can we expect children to learn and develop to their full capacity if they are too weak to attend class, are sick, or are inattentive because they have major health problems arising from a lack of Wellness or fitness?

Physical education, like no other curriculum area, lends itself to a student's total development (p.155-156).

Throughout the country, PE programs are introducing innovations and reinventing physical education in efforts to keep fitness classes from disappearing from the nation's public schools. Time constraints, budget tightening, and state-mandated academic reforms have put pressure on school boards to do away with physical education requirements. The Atlanta school board did just that, and one school board member was quoted as saying the action was taken because kids in school need to be doing more serious things than playing.

"These days, anything that isn't tested isn't valued, and schools are feeling the pressure to do away with programs that can't be measured on a standardized test. But there is a growing body of research that shows physical exercise to be sort of a Miracle-Gro for the brain. Movement fosters brain development and growth, and physical activity prepares children to learn." (Boyles, 2001)

Today's physical education programs have responded to the call for a more health related curriculum through innovations and creativity. Even with the problems and concerns raised in this literature review, many new programs are integrating activities and implementing ideas that cause

all students to move and be physically active. The promotion of good health will result.

Improving the Overall Health and Fitness Levels of the
Students

The steady decline of fitness among school aged children has been documented in numerous studies. Compared to children in the mid-sixties, today's kids are fatter, weaker, less flexible, and possess less endurance (Pesman, 1990). The obvious need for physical education programs to stop and reverse that trend is apparent.

This naturally has caused concern among physical education specialists and many school officials who are in charge of the educational growth of students. Many school districts have developed and implemented performance and graduation outcomes that students must meet in order to advance to the next grade or graduate from school. By developing stated district outcomes for physical education, P.E. teachers can imply the inherent value of being physically educated as well as protect their programs in budget crunches.

Such outcomes and goals however, require student performance measurements of skill development and the attainment and maintenance of physical fitness. In efforts to meet these outcomes, assessment practices that accurately evaluate student performance must be established.

In traditional programs, test results have shown a decline in fitness. This has been caused by many reasons, but the limited participation of the students due to time and

resource constraints, have caused many experts to question the validity of using fitness tests as a means of evaluating student performance. Instead, experts argue that more emphasis should be placed on physical activity since physical fitness is a product of physical activity. They call for a shift from measuring physical fitness levels to assessing the amount and intensity of the physical activity of the students. This does require sophisticated equipment like heart rate telemetry monitors to assess the intensity of such activity (Deal and Deal, 1995).

Besides the question of what to test and how to test it for any assessment of physical fitness, a program must be designed for students to work to improve in all the areas of fitness. It seems that testing to show where a student may rate in fitness amongst their peers may be valuable, but it doesn't necessarily say anything about health or fitness.

While health experts agree with the common-sense notion that kids need to be active to stay healthy and be happy, they are divided over just how active is active enough. "There is absolutely no evidence that masses of American children are unfit or unhealthy because they don't get enough exercise," says Steven Blair, director of epidemiology at the Institute for Aerobics Research in Dallas. But that hasn't kept muscle man Arnold Schwarzenegger, chairman of the President's Council on Physical Fitness and Sports, from characterizing America's youth as "little dumplings who sit around watching too much TV." (Findlay, 1991).

Furthermore, research shows that American kids are in

about average shape, even though on average kids are heavier and slower than they were in 1980. Determining what these studies measure and mean is debatable.

But what's the message in these measures? While a child's weight is unquestionably a valuable yardstick, it doesn't necessarily say anything about health or fitness. And tests involving running, sit-ups and pull-ups are useful only as comparisons. There are no meaningful absolute standards for how many toe touches a 10-year-old should be able to do or how fast a teenager should round a track. If Johnny can cover a mile in 9 minutes, does that make him more fit than Mark or Jennifer, who took 10, 11, or 12 minutes? "We don't really know," says Blair. More important, there is no conclusive evidence that fit children grow into fit adults or, conversely, that couch bound kids become unhealthy adults.

Still, fitness advocates and most parents operate on the faith that habits, and bodies, formed in childhood will track into adulthood. Kids of different ages obviously gravitate toward---and need--- different types and levels of physical activity (p.89).

Whatever fitness test is used, and whatever fitness category is being assessed, it is clear that being active is most important. Any program to improve fitness needs to involve training in all the areas of fitness. Cardiovascular fitness, muscular endurance, flexibility, strength, and body composition are generally considered the five areas.

Although participation in sports can help one's fitness, the notion that being involved in sports means that a person is physically fit is inaccurate. Each sport requires only specific aspects of fitness, and total fitness means being fit in all five categories (Current Health, 1992).

It is agreed that the most important component of physical fitness and the best indicator of overall health is cardiovascular endurance or fitness. Activities that build cardiovascular endurance are known as aerobic activities or exercises. Examples of such activities are walking, jogging, swimming, rope jumping, cross-country skiing, aerobic dancing, and cycling (Hoeger, 1991). Any physical education program designed to improve the overall health and fitness of its students needs to emphasize aerobic activity, but not at the expense of building strength, particularly upper-body strength.

No one disputes the value of cardiovascular exercise in building a stronger heart and lungs. But a growing chorus of experts says aerobic training is being oversold at the expense of muscle building.

For goals ranging from overall fitness to a more active and agile old age, the American College of Sports Medicine, a professional organization of exercise experts, revised its official prescription last year for the first time to include sessions of "moderate intensity" with barbells, weight-bearing calisthenics or resistance training machines such as Nautilus, Cybex, Camstar, and Universal. The ACSM suggests a minimum

twice-weekly routine of eight to ten different exercises that strengthen the large muscles of the chest, back and legs---in addition to aerobic exercise three or more times a week.

Exercisers who have shoe horned aerobic workouts into their harried schedules may greet the ACSM's hustle for muscle with groans of, well, resistance. And the incorrigibly immobile will probably burrow deeper into their couches. But fitness experts say that avoiding regular upper-body strength training in youth or middle age almost guarantees a flabby, injury-prone future---even for those striding along on daily walks or jogs (Sussman, 1991, p.86).

Currently, programs that combine the benefits of cardiovascular training with the benefits of strength training have sprung up. These programs, called aerobic circuit training, are designed to improve cardiovascular endurance at the same time that muscular strength is improved. The combined effect of such a workout seems to make a person more fit all around.

Aerobic circuit training, the latest fitness craze to sweep the country, might just turn out to be the perfect exercise. Typically, aerobic circuit training (also called interval circuit training) combines a series of aerobic and weight-training exercises that simultaneously help to build both muscular strength and cardiovascular endurance. At its best, it's the ultimate workout; a total-body tune-up that takes less

than one hour, three days a week.

Most woman are familiar with weight circuit training (often done with Nautilus or Universal equipment), in which an exerciser moves in sequence between various weight machines in order to tone different muscle groups. What's new about aerobic circuit training; the insertion of aerobic stations (e.g., treadmills, stationary bikes, cross-country ski machines) into the routine. By alternating weight and aerobic stations, an exerciser takes the best of strength, aerobic, and flexibility exercises and combines them so they work synergistically (Scandura, 1989, p.235).

In the past, people believed strength training to be detrimental to the development of children and adolescents. A U.S. Department of Health and Human Services, 1996 study found from a public-health perspective, that traditional fears associated with strength training for youths concerning the harmful effects that it has on their immature skeletons is not consistent with current findings. Instead the evidence suggest that childhood and adolescence may be a period during which the bone-modeling process responds best to the mechanical loading of strength training (Faigenbaum, 2001).

Of the five categories of fitness, the one most often neglected in exercise programs seems to be flexibility. It seems that flexibility is not only essential to successful functioning in athletic events, it is also important to one's

functioning at home and at work. Flexibility exercises or exercises to improve joint range of motion is an important ingredient in the process of maintaining and improving physical fitness.

The benefits that range of motion exercises can contribute to the exerciser are considerable. They include; one, improves joint range of motion; two, improves motor performance; three, reduces injury; four, assists in warm-up; five, assists in relaxation; six, reduces tissue trauma; and seven, contributes to fitness (Cornelius, 1990).

Most fitness programs use a limited amount of flexibility exercises primarily for warm-up purposes, but considering the benefits that can be achieved from them many athletes and coaches integrate them into the workout itself.

The improvement in the health and overall fitness of the students can be realized through the implementation of a comprehensive program that increases physical training through a variety of activities and exercises. It is only when all the components of fitness are practiced regularly that improvements will be achieved. Through the integration of sports activities and exercise programs that work all areas of fitness, students can see gains in their fitness. These activities need to emphasize movement and the development of cardiovascular endurance. In order to stem the trend of declining health and fitness, strong measures and programs are called for.

If anything, phys-ed classes need to be made more rigorous. In 1987, the American Academy of Pediatrics

called for an increase in fitness training, but stressed that it should be of the proper kind. The academy urged schools to concentrate on activities that improve cardiovascular endurance, such as swimming and running. The American College of Sports Medicine (ACSM) has issued an opinion paper calling for school programs "with the primary goal of encouraging the adoption of lifelong exercise behavior." The ACSM recommended 20 to 30 minutes of vigorous exercise each day for students in all grades.

The reason for concentrating so much on the young when discussing fitness is obvious. A kid who enjoys an early enthusiasm for Dickens will still value good literature years later. And a child who is taught good health stands a better chance of staying healthy.

There's historical evidence to support this reasoning. More than 30 years ago, a report on the fitness of American youth was delivered to President Eisenhower. It said U.S. kids were in lousy shape. In response to that report, the Presidents Council was formed, phys-ed programs sprouted throughout the land, and fitness tests became routine in schools. The 1960's are now seen as the high-water mark for youth fitness in the U.S., and many baby boomers carried their health habits with them. But even as they were graduating to health clubs---and creating the illusion of the Great American Fitness Boom---the schools they once attended were all but locking the gyms (Sullivan, 1989, p.81).

Physical education programs have been designed to respond to the need for improved fitness and health. New ways to assess students have been tried, test data has been analyzed and the results have been debated, and efforts to get young students moving and interested in activities and exercises have been made. With these efforts, along with a push to make physical education more rigorous and responsive to the changing lifestyles of people by adding more variety and lifetime sports, it is hoped that healthy habits will be learned early and carried into adulthood.

Engaging Students in a Variety of Activities

If one has a belief in the value of hard work, the importance of personal responsibility, and the importance of education, then that ideal itself will contribute to greater success in school (Finn, 1989). This concept needs to be applied to physical education as it pertains to developing one's fitness, taking control of one's health, and valuing and living an active lifestyle.

Many school districts have recently worked on restructuring curriculum with the idea of teaching for authentic learning. This type of learning directs educators to work together more, integrate curricula, increase school-community connections, learn about other disciplines, and focus on skills for "lifelong leisure learning pursuits." The idea of lifelong leisure activities is not new to physical education programs. P.E. teachers have been preparing children with skills to participate in activities throughout their lifetime. What is being asked for however,

is not only a review of curriculum, but significant changes in it to produce authentic learning (Bennett, 1995).

Another key concept that physical educators need to espouse in efforts to promote the value of physical activity is holism. In an article about some of the ideals of T.D. Wood, two arguments promoting "motor-active" education, not health and fitness, are used. Kretchmar (1995) states:

Vigor and long life were important to Wood, yet he embraced goals that are more central to education. Wood was concerned with how people develop into fully functioning citizens. He was less interested in how human machines stay well, though he did not ignore this issue. Fitness, for Wood, was a byproduct of physical activity, not its defining purpose.

First, Wood was a non dualist. Following John Dewey, he believed that students are whole beings. He favored what he awkwardly called "big brain-muscle activities." For Wood, there was no separate education of the body and the mind. All physical movements away from chairs, he said, are intellectual. All reflection in a chair is biochemical. In short, Wood believed in holism.

Second, Wood recommended a number of outcomes or goals for our consideration---intelligent citizenship, outdoor education, and experiences of joyful and spontaneous play. He said we should aim at promoting nothing less than our students' "highest freedom." Unfortunately, Wood did not go into much detail on this,

but one thing is clear. He knew that freedom is based on right thinking---both reflective thinking (the kind that produces propositions and sentences) and intuitive thinking (the kind that operates on feeling and recognition at the scene of the action).

And what was revolutionary about Wood's philosophy is that right thinking, contrary to the claims of some academics and other dualists, does not happen only in a chair in peace and quiet. It also happens amidst noise, and colors, and movements, and kinesthetic feels. Right thinking leads to human freedom, Wood claimed, and we should be in business of teaching toward that freedom for our students (p. 13-14).

Wood's belief in holism is also reinforced in Mihaly Csikszentmihalyi's book, Flow, 1990. The importance of engaging the body with the mind and training the body through physical experiences can lead to the production of "flow" and the optimal experience.

Everything the body can do is potentially enjoyable. Yet many people ignore this capacity, and use their physical equipment as little as possible, leaving its ability to provide flow unexploited. When left undeveloped, the senses give us chaotic information: an untrained body moves in random and clumsy ways, an insensitive eye presents ugly or uninteresting sights, the unmusical ear mainly hears jarring noises, the coarse palate knows only insipid tastes. If the functions of the body are left to atrophy, the quality

of life becomes merely adequate, and for some even dismal. But if one takes control of what the body can do, and learns to impose order on physical sensations, entropy yields to a sense of enjoyable harmony in consciousness (p.95).

Another important idea dealing with the teaching of important values concerning physical activity focuses on developing healthy habits in children by teaching fitness principles to elementary students. Since heart attacks, strokes, and other cardiovascular diseases cause more deaths each year than cancer, accidents, and AIDS combined, but physical activity contributes to the health of individuals, physical educators can show the value of exercise and teach some basic physiology to young students. This idea is important as heart problems which manifest themselves in adulthood, are often started by the habits learned in childhood.

Teaching children about the heart is the first step in helping to combat cardiovascular disease. With today's computer technology, physical educators can implement hands-on experiments for even the most novice exercisers. Experiments related to heart rate and exercise performance can teach children the importance of a heart-healthy lifestyle.

Most children know little about exercise, its effects on their bodies, and how to gain maximum benefit. However, with the emergence of quality, accurate heart rate monitors, students and teachers can now monitor exercise intensity.

Even children in first grade can be taught fundamental principles of heart physiology and the heart's function during exercise. This knowledge acts as a building block for future training, whether it is for personal fitness or athletic competition.

What can physical educators do? In order to prepare children for life and not only for participation in a game or sport, physical educators must teach health-related fitness components and fitness principles. Basic physiology can be taught in the gym, to some degree, in all elementary grades. Children need to learn how the body works, how exercise affects them, and why it is beneficial. Time must be allocated for fitness development and learning of fitness knowledge in every class.

For students to learn about the benefits of exercise, they should be offered a variety of experiences. Hands-on experiments, monitored exercise sessions, and collection of exercise data are several ways to teach students about the benefits of exercise. For example, if students can accurately determine resting heart rate, maximum heart rate, working heart rate, and target heart rate zone, as well as track their hearts' output during exercise, then they can understand how to exercise effectively and efficiently (Hinson, 1994).

The idea of using technology for the collection of fitness data and as a means of motivating students has proven to be successful in many programs now known as the New PE. Playing video games and using computers are a natural with

children today. The same technology that produced a generation of couch potatoes is being used to motivate students and improve their physical fitness (Lawler, 2002).

A current national program in Canada called "Active Living" promotes physical activity as a way of life. Instead of an approach like many fitness programs would follow, testing for fitness and then prescribing activities to improve weak areas, this approach supports the means to achieving fitness in a global way. When one pursues activities of interest and integrates them into their daily lives for whatever reason then that activity is valuable even if fitness is not the ultimate end result.

The government of Canada provides a short definition for Active Living:

"Active Living is a way of life in which physical activity is valued and integrated into daily life." Active Living is anchored in physical activity, yet acknowledges that there is more to physical activity than achieving a state of physical fitness. Physical activity, in its broadest context, engages the whole person---the body, the mind, the spirit, the emotions, and the social aspects.

As an approach to social change, these fundamental principles provide the foundation for Active Living: Active Living is individual, social, and inclusive.

Active Living is individual. While external, arbitrary, normative definitions of a certain "state" of health or fitness are important, physical activity

choices should correspond to personal interests, needs, abilities, environmental, age, health status, financial resources, and related circumstances. Individuals decide how to incorporate physical activity into daily living. This notion of self-efficacy and empowerment is crucial. Individuals are better educated and want to be more involved in all facets of their personal, family, and community lives.

Active Living is social. Participation in physical activity is significantly influenced by the presence or absence of support from family, friends, and colleagues within schools, workplaces, neighborhoods, and communities. The development of both social and physical environments that encourage and support Active Living is an important consideration.

Active Living is inclusive. The concept embraces all positive forms of physical activity. Included are activities of daily living, physical labor, and recreation. Active Living pertains to all individuals regardless of ability, age, gender, ethnic origin, religious, or socioeconomic status. It is encased in the full spectrum of physical activity, from mild to vigorous. There is no hierarchy of activities and no value judgment as to the relative merits of one activity to another. The nature, intensity, and frequency is relative to each individual's interests, needs, aspirations, abilities, and environment (Swedburg and Izso, 1992, pp. 32-48).

Students would engage in physical activity because it would be part of their every day lives. Students would find release and freedom from their daily duties and routines and actually seek out activities and play. Education is not work, but instead play which is learning, still serious but of one's own choosing and FUN.

Play is nonrational. Like humor and religion, it often doesn't make sense. But we are, as American philosopher William James said, "incurably religious." And also incurably playful. We are endowed with a sense of humor so strong that it can manifest itself even on the way to the gallows.

When we enter the world of play, we are escaping and finding diversion. We are taking a time-out and getting, in effect, a pass releasing us from regular duties---or the gallows.

But play is, like it or not, serious business. If it never gets beyond this initial freedom it will fail. Play is not necessarily the absence of stress. It is an immersion into activities that may stress us to the very limits.

Play is not retiring from the daily battle. Play is even more demanding than real life. It asks unremittingly for our very best. And as with health, our very best means our physical and mental best.

But if it's difficult, it's also rewarding. Make anything play and you'll succeed at it. Consider fitness programs. What distinguishes those who stay

from those who drop out? Basically, it is just that they have discovered play. Fitness has become fun. They have found something they would do even if it didn't help them lose weight and give them energy. These benefits become important simply because they mean we can play better.

Experts can help people find their play, but it is still an individual decision. There are kinds of play that reward physical skill, other types of play that require neither agility nor coordination. But, in play, "to each his own" is particularly true. The important thing is to keep looking. I know people who tried one activity after another with no success, then finally became lifelong enthusiasts in forms of play that had never occurred to them. Hiking, karate, cross-country skiing, even rowing---all adherents who never look back. These people found play---and wonder how they ever lived without it (Sheehan, 1989, p.112-113).

Summary

The review of related literature indicates that much information and debate on each of the three areas of focus has been documented. The importance of integrating health related fitness activities with traditional athletic activities, the need to improve the overall health and fitness of the students, and the value of engaging students in a variety of activities are all areas where changes can be instituted to improve the quality of the middle school students' physical education. Implementing a physical

education program meant to address those concerns can have benefits.

In the area of integrating health related fitness with the traditional physical education curriculum of athletics, the research provides the overwhelming evidence of the benefits such an integration would have on improving student health. The literature also reveals that while some physical education programs have strived to reach a balance in their approach to implementing such a curriculum, other programs have remained unchanged or inadequate.

There have been many innovations created to work toward such an integrated physical education program, but literature indicates several areas of continued concerns. The problems of dealing with competition, of providing coed activities, of gaining support from administrators and teachers, and of selling the importance of fitness and health still remain.

In the area of improving the health and fitness of the students, much support for efforts to reach that goal has been stated. Outcome based education is one such effort to increase student fitness and promote the value of its role in the educational process. But, with the implementation of goals and standards for physical education the problem of what to test and how to test it arises.

Other considerations are centered around the importance of being active and developing all areas of student fitness. Although cardiovascular endurance clearly shows up as most important, literature indicates the need to develop a balance to fitness that can only be brought about by participation in

a wide variety of activities.

Evidence for providing students opportunities to participate in the joys of lifetime sports and activities as well as making physical education programs more rigorous is cited as important for American youth.

Literature in the last area of focus, engaging students in a variety of physical activities, seems to center around the role physical activity plays in the development of the whole person. This holistic view of the mind-body connection has become an important one as more and more research establishes its validity.

Literature suggests programs that start teaching the important values of physical activity to elementary students can promote healthy habits that could carry on into adulthood. Programs that utilize technology and connect personal fitness with with other school subjects and real life experiences can help motivate students. Programs that value the integration of all positive forms of physical activity and encourages and fosters participation can lead people to seek out activities for fun. Programs that help people find their "PLAY", can help people stay active for a lifetime.

Chapter III

Procedures

Origins of the Project

When the author moved to Foothills Middle School via Wenatchee High School and started teaching physical education full time, he recognized the dynamic situation and condition of the middle school student. While team teaching with his female counterpart during the Winter in the limited facility of the middle school, the curriculum of this project started to evolve.

The two had to determine how activities and fitness could be balanced and scheduled considering the space involved and type and level of students they instructed. Both valued fitness and athletics. Both teachers felt that the students could benefit from an integrated curriculum that placed importance on physical activity. They specifically sought ways to integrate the activities and skills involved in the physical education curriculum at Foothills Middle School in Wenatchee, Washington in an effort to make physical education more applicable to middle school aged students.

Development of the Project

The basic concept on which this project originated was the author's belief that middle school aged students could maximize growth and development and greatly improve their levels of fitness by participating in a physical education program that developed fitness skills along with the athletic skills normally focused on in traditional physical education programs. It was believed that students in early adolescence

with the dynamic physical changes that occur during that period of growth could benefit greatly and attribute positive physical developments to their rigorous physical activity as well as their maturation.

The presentation and review of related literature detailed in Chapter 2 served as a support and as a resource for the design and the structure of some of the activities and exercises conducted in the physical education curriculum. The review of related literature provided rationale for the project and produced the three key areas of the project that would determine the way the chosen activities and skills were integrated into the curriculum of the physical education program. The literature reviewed also influenced the number and types of activities that were used in the program.

Literature indicated the importance of regular testing so students could check their progress in the development of their fitness. The fitness categories used in the Presidential Challenge, the testing component of the President's Council on Physical Fitness and Sports, were selected as the five main areas for the collection of individual scores and test data which would be used by students to track their progress throughout the year. Other fitness related skills would be tested and data collected, on a less formal basis, throughout the year for students to monitor their progress.

Project Implementation

For the purpose of this project, the author plans to implement the physical education curriculum on the students

of Foothills Middle School. Those involved in the project will participate in a curriculum that integrates numerous fitness activities with both traditional, lifetime, and creative sports activities. The population will be directed to perform athletic and sports specific skills as well as fitness related skills both independently and cooperatively. This population also will be tested formally and informally as to the improvement and development of its fitness related skills.

The author also hopes to use this document as a curriculum guide for any interested physical education teachers who might share the author's philosophy on the importance of physical activity.

Limitations of the Project

It is acknowledged by the writer that such a project and research may not be adequate or accurate enough to convince other physical education specialists about what the benefits of conducting such a program can be to middle school students.

The project was limited to Foothills Middle School in Wenatchee, Washington. The research was conducted by the male teacher also the writer and limited to his resource skills and subjected to his interpretations and biases.

The school facility had extensive outdoor activity fields so space outdoors was not a problem. The indoor facility however was limited consisting of one medium sized gym and one small auxiliary gym. There was no weight-room or area for fixed weights or universal gyms so only limited

weight training could be conducted. The cafeteria or commons area was available as an additional teaching area when lunch was not being served. This area could help for some of the larger classes and could be utilized during rainy days and during winter weather, which lasts most of second quarter and the first half of third quarter.

Chapter IV

The Project

The curriculum guide was developed as a model to show fellow physical education teachers one way that the core activities of the traditional physical education program can be modified and supplemented with fitness skills and lifetime activities through a variety of ways to enhance student learning and physical development. The curriculum was presented in sequential order, outlining a comprehensive physical education program and showing the integration of fitness skills as well as the modifications of the core physical education curriculum.

The quarter by quarter curriculum is presented as the first part of the Appendix. The main activities of each quarter are explained in an expository manner depicting the skills, drills, and knowledge concepts developed in each unit.

The fitness testing component of the curriculum was also explained, as well as the general premise for conducting such testing. Most of the specific fitness activities and the other lifetime learning experiences, however, are provided in Appendix B.

A handbook of fitness and learning activities makes up this second section. This handbook is meant to serve as a resource for middle school physical education teachers. The second section organized by a table of contents, presents fitness and learning activities developed by the author and his female counterpart in the Foothills Middle School

Physical Education department.

These activities are meant to be used as a resource to supplement the learning and the development of the middle school physical education student. Teachers are encouraged to use any part or all of each separate activity.

Modifications and adaptations to the various activities are expected. Each school has different limitations to their facilities, and many of the ideas cataloged in the handbook have been created or developed because of the specific conditions at the author's school.

The project, located in the Appendix, concludes with a list of resources used in the development of the handbook of activities.

Chapter V

Summary, Conclusions, and Recommendations

The integration of fitness skills and lifetime activities into the core curriculum of the middle school physical education program has the power to address the needs of the students in three key areas. First, such a curriculum can help students develop the knowledge and skills necessary to meet their educational requirements, including the Essential Academic Learning Requirements. Second, the overall health and fitness levels of the students will improve. For some students it will be at dramatic levels. Third, the engagement of students in a variety of physical activities and real life experiences will allow many to find enjoyment and play in those situations effectively increasing the likelihood that they will make activity a part of their daily routines.

Review of the literature documents the importance of presenting and introducing a variety of activities in the development of any physical education program. The old curricula geared for the athlete has not met the needs of all the students. This has created a paradigm shift, and a new curriculum has changed the focus to health, Wellness, and lifetime activity. The change has been embraced by parents and students. Physical education teachers have responded with new innovations and new approaches in efforts to meet the needs of all students. Although there is still resistance from many old school programs that emphasize only

competition and team sports, a physical education curriculum that integrates many of these fitness activities and lifetime fitness skills into its program can engage students to meet their daily activity needs and to develop the knowledge and skills necessary to meet their academic requirements.

Low skilled students find that through fitness activities they can be as successful as others even if they are slower or weaker. That is not always the case with athletic activities. Many students will develop positive attitudes about fitness and change their view about physical education. Some of these students will rather do fitness instead of participate in athletic activities.

In the area of improving the overall health and fitness of the students, research suggests that students need to be tested frequently so students can monitor their progress and set goals. It also suggests that students who are active and start learning important health and fitness related concepts at an early stage, in elementary school, are more likely to develop lifetime habits that include incorporating activity and exercise into their daily routines.

In order to increase interest in physical activity and develop positive attitudes about living an active lifestyle, students need to be engaged. The trend towards a "New Physical Education" curriculum that focuses on health, Wellness, and lifestyle management has resulted in the necessity for physical educators to adapt their curricula. Physical education is for all students, and the curriculum changes taking place emphasizes increasing the activity of

all students, not just the few gifted athletes who might be in class.

Changes to the physical education program do not mean a total abandonment of team sports and competition. It does suggest that such activities need modifications to increase the activity level of those playing the sport and to control the competition level from a must win scenario to one of cooperation and teamwork.

It is the author's belief that through the proper integration of fitness and lifetime activities into the core activities of the middle school physical education program, students will value their experiences and place physical activity as a priority in their daily lives.

The following are conclusions and recommendations made by the author from the review of Literature.

Middle school students need to be presented with a wide variety of activities in fitness, athletics, and lifetime activities.

Improvements in student fitness can be achieved through a rigorous fitness program that allows students to monitor their progress through regular testing.

Students will develop skills quickly when emphasis is placed on participation and skill acquisition rather than on winning or skill performance when playing a sport.

Students work best when they are allowed to work at their own rate.

More students participate when more teams with fewer members are organized to play on mini-sized fields during

outdoor field sports.

Competitive activities organized to match similarly skilled teams provide more fun, cause less frustration, and accelerate skills development.

Allow students to work at their own rate and modify exercises and activities to maximize participation.

Teachers need to help and encourage students to set realistic fitness goals.

Teachers need to allow students input and choices in selecting games and activities.

When playing a team sport, teachers need to select teams instead of allowing students to do so.

Teachers should divide competitive activities into two divisions; one competition division and one recreation division to allow students a choice as to the intensity of their participation in that activity.

Basic physiology and muscular anatomy should be presented in coordination with the development of fitness and athletic skills.

Teachers need to provide students with the opportunity to participate in various types of exercises and fitness programs.

Activities that promote teamwork and cooperation should be stressed over those activities that emphasize individual performance and supremacy.

Coed activity should be encouraged and fostered by the teacher whenever it is possible.

Some type of student assessment concerning their values

about physical activity should be constructed.

Further study should be conducted to determine the benefits of physical activity on early adolescents.

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APPENDIX

APPENDIX A
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Appendix A

Implementing A Comprehensive Middle School Physical Education Program

Integrating Fitness Skills and Lifetime Activities into the Physical Education Curriculum

For clarity and presentation purposes, program implementation is given in sequential order; first quarter activities, second quarter activities, third quarter activities, and fourth quarter activities. Each unit or group of activities that emphasize athletic skills are separated from units or activities that emphasize fitness skills. Each unit is also presented in an expository format explaining in detail the steps and procedures utilized.

Teachers are encouraged to modify any activity to fit their teaching situation or condition. The order of presentation of activities should be determined by individual objectives and preferences.

A handbook of fitness and lifetime activities supplement the core curriculum presentation.

First Quarter Curriculum

The curriculum is divided into fitness days and activity days depending on which skills are emphasized. On Mondays, Wednesdays and Fridays, activity units are presented. Fitness skills are emphasized on Tuesdays and Thursdays. Students are

required to maintain a fitness journal on fitness days summarizing in at least one paragraph their thoughts, feelings, and fitness data and testing results on the activities they perform on those days.

The first month is also used for conditioning and training to prepare the students to take the pretest for the PCPFS testing program so warm-ups at the beginning of classes need to be a little longer during this part of the program. Also the first two sports units, football and soccer, involve quite a bit of running and aerobic activity to help condition students for the endurance part of the fitness test.

Flag Football

The first activity unit is flag football. This sport requires some specialized skills just because of the shape of the ball. While some of these skills take a little more time to master, the type of flag football played (aerial) in this unit limits the number of skills that need to be mastered by the students in order to play the game. Besides the sport specific skills taught in the flag football unit, fitness related skills such as agility and speed are developed. Table 1 shows the skills, activities, and knowledge taught in the football unit.

Table 1

Skills: _____

Forward passing	-Lateral passing
Punting	-Place kicking
Centering (long snapping)	-Blocking

Ball carrying

-Receiving

Stance

Activities: _____

Two line passing

-Two line Receiving

1 on 1 punt coverage

-1 on 1 receiving

1 on 1 dodge drill

-Spin/cut drill

3 on 2 kick-off coverage

Knowledge: _____

Aerial rules-

-3 complete=1st down

3 second delay rush

-Off sides/illegal rush

Players rotate each play

-Passes beyond LOS

In order to involve everyone in the flag football unit, some rule modifications are instituted and aerial (strictly pass) is chosen. All players rotate their positions so each student has to center the football, quarterback the football, and receive the football. The obvious need for the development of the skills of throwing and catching are apparent.

Each pair of students have a football during skill development drills. Students play catch practicing throwing and receiving the football. They also practice punting and punt receiving in pairs first before forming larger groups to run pass routes against a defender. Punt coverage is conducted in groups of five or six depending on class size. The last several minutes of each class of the flag football unit is reserved for the playing of games. These games are

refereed by student aides and the instructor, and the time for playing games increases as the unit progresses.

Depending on class size, teams are limited in numbers to 4 or 5 players at a maximum. Games last only five minutes and the teams rotate to play another team. The last week of the unit a round robin tournament is held.

Soccer

The second sports unit conducted in the physical education program is soccer. This activity develops athletic skills as well as some fitness skills. Table 2 details the main skills, activities, and knowledge taught in the soccer unit.

Table 2

Skills: _____

- Dribbling (left, right foot)
- Trapping
- Passing (left, right foot)
- Tackling
- Heading
- Place kicking (corner, kick-off)
- Goal kicking
- Punting
- Goal Keeping
- Overhead throw-ins

Activities: _____

Figure eight dribbling

Cross field dribbling

Standing passing

Dribbling passing

Circle keep-a-way

Penalty kicks

Mini soccer

Regulation soccer

Knowledge: _____

Soccer rules;

out-of-bounds

illegal touches

corner kicks

goal kicks

off sides

indirect kicks

penalty kicks

penalties

The three basic skills that have to be mastered in order to play soccer are controlling or stopping the ball (trapping) so the ball can be dribbled, passed, or kicked; passing the ball to another player or target so a goal can be scored or put into position for the scoring of a goal; and dribbling so the ball can be moved down the field if a player is uncovered. These three basic skills are emphasized in practice sessions before any soccer games are played.

During skill development activities, one ball is provided to each student or pair of students. These activities are organized to maximize the involvement of all students. Most drill work such as passing, punting, trapping, and overhead throw-ins are done with partners so a minimum of standing and watching occurs.

During all class periods the last ten minutes are reserved for the participation in mini soccer games or other build up activities that incorporate the use of practiced skills and facilitate the learning and application of basic soccer rules. Again, these lead up games to regulation

soccer are played with teams of five or six players on smaller fields so the participation of all students is emphasized.

The soccer unit is conducted for a duration of three weeks on an alternating day basis with fitness activities. The time spent at the end of each class period of the soccer unit for the playing of mini soccer or regulation soccer is increased as the unit progresses. Teams are kept small in number and field size is also kept small.

Fitness Activities

For the first four weeks of the school year, students are introduced to the basic components of physical fitness as they prepare to take the pretest to the Presidential fitness testing component of the PCPFS. Besides the warm-up activities at the beginning of each class, students participate in exercises and fitness activities that work the five areas identified as categories of fitness in the testing program. The areas of cardiovascular endurance, abdominal strength and endurance, arm and shoulder strength, agility, and flexibility are the five areas on which those exercises focus during this time.

For the purposes of this project, the Presidential testing serves as a vehicle for students to monitor their progress throughout the school year as records are kept for that purpose as well as for the purpose of identification of Presidential award winners in the PCPFS program. The first part of October is scheduled for the Presidential pretest.

Table 3 identifies the main activities, fitness skills,

and knowledge practiced and developed in this part of the physical education program. A second part also shows the specific tests used in this program to meet the testing requirements of the Presidential Fitness Test.

Table 3

<u>Fitness Component</u>	<u>Activity</u>
Cardiovascular endurance:	Walking Straw walks-speed walking Jogging Rope jumping 12 minute run/walk test
Abdominal strength & endurance:	Sit-ups, Curl-ups Crunches Stretching
Arm and shoulder strength:	Pull-ups (overhand) Chin-ups (underhand) Push-ups Elastic band exercises
Agility:	Line drills (stop & turn) Skipping & hopping Shuffling, grapevine Selected sports skills
Flexibility:	Bending Stretching (legs & arms)

Sitting stretches

Partner stretching

Coordination & balance:

Locomotor movements

Balance stunts

Specialized sports skills

Juggling

Hacky sack

Knowledge: _____

1. Physical fitness can only be achieved through regular, intense muscular effort in all components of physical fitness.

2. Cardiovascular fitness is promoted by participating in aerobic activities on a regular basis. (Pulse rates while walking and jogging are taken.)

3. Flexibility can be improved by performing static stretching activities for a minimum of 15 to 20 seconds, but 30 to 45 seconds is preferable. Avoid ballistic type stretches.

4. To maintain physical fitness a regular exercise program must be on going. To improve fitness, the intensity of the exercises in that program must be increased.

5. Exercises must be done properly to be beneficial.

Presidential Fitness Test

<u>Fitness Component</u>	<u>Test</u>
Cardiovascular endurance	One mile run
Trunk strength & endurance	One minute curl-ups

Agility	Shuttle run
Arm and shoulder strength	Pull-ups
Flexibility	Sit & Reach

The fitness activities performed by the students during this part of the physical education program are intended to introduce various fitness skills to the students as well as condition them for the pretest.

Student acceptance and performance of the physical fitness activities will vary. Students will work with varying degrees of effort to perform the exercises and activities. During this conditioning phase, certain students will work to fatigue in particular activities like some of the jogging and running activities, while some students will have no trouble at all jogging or running. On flexibility exercises, it will be difficult to monitor all the students.

Since most of the fitness activities are done independently, it will be easy to identify the students who work hard from those who hardly work. Some athletic students will not work very hard, while some non-athletic students will work extremely hard.

Ultimate Frisbee

The third athletic activity in the first quarter is very popular with the students in all three grade levels. Only two basic skills have to be mastered in order to play the game successfully, catching and throwing the frisbee. These athletic skills are essential, but, the game although very simplistic to play, requires vast amounts of speed, agility, and endurance which develop the students fitness skills.

Table 4 lists the skills and knowledge taught during ultimate frisbee.

Table 4

Skills: _____

Throwing/Passing---	Catching/receiving
basic overhand	one handed
overhand spinner	two handed
underhanded thumber	behind the back
underhanded two-finger	between the leg

Knowledge: _____

Possession	Throw-offs	touchdowns
thrower	throwing space	10 second count
receptions	incompletions	knockdowns
out of bounds	change of possession	

The popularity of ultimate frisbee creates an atmosphere of fun. Almost all students will participate fully, running and jumping to catch the frisbee, and trying to throw the frisbee accurately and far.

Second Quarter Curriculum

The second quarter curriculum contains some high and low organized games conducted in a circuit format and the traditional sport and athletic skill unit of basketball. Also after Winter Break, square dancing is taught for a two week period without alternating fitness days integrated between dancing days. During the last week of second quarter, four of the five fitness tests are conducted so the

students can chart their progress.

It is the intent of this program to test students once a quarter using the testing component of the PCPFS program with its five categories of fitness. Because of weather conditions and the lack of indoor space in the Foothills Middle School gymnasium, the one mile run which tests cardiovascular endurance can not be conducted. The other tests are administered so students can monitor their progress in those areas, but no substitute test is used for cardiovascular endurance.

High and Low Organized Games

At the end of first quarter and during the beginning of the second quarter while the transition is being made from outside to inside activities and classes meet intermittently because of parent teacher conference week, three activities are conducted using a circuit format. Team handball, crazy kickball, and omnikim volleyball are played for fun. No drills are conducted or practiced. Each of the three activities run for approximately ten minutes with the competing teams rotating from one game to another.

Team handball is played using a medium sized gator-skinned ball. Three passes must be made before a shot can be taken at the goal which is a stretched out folding mat stood lengthwise at the end of the basketball court walls of the west side of the big gym. It is intended to be a fast paced game so possession is lost if the team controlling the ball fails to pass it or shoot it in three counts. Shots inside the twenty foot ark are disallowed.

These games are conducted coed style, and the girls mix it up with the boys. With the classes that are large, teams of nine or ten, the games will suffer because of the restricted space which creates crowded conditions which in turn affects team participation.

Crazy Kickball is played on the east side of the big gym with the curtain down. It is modified kickball which allows for more than one base runner on the same base at the same time. The kicking team kicks through their order once scoring as many runs as it can. Once a runner scores, first base is awarded so the runner remains on base until the kicking team runs out of kickers.

This game is interesting to watch, as some times several students will be running around the bases at once dodging the kickball while trying to reach the next base or score a run. Games can be quite competitive when the scores are close and only one or two kickers remain. Most students will compete vigorously as kicking, catching, and throwing were skills that almost all students possess.

The last game of the circuit is omnikim-volleyball. This game is played in the auxiliary gym using the volleyball nets and an omnikim ball which is a lightweight inflatable ball four feet in diameter. Teams bat the ball over the net applying volleyball rules to the game. Every time the ball flies over the net the team which bats it over has to rotate one position.

This is also a very popular game in which some students get really competitive. Both girls and boys compete as

equals in this activity.

All these games are played for fun and also serve as lead up games to reinforce rules and skills utilized in other activities. The variety of the three activities also allow the students various opportunities to practice skills in an enjoyable, yet competitive and cooperative way.

Basketball

The basketball unit is the first one executed when the classes have to be held indoors in November. Most students in middle school just like to play games, but at this level, the continued development of skills are considered essential if most of the students are to realize the fun of basketball. It is also believed that with the wide range of skills that the students possess in basketball, the higher skilled students can provide leadership in the running and demonstration of drills.

Table 5 identifies the main skills, activities, and knowledge presented to the students during the basketball unit.

Table 5

Skills: _____

Passing---

Chest pass

Bounce pass

Overhead pass

Flip pass

Baseball pass

Underhand pass

Catching--

While stationary

While moving

Dribbling--

Right hand	Left hand	Alternate
Control dribble	Cross-over	Speed dribble
Footwork---		
Jump stop	Pivoting	Shuffling
Drop step	Step-and-a-half	

Shooting---

Set shots	Jump shots	Hook shots
Lay-ups (right & Left)		Foul shots

Defensive positioning---

Vs. man w/ball	Vs. man w/out ball
Block out for rebounding	

Activities: _____

Standing passing	Passing on the move
Down and back dribbling	Figure eight dribbling
One on one dribbling	One on one off./def.
Two on two rebounding	Two line lay-ups
Three man weave	3 on 2 fast break drill
No dribble basketball	3 on 3 or 4 on 4
21	Horse

Knowledge: _____

Violations---

Traveling	3 seconds	Double dribble
Carrying the ball	Out of bounds	Held ball

Fouls---

Holding	Hacking	Charging
Pushing	Blocking	Over the back

The basketball unit is usually a popular one. It is obvious that students at all levels of skill development can benefit from the drills and activities provided in the program. Again, each student or pair of students is provided with a ball so all the students will be quite active. Even though some of the high skilled students will complain about the repetition and simplicity of some of the drills and activities, they will find ways to make it fun for themselves through competition against peers of equal ability or through creatively performing the skills to increase their difficulty. The low skilled students will learn new skills without the pressure of performance.

With sixth grade classes more time needs to be spent on skill acquisition drills and activities.

After the first two weeks of this unit with little actual game playing, the students will divide themselves into two groups, competitive or recreational. Once this is done a round robin tournament format is initiated. According to class and group size, teams are formed on a 3 on 3, or a 4 on 4 format. The tournament games last from three to five minutes in duration and win/loss records are kept.

Fitness Activities

The development of fitness skills continues to be an integral part of the physical education program. As previously stated, holding classes indoors limits the type of endurance activities that can be conducted. The four other components of the fitness test can still be administered, but using the mile run as an indicator of cardiovascular

endurance in the gymnasium the size of the one in this project is considered inaccurate and an ineffective use of space.

The other four components of the fitness tests are administered during the last week of the quarter. This test is given for one purpose; the students can compare their individual progress in fitness against the first test in four of the five categories of fitness identified as important to overall physical fitness.

This testing however, is only a progress check for the students. Some students will find this monitoring process worthwhile, but others won't. Although the testing might provide some insights to the students, their participation in the various activities on fitness days is the real important factor concerning their fitness development and their attitudes about physical activity.

Two other key concepts in fitness, body composition and Wellness, will be introduced during second quarter. The importance of physical activity in contributing to body composition and Wellness needs discussion. A variety of aerobic activities will be presented during second quarter.

In Table 6, the fitness components, the activities that develop those components, and the knowledge concepts presented are identified.

Table 6

<u>Fitness Component</u>	<u>Activity</u>
Cardiovascular endurance:	Walking/Jogging
	Aerobic dance-step

aerobics

Fitness circuits

Rope jumping

Abdominal strength & endurance:

Sit-ups, curl-ups

Crunches

Stretching/bending

Arm and shoulder strength:

Pull-ups

Chin-ups

Push-ups, triceps flexes

Wall pushes

Agility:

Lines (running, skipping)

Shuffling, grapevine

selected sports skills

Flexibility:

Stretching/bending

Large muscle stretches

Partner stretches

Knowledge: _____

1. Establishing a target heart rate zone. Students measure their pulse rates for 15 seconds. The target zone they want to reach is 40 to 45 beats.

2. Specificity of exercise: Teaching students a variety of exercises for different muscle groups.

3. Large muscle groups identification: Basic muscular

anatomy.

4. Muscle pairs; antagonistic muscle groups: Quadriceps and hamstrings, biceps and triceps.

5. Fat burning exercise, weight loss, and muscle development (body composition).

6. Exercise, nutrition, and stress reduction as related to health (Wellness).

The focus of fitness days stay basically the same except that sessions are held inside. Fitness activities during the basketball unit are again held every other day. Some fitness days simply consist of lengthening and intensifying the warm-up exercises. More stretching exercises are performed for a longer duration, abdominal exercises are increased using a variety of situps and crunches, a variety of push-ups and leg exercises are conducted including squats and lunges, and a wide variety of agility drills are performed. After those activities some type of endurance activity is performed, i.e. six or eight minute jogs, skips, or speed walks. The classes conclude with various sprints and relays.

Another fitness day activity is comprised of drill work in three or four of the fitness categories conducted in a mini-circuit format similar to the activity circuit already illustrated in the "High and Low Organized Games" section.

The classes will be broken into three groups. One group will do endurance work around the perimeter of the gym. A second group will be doing rope jumping, agility, and/or balance and coordination activities at one side of the court. A third group will perform muscular strength activities such

as push-ups, sit-ups, and squats or lunges. Music will be playing, an instructor or student aide will be monitoring their station, and the students will be doing their exercises. At three or four minute intervals, the groups will rotate to the next station to perform the exercises at that location. The rotations usually involve the students completing each station twice.

The facilities enable one teacher to use the auxiliary gym to teach step aerobics while the other teacher can utilize the main gym for other fitness activities. It is important to teach all the students the basic steps involved in step aerobics so on some fitness days one class will spend half of their fitness time learning the basic steps, while the other class will be in the main gym performing other exercises and fitness activities.

Square Dancing

After Winter Break, square dancing is performed for a two week period. The unit involves 12 dances that progressively teach the basics of square dancing. The seventh and eighth graders should make it through all 12 dances while the sixth graders might get through only the first seven or eight.

Third Quarter Curriculum

At the start of third quarter, many new students are usually enrolled into the seventh and eighth grade classes. The first two activities, tumbling and floor hockey, need to be held separately. The first two and one-half weeks of class the girls will perform tumbling with the female

instructor, while the male instructor will conduct the hockey unit with the boys. At the end of the first two and one-half weeks, the girls will switch to floor hockey with the female instructor and the male instructor will conduct instruction in tumbling with the boys. After those units, the remainder of the activity time for third quarter will be spent on net sports; volleyball, badmitten, and pickle ball.

Fitness activities are continued during third quarter, and the new students are thrown into the activities along with the students from first semester. The complete Presidential test is also administered at the end of the third quarter. For the students who didn't have physical education first semester, this will be their first chance to see what their fitness levels are as a comparison to other students their age across the nation.

Floor Hockey

Floor hockey proves to be one of the most popular and competitive of all the sports units presented in the physical education program. It is believed that developing team play will be an important part of this unit so emphasis in drills and lead up activities are meant to encourage this. In order to do this the two basic skills which need to be mastered are stick handling the puck and passing.

Table 6 identifies those skills, activities, and knowledge areas developed in the hockey unit.

Table 6

Skills:

Proper grip	Stick carrying position
Control dribble	Speed dribble
Forehand passing	Backhand passing
Forehand shot	Backhand shot
Face offs	Checking (Stealing
Goal Keeping	the puck)

Activities:

Two line passing(stationary)	Two line passing (moving)
Cross floor dribbling	Pass/shot drill
Sideline hockey	Penalty shot drill
Stick handling relay	Circle keep away
Regulation hockey	

Knowledge:

Out of play puck	Off-sides
Icing the puck	Held puck or freezing

Penalties---

Hooking	Holding	Tripping
Slashing	High sticking	Slap shots

An ice hockey format is utilized for the floor hockey unit. Several rules need to be modified and a few have to be created to encourage teamwork and prevent bruises from the hard plastic sticks. With icing and offside, team play is fostered so the importance of stick handling and passing are

emphasized and drilled. Also, rules that penalize the use of slap shots and outlaw half-court goals may need to be implemented for safety reasons and team play.

Skill development drills are performed first with partners or lines that keep most students active with little wait time. After a few lead up activities that teach the importance of position and passing, the infractions of offside and icing reinforce the importance of teamwork and playing proper position. Students will pick up on the importance of teamwork and position quickly when they play competitive games.

Tumbling & Stunts

The tumbling unit offers the opportunity to build balance, coordination, and strength as well as show the importance of flexibility and agility. These activities can contribute greatly to overall fitness and increase body awareness for the students.

Even though tumbling develops many fitness related skills, it is classified as a sports skill activity.

Table 7 illustrates the key skills, activities, and knowledge concepts present in this unit.

Table 7

Skills: _____

Log roll	Seal walk	Swan stand
Frog stand	Neck bridge	Back arch
Arch ups	Reverse push-ups	Kip-ups
Hand stand	Frog head stand	Pike head stand

Forward roll	Dive roll	Backward roll
Backward extension	Cartwheel	Round off
Straddle roll	Head spring	Walk over

Activities: _____

Across the mat stunts	Pyramid building
Monkey rolls	Forward roll combinations
Backward roll combinations	Three stunt combinations
Tumbling runs	Tumbling routines
Animal movement relays	3 man pyramids
5 man pyramids	Indian Wrestling

Knowledge: _____

Balance stunts	Tumbling stunts
Partner stunts	Proprioception

It is decided to segregate the boys from the girls because the nature of tumbling requires close cooperation involving spotting and touching which some students in this age group can't handle maturely. Others might feel too self conscious performing some of the skills and activities in front of or with members of the opposite sex. Also, some games and activities of combative and aggressive nature are incorporated into the tumbling unit for the boys to provide variety and competitive fun. It is believed by the author that games like bombardment and camel fights are best presented to homogeneous groups.

It is also during this unit that a few culturally unique combative activities are performed. Students compete in

Indian leg wrestling and hand fighting, as well as Japanese Sumo wrestling.

The tumbling unit illustrates the wide range of skill development one might expect to find in this age group. It also allows the students to see how strength, balance, coordination, and agility act together to perform intricate skills and routines. Most students will show improvement in technique on the stunts they already can do, and most learn and master many skills they couldn't previously perform.

Students who are overweight will have great difficulty performing some of the stunts. Lack of strength or flexibility will be a draw back to others, but many of the students will show improvement in their strength and flexibility in a short time as they master stunts that they could not master in the beginning.

The majority of the students will appreciate the increased awareness of their bodies in movement so they will stay attentive and concentrate on the activities. The seventh and eighth graders have to create their own routines at the end of the unit, and most of the students will display much support to others during this unit as they marvel at what can be learned.

Volleyball

The volleyball unit requires the students to learn the basic skills of bumping (underhand passing), setting (overhand passing), spiking, and serving. It also proves to be an intense teamwork activity for some as it forces students who are real competitive to work for a good third

hit so they can.

Table 8 lists some of the main skills, activities, and knowledge concepts practiced in the volleyball unit.

Table 8

Skills: _____

Underhand pass	Overhand pass	
Digging	Spiking	
Blocking	Setting (setup)	
Serving---		
Underhand	Overhand	Jump serve
Floater		

Activities: _____

Two man drills	Bump, set, spike
Shower service drill	Rotation volleyball
Mini-volleyball	Beach ball volleyball
Wall volleying	Regulation volleyball
King/Queen of court	

Knowledge: _____

Basic game rules---

Side-out	out-of-bounds	Too many hits
Touched net	Carried ball	Lifting the ball
Illegal touches	Service Rotation	Over the net
Under the net	Scoring	

Strategy---

Defensive positions	Offensive positions
---------------------	---------------------

This unit is popular with all students except for the extremely low skilled students who usually become frustrated when they can't master any of the basics. There are just a few of these students, but even these students seem to like hitting the ball individually against the wall or up into the air. It is when they are in a team situation and they can't contribute that they may display frustration.

The focus of the drill work is to learn the basic skills so emphasis is placed on the underhand pass, the overhand pass, and the serve. There are plenty of volleyballs so skill work is organized to provide students with lots of repetitions. Partner drills and small group activities dominate. Activities each session usually culminate in mini-volleyball games which reinforce the skills already practiced and develop teamwork within the group, usually three to a group.

The activity of "King and Queen of the Court" utilizes small groups on a winner stays basis that keep groups of students moving really quickly.

A tournament format is again conducted the last few sessions of the volleyball unit as the teachers form teams and try to balance the skill level to make it competitive. Teams compete in a challenge court system in which all three courts were utilized. The teams continue to play until one team scores three points. The winning team rotates to the next court while the losing team stays at the first court to play the team rotating to court 1 after a loss. The last court is the challenge court and the winning teams rotated to

this court with the winner again staying and the defeated team going back to the first court to start the process of elimination again.

Students like this format as it seems to motivate them to try and move up to play the next team. It also allows them to develop their skills and evaluate their progress against other students. Teams of similar abilities will play against each other more often, and once in a while they will move up and play a team with better skills. Some variety is provided, and more competitive games are played.

Fitness Activities

Students continue to sample exercises and activities that develop their fitness skills and improve their total physical fitness. The new students that are enrolled at the start of third quarter work at their own rate in performing the exercises and activities to the best of their abilities. Students who have not taken the Presidential Fitness Test yet will do so. The one scheduled for the end of the quarter will serve as their pretest. They simply will just have a shorter period of time to measure their improvement in fitness.

Another type of exercise program that is used as a fitness activity is a type of aerobic circuit training. In this activity students alternate every 90 seconds from jogging to an exercise station. Aerobic circuits are utilized throughout third quarter, and more are identified in the handbook.

Table 9 identifies twelve exercises used as stations in

one of the aerobics circuit and the area it conditions.

Table 9

<u>Station & Exercise</u>	<u>Area of Development</u>
1. Push-ups	Chest, shoulders, and arms
2. Jumping jacks	Shoulders, legs, and hips
3. Sit-ups	Abdominals
4. Rope skipping	Agility/coordination
5. Leg swings	Quadriceps, abdominals
6. Sprinters	Legs and endurance
7. Straddle stretch	Hamstrings, lower back
8. Pop-ups	Legs and endurance
9. Leg extensions w/band	Quadriceps
10. Leg curls w/band	Hamstrings
11. Wall sits or squats	Quadriceps
12. Pull-ups, chin-ups	Arms, shoulders, grip

Other exercises are substituted at the various stations of the circuit so different muscle groups can be conditioned depending on what areas the teachers want developed. The student who start on station 5 will rotate to jogging and then to station 6 and so on until the circuit is completed.

Students can achieve an excellent workout that elevates their heart rates into the target zone and work various muscle groups if they give even moderate effort. Most students will.

It is easy for the instructors to monitor the jogging, but the exercise stations will be a different matter. Many students will socialize during the exercise stations and instructors may have to constantly encourage students to

continue their work especially on stations that the exercisers find difficult.

The fitness activities for the third quarter conclude with the third administration of the Presidential Fitness Test. Students generally show interest in improving their individual scores.

Pickle Ball

By the time the pickle ball unit is underway, many students will be anxious to go outside. Some of the fitness activities need to be conducted outside and that doesn't help the situation. Fortunately, most students like hitting the ball with a paddle and most students pick up the skills quickly enough to play the game effectively.

As a lead up activity and a way to drill forehand and backhand strokes, paddle ball using the gym walls is played. The students can improve their strokes this way, but when they start playing pickle ball and have to hit the ball over the net, some may have trouble adjusting and developing a touch to control their hits and place them in the court.

Table 10 lists the skills, activities, and knowledge concepts taught in the pickle ball unit.

Table 10

Skills: _____

Paddle grip	Forehand stroke
Backhand stroke	Underhand serve
Ground stroke	Volley

Activities: _____

Wall ball (individual practice w/forehand and backhand off wall)

Eye contact drills---

Continuous hits on flat	Hits on edge
Paddle turns	Service drill
Paddle ball	Alternate hits w/ partner
Regulation pickle ball	

Knowledge: _____

Singles boundaries	Doubles boundaries
Service courts	Volley line
Scoring	One bounce rule
Service rotation	Position

Students seem to enjoy using the paddles even without playing a game, but it is decided that for this activity students can develop their skills more quickly through competition. By playing doubles, all students can participate as enough courts are available to allow all the students the opportunity to play.

Fourth Quarter Curriculum

The fourth quarter curriculum consists of the continued development of fitness skills including the post-test of the Presidential fitness test and the development of athletic skills centered on the sporting activities involved in speedball, flag rugby, and softball. Also a few track skills are developed and incorporated into the fitness activities used during the fourth quarter.

Speedball

Speedball is selected as one of the sports units because it includes many of the skills already developed in other units like soccer and basketball. It also requires the students to be quite active as well as allow even low skilled students a chance to contribute successfully to their team. Students who are more skilled in soccer can utilize their soccer skills while those who are better at basketball can use their passing and throwing skills in competing in speedball. Only a few new skills need to be taught.

Table 11 identifies the skills, activities, and knowledge concepts used in the the speedball unit.

Table 11

Skills: _____

Soccer related---

Dribbling	Passing
Throw ins	Goal keeping
Place kicking	Trapping
Punting	Tackling

Basketball related---

Passing	Air dribbling
Pivoting	Catching
Defense	Guarding

Speedball skills---

- Foot pick ups (single foot, two foot)
- Kick ups (to self, to partner)
- Air dribbling

Activities: _____

Individual work on pick ups	-Partner pick ups
Partner passing	-kicking
Cross field passing w/kicking	-w/throwing
Cross field dribbling w/feet	-w/hands
Goal kicking/Goal throwing	-Hands soccer
Team handball	-Speedball

Knowledge: _____

- Soccer rules as they apply to speedball
- Basketball rules as they apply to speedball.

Air dribbling	Scoring
Illegal pick ups	Too many air dribbles

The students who are avid soccer players will have a hard time realizing that they can use their hands to catch and throw the ball. They will prefer to play the soccer part of speed ball and won't utilize the throwing and catching part of the game. Other students will prefer to utilize just the basketball part of speedball, throwing and air dribbling, not using any soccer skills.

This activity can be an excellent coed activity. It also seems to be an activity that involves everyone especially when the teams were limited to five or less members. Students will receive plenty of activity and groups that play man on man defense will realize that it positions them better to take advantage of offensive opportunities.

Flag Rugby

Flag rugby is an activity that can be used to develop teamwork and agility in the students as well as present students with a sport that can provide rigorous activity and fun.

The style of rugby adopted for this project has many rule modifications and changes which allows students to participate in coed competition safely while introducing them to the basics of a popular European sport.

Since football and soccer contain many of the same skills as does rugby, only a few new skills have to be introduced. Also with the rule modifications and changes, only a few knowledge concepts have to be taught in order for the students to understand and participate in this style of rugby.

Table 12 identifies the skills, activities, and knowledge concepts practiced in the flag rugby unit.

Table 12

Skills: _____

Lateral passes	Catching the ball
Punting	Drop kicking
Carrying the ball	Dodging
Centering, putting the ball into play after a tackle	
Punt or kick coverage to recover the ball	
Flag pulling	***Scrum

***Scrum are not incorporated as part of the game of flag rugby.

Activities: _____

Partner laterals	Partner punting
Partner drop kicking	Five laterals
3 on 3 kick coverage	Flag rugby

Knowledge: _____

Kickoffs	Line of scrimmage
Putting ball in play	No blocking
No forward laterals	No free punts
scoring	Fumbles are dead balls
Offensive strategy	Defensive strategy
Change of possession from..... - downs	
-intercepted laterals	-punts
-Recovering a punted ball for a new set of downs.	

With the rule modifications and changes from regulation rugby, the basic game is conducted in the same format as football. After a kick-off, the offensive team has four downs to score unless they punt the ball and recover it. The only other real differences for the students to realize in their brand of rugby are that they can't block or they can't pass the ball forward.

Once the students realize that any offensive player can receive the ball from a lateral at any time, many will become quite active. The games are conducted after skill work and lead up activities have been performed. The games are played with competing teams of five or less members on a field twenty five yards in width across the fifty plus yards of the

football field. The sidelines serve as the goal lines. The students will have to be active in order to play defense and be involved in the offense. All games will last about five minutes before the teams rotate to play against another opponent.

Fitness Activities

All of the fitness day activities, which are conducted after the warm up exercises, are performed outdoors except on the few occasions when rain might force the classes to be held indoors. During the first part of the quarter, exercises that replicate the events of the Presidential Fitness Test are increased and intensified as a conditioner for the post test. That test will be held during the middle of May.

The students will review their results from the most recent test a few weeks prior to the administration of the post test. They are asked to set goals in their fitness journal in each category estimating how much they think they can improve their scores on the post test.

With the completion of the Presidential testing, fitness activities still continue. Besides a few make-up tests for students who might be absent or for students who want to challenge an event from the Presidential test, other informal tests are conducted. Fitness activities will incorporate several track events and training methods sometimes used in athletic conditioning. A few activity circuits, interval training, metabolic training, as well as fitness relays will constitute the remaining plans for fitness day activities.

Softball

The last core sports unit of the quarter and the school year is softball. Many students love this unit, but more than a few students don't. Because of the importance of skills in playing softball successfully, drills and lead up activities emphasize the basics of catching, hitting, and throwing. These drills and activities are designed to maximize participation and allow the student many repetitions so basic skills can be mastered.

Table 13 depicts the skills, activities, and knowledge concepts taught during the softball unit.

Table 13

Skills and Activities: _____

Throwing---

Ball grip	Overhand throw	Underhand throw
To bases	From the outfield	Base to Base

Catching and Fielding---

Thrown balls	Fly balls	Grounders
Taking infield		

Hitting---

Stance	Bat grip	Hitting a pitch
Hitting from tee	Bunting	

Base running---

Through first base	Rounding first
Doubles	Triples
Circling the bases	

Lead up drills---

Hot box drill	Fly up
---------------	--------

Tee ball	Over the line
One pitch softball	500

Knowledge: _____

-Strike zone	Ball and strike	Foul and fair
-Safe and out	Scoring	Base running
-Force outs	Tag outs	Infield fly

The basic skills are practiced with partners first and then progress to small groups. The basic throwing, catching, and hitting drills are practiced each session until tournament play commences the last few sessions of the unit. Lead up games emphasize teamwork and situations in groups of four or five. At the end of each session competition with small teams ensues in lead up games like "Tee Ball" and "Over the Line". These games allow them to practice and improve their skills with less pressure than there will be in a regulation softball game.

Large group or regulation softball has to be played with speed up rules such as "one pitch" or "any swing is a hit" to speed up the game and provide more activity for the students. Most students will prefer the small group games to that of regulation softball because there will be less pressure to perform and more activity will result.

Appendix B

**A HANDBOOK OF ACTIVITIES
AND LEARNING EXPERIENCES FOR
INTEGRATION OF FITNESS SKILLS
AND
LIFETIME ACTIVITIES INTO
THE PHYSICAL EDUCATION CURRICULUM**

by

Rand Marquess

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Fitness Activities

Relays

Activity 1: Delta Fitness

Skill development:	Variety of movement skills, speed, muscular strength and endurance, agility, teamwork
Materials:	Several mats, cones, rubber bands and directions: also various equipment; jump ropes, scooters etc.

Students are divided up into equal teams of 4, 5 or 6 students depending on the number of students in the class(es). Teams sit on their mats which are arranged in a circular pattern in the middle of the gym floor. Each team has a cone placed on the inside with the directions taped on it. When the teacher starts the relay, the first student from each group will race around the outside of the mats in the mode directed by the instructions. That student will tag his teammate and then go and perform the directed number of exercise; upon completion of the exercise that student will then go and collect one rubber band and wait for his next turn.

The relay continues for a designated time. When time runs out, the team which has collected the most rubber bands (gone through the most cycles and exercises) is the winner. This is a great way for the students to compete anonymously, and at the same time develop fitness skills in a fun, competitive way.

Teachers and student aides will monitor the relay and hand out rubber bands to the students upon their completion of each cycle of exercises. There are several variations of the relay depicted below.

DELTA FITNESS 1

1. RUN 1 LAP TO THE RIGHT!
 2. 10 CONE JUMPS (RUBBER BAND)
SIT DOWN ON THE MAT
 3. RUN 1 LAP TO THE RIGHT!
 4. 10 DONKEY KICKS (RUBBER BAND)
SIT DOWN ON THE MAT
 5. RUN 1 LAP TO THE RIGHT!
 6. 20 SIT-UPS (RUBBER BAND)
SIT DOWN ON THE MAT
 7. RUN 1 LAP TO THE RIGHT!
 8. 10 MOUNTAIN CLIMBERS (RUBBER BAND)
SIT DOWN ON THE MAT
- REPEAT

DELTA FITNESS 2

- 1. RUN 1 LAP TO THE RIGHT!**
 - 2. 10 V-SITS (RUBBER BAND)**
SIT DOWN ON THE MAT
 - 3. RUN 1 LAP TO THE RIGHT!**
 - 4. 3 CHAIR DIPS (RUBBER BAND)**
SIT DOWN ON THE MAT
 - 5. RUN 1 LAP TO THE RIGHT!**
 - 6. 20 STRADDLE CROSSES (RUBBER BAND) SIT DOWN ON THE MAT**
 - 7. RUN 1 LAP TO THE RIGHT!**
 - 8. 30 ROPE JUMPS (RUBBER BAND)**
SIT DOWN ON THE MAT
- REPEAT**

DELTA FITNESS 3

- 1. RUN 1 LAP TO THE RIGHT!**
- 2. 10 CORK SCREWS (RUBBER BAND)**

SIT DOWN ON THE MAT

- 3. RUN 1 LAP TO THE RIGHT!**
- 4. 20 SIT-UPS (RUBBER BAND)**

SIT DOWN ON THE MAT

- 5. RUN 1 LAP TO THE RIGHT!**
- 6. 20 MOUNTAIN CLIMBERS (RUBBER BAND) SIT DOWN ON THE MAT**

- 7. RUN 1 LAP TO THE RIGHT!**
- 8. 10 LEG CLAPS (RUBBER BAND)**

SIT DOWN ON THE MAT

REPEAT

DELTA FITNESS 4

- 1. 1 SCOOTER LAP TO THE RIGHT!**
- 2. 10 CORK SCREWS (RUBBER BAND)**

SIT DOWN ON THE MAT

- 3. RUN 1 LAP TO THE RIGHT!**
- 4. 20 SIT-UPS (RUBBER BAND)**

SIT DOWN ON THE MAT

- 5. SKIP 1 LAP TO THE RIGHT!**
- 6. 20 MOUNTAIN CLIMBERS (RUBBER BAND) SIT DOWN ON THE MAT**

- 7. GALLOP 1 LAP TO THE RIGHT!**
- 8. 10 LEG CLAPS (RUBBER BAND)**

SIT DOWN ON THE MAT

REPEAT

DELTA FITNESS 5

1. CARIOCA 1 LAP TO THE RIGHT!

2. 10 PUSH-UPS (RUBBER BAND)

SIT DOWN ON THE MAT

3. SHUFFLE 1 LAP TO THE RIGHT!

4. 10 POP-UPS (RUBBER BAND)

SIT DOWN ON THE MAT

5. HOP 1 LAP TO THE RIGHT!

6. 20 SIT-UPS (RUBBER BAND) SIT

DOWN ON THE MAT

7. RUN 1 LAP TO THE RIGHT!

8. 5 COFFEE GRINDERS (RUBBER

BAND) SIT DOWN ON THE MAT

REPEAT

DELTA FITNESS 6

- 1. 1 SCOOPBALL LAP TO THE RIGHT!**
- 2. 30 ROPE JUMPS (RUBBER BAND)**

SIT DOWN ON THE MAT

- 3. RUN 1 LAP TO THE RIGHT!**
- 4. 10 DONKEY KICKS (RUBBER BAND)**

SIT DOWN ON THE MAT

- 5. HOP 1 LAP TO THE RIGHT!**
- 6. 20 SIT-UPS (RUBBER BAND) SIT**

DOWN ON THE MAT

- 7. RUN 1 LAP TO THE RIGHT!**
- 8. 5 COFFEE GRINDERS (RUBBER BAND) SIT DOWN ON THE MAT**

REPEAT

Activity 2: Sports Skills Relays

Skill development: Sports specific skills;
dribbling, lay-ins, passing,
hiking, ball-carrying, stick
handling

Materials: Basketball, football, hockey
stick and puck etc., depending
on the sport

The use of sport specific skills in a relay format can provide a fun opportunity for students to practice various athletic skills while at the same time providing intense anaerobic activity and cooperative competition.

Students are divided into teams of 4 or 5 per team depending on class size. Using basketball as the example sport, teams are stationed at the starting line, usually the sideline. Students start by dribbling the basketball to their basket where they shoot a lay-in. If the shot is made one point is awarded to the team. If the shot is not made, no point is scored. The players dribble the ball back to the next person in line as quickly as possible where the next player dribbles down as fast as possible to shoot another lay-in. The relay continues for a set time period.

Student aides and teachers function as the judges, and one student per team functions as the scorer for his or her team. At the end of the specified time, a winning team is determined. The relay can be run again, or another set of sport specific skills can be used. For example, instead of dribbling the basketball, teams must pass the ball down to

their basket. Instead of shooting a lay-in, a jump shot from outside the key must be used.

More than one sport's skills can be used in the relays, and the time of the relay can be varied. Teams also can be disqualified for not following rules or for interfering with other teams during the relay.

Activity 3: Fitness Skills Relays

Skill development:	Fitness specific skills; balance, agility, speed, jumping, strength and endurance
Materials:	Various equipment; jumprobes, beanbags, relay batons etc.

Fitness relays can be conducted in a linear continuous format or in a Delta Fitness, circular format, Students can practice various fitness skills in a fun, competitive way while developing their strength, agility, and balance etc.

Teams are selected in groups of 4 or 5 depending on class size. On the start signal from the teacher, students from each team complete the designated skill. Example; students perform skipping or shuffling down and back, tag or pass the baton to the next team member who continues the relay. Once team members have performed all the designated skills, the first team to complete them sits down.

A variety of movement skills; skipping, hopping, grapevining, sprinting, shuffling, race walking, and jumping can be used in this type of relay. Also, exercises, like push-ups, sit-ups, squats, coffee grinders, mountain climbers, and squat-jumps etc. can be used as exercises in a fitness relay format as a means of developing student fitness in a competitive and fun way.

Activity 4: Stunts and Partner Relays

Skill development: Strength, balance, speed,
cooperation, and coordination

Materials: Wrestling mat

Stunts and partner relays are best done with an homogeneous group. During the tumbling unit when the boys and the girls are separated, stunts and partner relays can be conducted. Partners or teams of partners can compete in strength, balance, and cooperation stunts like piggy-back racing, wheel-barrow racing, or snake racing using either relay format.

Exercise Circuits

Activity 5: Paper Plate Park

Skill development: A variety of exercises are performed; strength, flexibility and endurance

Materials: Mats, dynabands, step benches, plyometric boxes, paper plates pull-up bars, music

Two classes can preform this circuit together. While students from one class jog for one minute around the middle of the gym, the students of the other class perform one of the fourteen exercises arranged around the perimeter walls. When the minute is up, the students that jogged go to their assigned exercise station around the walls, while the students that exercised go to the middle to jog around the basketball court.

Students continue to rotate from the exercises to the jogging, and the jogging to the exercises at one minute intervals.

Exercise	Area of Development
Station 1 Pushups:	Upper arms, shoulders, and chest development
Jog	
Station 2 Crunches:	Abdominal strength
Jog	
Station 3 Jumping Jacks	Shoulders, legs, coordination, and rhythm
Jog	

Station 4 Rope Jumping	Calves, arms, rhythm, and coordination
Jog	
Station 5 Leg Swings	Upper legs and abdominals
Jog	
Station 6 Sprinters	Upper & lower legs, and endurance
Jog	
Station 7 Stretches	Depending on the stretch
Jog	
Station 8 Squat Thrusts	Upper & lower legs, coordination, endurance
Jog	
Station 9 Dynaband Leg-Curls	Back of the upper thigh, hamstrings
Jog	
Station 10 Squats	Gluteus muscles, front of upper thighs
Jog	
Station 11 Dynaband Leg-extensions	Front of upper thigh, quadriceps
Jog	
Station 12 Towel Jumps	Legs, rhythm
Jog	
Station 13 Pull-ups/Arm-Hangs	Shoulders, upper arms & back
Jog	
Station 14 Bench Steps	Legs, rhythm, endurance

Jog

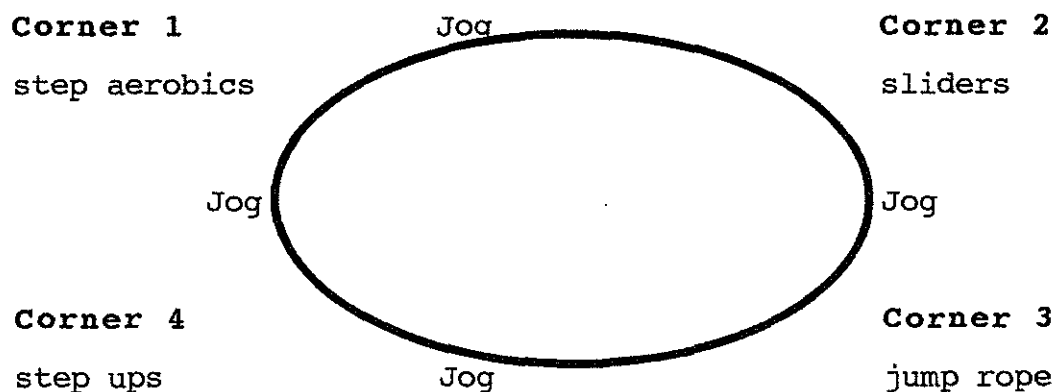
***** Instead of jogging, teacher directed
agilities can be substituted for the one minute jog.**

Activity 6: Four Corner Aerobics

Skill development:	Endurance, coordination, rhythm
Materials:	Step benches, jump ropes, sliders, plyo-boxes, music

Two classes can rotate from jogging and skipping around the basketball court to the four stations situated in the corners of the gym. Class A jogs around the basketball court while Class B which has been divided into four groups performs one of the aerobic activities conducted in each corner. After two or three minutes the classes rotate. Class A rotates to their assigned aerobics station in the corner, while Class B starts their jog around the basketball court. The cycle continues until each class has completed each corner aerobic activity at least once.

Variations to this aerobics circuit can be accomplished by changing on of the corner aerobic activities or by changing the activity of jogging around the basketball court.

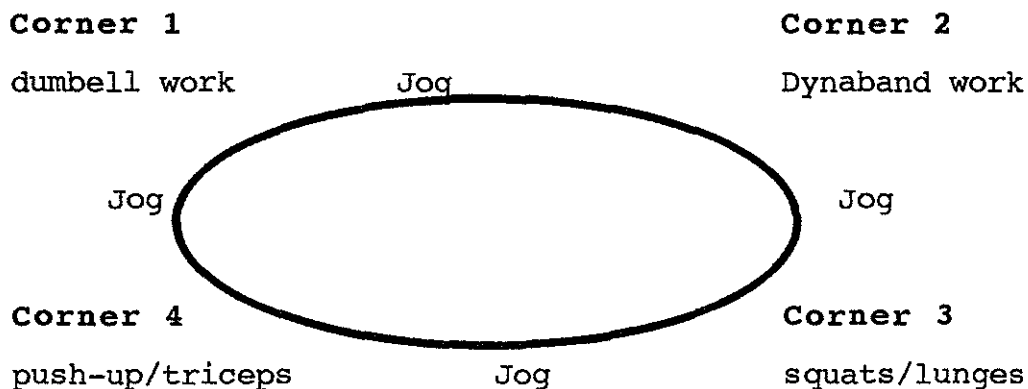


Activity 7: Four Corner Resistance Training

Skill development: arm & shoulder strength, leg strength, muscular endurance

Materials: dumbbell weights, dynabands, benches, weighted balls, jump ropes

Instead of performing aerobic activities as in the four corner aerobic workout, two classes rotate through resistance exercises in the corners and jogging or jump roping around the basketball court. The stations last a little shorter in this activity, one and one-half minutes to two minutes at the most.



The exercises that are performed in the corners can be varied as to type and duration. More than one exercise also may be performed depending on which muscle groups the instructor wants to develop.

Activity 8: Falcon Circuit

Skill development: Depending on the drill, a variety of skills are developed, some are fitness, others are athletic skills.

Materials: Various balls, benches, ropes plyo-boxes, pull-up bars, dip racks, cones, dumbbells, mats dynabands, balance bars, bean bags, music, etc.

The Falcon Circuit is a continuous circuit of functional training drills and exercises used to improve sports and fitness skills. The number of skills and drills used in this circuit can be fixed or they can be increased or decreased depending on the number of students participating in the circuit.

Students will move from one station to the next following the student in front of them. It is important that they watch what skill the person in front of them is performing because they will be doing that next. Students will continue to go from drill to drill until they have completed the entire circuit.

Stations:

Station 1; student A performs frontal step-ups and catches and tosses a weighted ball while student B performs side step-ups while he tosses and catches the weighted ball. Student A rotates to where student B was. Student B rotates to where student C was.

Station 2; student C performs dips at the dip rack while student D does leg ups at the second dip rack. Student C rotates to where student D was, and student D rotates to complete the exercise that student E has just completed.

Station 3; student E completes repetitions of box jumps on a 12 inch high plyometric box. Student F steps up and down on an eighteen inch plyometric box. They each rotate to their next exercise/drill.

Station 4; student G completes repetitions of lateral cone jumps while student H does forward and backward cone jumps over another cone. They each move to their next position. Student G will move to perform forward and backward cone jumps while student H rotates to the next position at station 5.

Station 5; student I starts doing squats, and student J wall sits for the time duration of that segment of the circuit. Again, these students rotate to their next position; student I where student J was, and student J to station 6 where student K was.

Station 6; student K completes pull-ups, flexed arm hang, and negatives for the duration of the exercise segment, while student L jumps rope doing a variety of patterns. At the end of the time segment the students move one position.

Station 7; student M performs sit-ups while passing a weighted ball with a chest pass to student N who is also doing sit-ups, but N passes the ball from over his head. Student M rotates to student N's position and student N rotates to where student O was at station 8 at the end of the

exercise segment.

Station 8; student O is dribbling from the foul line and shooting a right-handed lay-in. He rebounds his own shot and passes it to student P who catches it in the area of the foul line. Student P dribbles in and shoots a left-handed lay-in. He rebounds his shot and passes it to student O who repeats his drill until it is time to rotate to the next position.

Station 9; student Q is positioned at the next basket with student R. Student Q will shoot a foul shot and rebound his shot to pass it to Student R who will shoot a jump shot from around the key area. He will follow and rebound his own shot to pass it back to student Q who repeats his drill, etc. Each student will rotate one position at the end of the timed exercise segment.

Station 10; student S will dribble with his right hand from a designated spot to the wall and back where he hands the ball to student T. Student T will perform the same task except he will use his left hand. The pair alternate turns for the time segment, and then they rotate one position. Student S will stay at station 10, but he will complete the next task, the one student T just completed. Student T will rotate to station 11.

Station 11; student U will slide step and shuffle back and forth as he throws a chest pass with a basketball to student V who also is slide stepping and shuffling, but student V throws an overhead snap pass. At the end of the time segment students will continue to rotate one position to the next exercise or task.

Station 12; student W's task is to perform arm curls with a pair of light weighted dumbbells. Student X who is on the same mat as student W completes triceps extensions with another pair of light weighted dumbbells. These students continue the cycle of rotation when the time segment is over.

Station 13; student Y who is on another mat next to the mat at station 12, has the task of completing frontal risers with a pair of light weighted dumbbells. He will rotate to student Z's position when it is time to rotate again. Student Z is completing upright rows again with dumbbells. Student Z's next position will be where student A started with frontal step-ups when the next cycle of exercises starts.

The number of tasks incorporated in this functional training circuit can be almost endless. The instructor can add or delete the exercises or drills depending on the number of students or the type of exercises or skills that need to be developed. The opportunity for the students to perform a variety of tasks allows each student the chance to develop skills at which he or she might be good or he or she might find difficult to perform. There are enough tasks that almost all students find success in performing the exercises or skills.

Activity 9: All Around the Gym Exercise Circuit

Skill development: Leg, arm, shoulder, and trunk
 strength, flexibility,
 agility, endurance

Materials: Gymnasium

The All Around the Gym Exercise Circuit requires no special equipment. This fitness activity incorporates the basic exercises and movements involved in the daily exercises of the students as well as various movement and agility skills. The workout involves alternating movement activities which go around the basketball court of the gym for one-minute with exercises that each student performs at the spot around the court where they finished their movement skill.

Students start by jogging for one minute. When one minute expires, all students performs triceps extensions from a seated position for one minute. The whistle blows and the students skip for one minute. The fitness activity continues like this, alternating between movement exercises and stationary exercises.

Jog - 1 minute	Seated triceps - 1 minute
Skip - 1 minute	Crunches - 1 minute
Jog - 1 minute	Push-ups - 1 minute
Grapevine - 1 minute	Squats - 1 minute
Jog - 1 minute	Alternating lunges - 1 minute
Shuffle - 1 minute	Wall sits - 1 minute
Jog - 1 minute	Squat thrusts - 1 minute
Gallop - 1 minute	Wall jumps - 1 minute
Jog - 1 minute	Mountain climbers - 1 minute

One foot hops - 1 minute Leg stretches - 1 minute

This circuit is a good way to provide students with a rigorous workout without using a bunch of equipment or organizing students. It provides the students with a variety of exercises and movement activities that will allow students to get their heart rate up to their target zone for 12 to 15 minutes or more.

Obviously different exercises or stretches can be substituted the ones listed in the above format.

Dual Purpose Workouts

* The two activities in the dual purpose workouts can be separated and conducted individually.

Activity 10: Step Aerobics and Plyometrics

Skill development: Rhythm, leg strength, balance
coordination, speed, agility

Materials: Step benches, mats, plyo-
metric boxes, music

The opportunity to learn and develop the rhythm of learning step aerobic exercises as well as the benefits in strength, power and speed that performing plyometrics exercises can be accomplished by dual purpose fitness activities. This is also a good way for each class to work on two separate fitness activities that can be beneficial to them in developing their fitness skills as well as knowledge about various types of exercise.

Class A: One teacher leads a class in step aerobics for a period of 12 to 15 minutes. During this time students will learn and practice the basic step aerobic maneuvers. These are teacher lead drills. After the designated time segment, classes switch stations. The teachers can stay at the same station or switch with the students.

STEP AEROBICS

Basic Step: 4,2,1 pattern

Turn Step

Tap, Knee, Kick

Repeaters: 3 times

Over the Top
Around the World - Turn Step - Diagonal
3 Taps, Knee, Kick Back
Rocking Horse - Turn Step - Airplane
Fitness Knee
Straddle Step

Class B: The teacher directs students in plyo-metric (jumping) drills designed to improve strength, power, quickness, and agility. Plyometric boxes are arranged in a linear fashion, and students are directed to complete a series of jumps which emphasize various techniques designed to improve the students' jumping abilities.

Continuous Jumps: Students jump straight over a series of boxes of various dimensions as smoothly and as quickly as possible. Students can perform the same drill in a lateral jump fashion.

Cat Jumps: Students stand in front of the box. The students jump to the top of the box and land as softly and as quietly as they can. They step down and go to the next box to repeat the cat jump.

Depth Jumps: Students stand on top of the box and step off landing on both feet. Students jump straight up immediately after they hit the ground. They must react to the downward pressure of the weight and redirect it upwards. Students repeat the depth jump on the next box.

Box Jump-Ups: 20 second, 30 second, or 60 second time segments can be used to test the students speed and endurance when they jump up and down on a plyo-box. It is a great

activity to develop leg strength.

*** Some students can perform these four drills with one foot.

Other jumping activities that are conducted on the ground are frog jumps, one foot hops, quick hops with both feet and one foot, running broad jumps and standing broad jumps. These activities can be done across the gym floor in large groups instead of the single file method as in the box jumps.

Many of these hops and jumps can be used in the relay activities previously described.

Activity 11: Step Aerobics and Agilities

Skill development: Rhythm, agility, leg strength
coordination, endurance

Materials: Step benches, music or
aerobics video tape

An alternative to the basic step aerobics that is teacher lead, aerobic video tapes like Kathy Smith's or Reebok's step videos can be used. These must be purchased or rented so as not to break copyright laws.

If a video tape is used, make sure the section of the tape used is at the appropriate level of difficulty so students can get a workout and continue to develop their step aerobic skills.

Class A: Students will perform the modeled step routine on the video as best they can for a period of 12 to 15 minutes. At the end of this time segment these students will rotate and complete the agilities workout.

Class B: The agilities segment of the workout is conducted in the gymnasium on the basketball court. Students will perform various agilities after a 4 to 6 minute endurance run.

Skipping activities; regular, high knee, heel kickers, and power skips. These four types of hops are performed with partners across the basketball court.

Grapevine and shuffling; also performed with partners.

Jumping Activities; hopping on the right foot, left foot, quick hop on both feet, frog jumps, and running long jumps can be performed with partners across the floor.

be placed on the students using proper form and working the muscle through its full range of motion.

Pace Development Workouts

With the importance of developing cardio vascular fitness comes the need to provide adequate training on how to perform aerobic activities. These activities are designed to teach students how to work into their target heart rate zone so endurance runs such as the mile run can be completed without breathing and fatigue problems.

Activity 13: Heart Rate & Work Load Worksheet

Skill development: Monitoring heart rate with the amount of physical work

Materials: Cones, stop watch

This activity is meant for the students to find the relationship between heart rate and the amount of physical work they do. Key concepts include the fact that the heart pumps blood to all parts of the body. The blood carries nourishment and oxygen to all body cells. It also removes waste products and carbon dioxide. The key to being able to work tirelessly is to get enough oxygen to the muscles.

Procedures:

- 1) Take beginning heart rate while sitting. _____
- 2) Warm-up by doing five minutes of stretching exercises.
Take your pulse. _____
- 3) Execute as many full-body push-ups in 15 seconds as you can. Take your pulse. _____
- 4) Walk around the gym (outside the cones) at a leisurely pace for 2 minutes. Take your pulse. _____
- 5) Power or race walk as fast as you can around the gym for

- 1 minute. Take your pulse. _____
- 6) Skip the length of the gym down and back two times. Take your pulse. _____
- 7) Jog around the gym at your own pace for 3 minutes. Take your pulse. _____
- 8) Sprint around the as fast as you can for 30 seconds. Take your pulse. _____
- 9) Recover for a 5 minute period. Take your pulse. _____

Questions:

1. What is the relationship between heart rate and workload?
2. Which work session produced the highest heart rate and why?
3. If two people did the same activity, how could you tell who worked the hardest?

Activity 14: Straw Walks

Skill development: Race walking pace, endurance
leg strength

Materials: Cones, straws, stop watch

Straw walks are meant to show students that there are different paces even when walking. Students also find that they can get a good workout when they have to walk fast, in a competitive activity.

This activity can be conducted in the gymnasium or outside on a short, measured out course.

Students race walk around the defined course for a determined amount of time. Each time the students return to the starting area, they collect a straw from the teacher or the student aides. At the end of the time allotted, the student or team of students with the most straws wins. More significantly, the amount of straws are used to determine the distance that the students covered so they can figure out the amount of calories used.

Activity 15: Walk, Jog, and Run

Skill development: Pace development, heart rate monitoring, leg strength endurance

Materials: A track, football or soccer field, cones, stop watch

The goal of this activity is to reinforce students' knowledge of and get practice in determining work load and proper pacing for endurance activities. With the importance of training the cardiac muscle, students must participate in these type of activities so they will be able to work for extended periods of time without tiring so aerobic training occurs.

Procedures:

- 1) Students walk around the football field at their own rate. 15 second pulse rate checks are taken.
 - 2) Students jog around the football field at their own rate. Pulse rates are taken again. Students should compare the two rates.
 - 3) Students sprint 100 yards, rest for 30 seconds, and sprint 100 yards back to the starting area. 15 second heart rate checks are taken. Students make comparisons of the three different paces and the work load of each.
- ** Students will draw conclusions about their different paces in their writing journal activity that they complete on every fitness day.

Activity 16: Indian Run

Skill development:	Jogging and walking pace, endurance, leg strength
Materials:	Gymnasium or outside field Stop watch

The objective of the Indian run is to develop varying pace rates. It is important in this activity for the teacher to group students based on ability, a fast group, an intermediate group, and/or a slow group.

Each group starts moving in a single file manner. The student in the front of each group sets the pace. After a certain distance the teacher blows the whistle and the student at the back of the line speeds up until he/she overtakes the lead student. At this point the new leader settles in to set the pace. At the sound of the next whistle, or a set distance, the last member of each group runs to the front to take over the lead and set the pace. This process continues until all members of the group have gone through the line, or until a certain time has expired or a set distance has been covered.

Caution, some members of each group may fatigue out and not be able to keep up. Also, because each member wants to stay with the group, he/she may work too hard. Be on the lookout for such occurrences.

Activity 17: Perimeter Run

Skill development: Pace development, endurance

Materials: School grounds, stop watch

The distance around the grass boundaries of the school grounds can be used as a timed endurance event. At Foothills the distance is approximately one mile in length.

Students work up to running the school perimeter without having to walk. Lead up activities to the completion of the whole perimeter consist of many of the pace activities previously explained. Students are read off their times and their pulse rates are taken at the end of the run so each student can determine their working heart rate.

Activity 18: 12 Minute Run Walk Test

Skill development: Pace development, endurance
target & working heart rate

Materials: Track or measured field,
stop watch

Before the running of the Presidential Fitness Test, the Cooper 12 Minute Run Walk Test is administered. Students run and walk for 12 minutes around the track. At the end of 12 minutes, students' heart rates are measured to determine their working heart rate, and their distances completed are measured to gauge their general aerobic condition.

3 or less laps completed = low aerobic fitness

4 laps completed = average aerobic fitness

5-6 laps completed = above average aerobic fitness

≥7 laps completed = excellent aerobic fitness

Interval and Metabolic Training Workouts

Students are provided with interval and metabolic training activities so they can develop their fitness skills of speed and endurance. It is the purpose of these activities to demonstrate to students the value of anaerobic exercises in relationship to their aerobic training. The concept of recovery time is the focus of these activities.

Activity 19: 5 or 10 Minute 100 Yards

Skill development: Speed, leg strength, anaerobic endurance

Materials: Football field, stop watch

The anaerobic endurance work in this activity can cause some students to feel ill. The difference between aerobic conditioning and the anaerobic effect of interval training will become apparent to even the aerobically conditioned student.

Procedures:

- 1) Students sprint 100 yards. They get the remainder of the one minute to stand up and rest, waiting for the next sprint.
- 2) When one minute has transpired, students sprint 100 yards. Students rest for the rest of the second minute.
- 3) When the second minute is up, students sprint their third 100 yard dash. Students rest for the remainder of the third minute.
- 4) After the third minute, the student sprint a fourth 100 yards. They use the rest of the fourth minute to

recover.

5) Students run their fifth 100 yard sprint as the fourth minute expires.

If the class is just doing the 5 Minute 100 Yard activity, they are finished and they complete a heart rate checks. If the class is performing the 10 Minute 100 Yard activity then they complete five more cycles of 100 yard sprints in the next five minutes.

Activity 20: 10 by 10 Forty Yard Test

Skill development: Speed, leg strength, anaerobic endurance

Materials: 40 yard field or track, stop-watch

This activity is an anaerobic speed and endurance activity. The students will perform 10, 40 yard sprints with 10 seconds rest between each one. It is obvious that there is not sufficient recovery time allowed between each repetition of the 40 yard sprint, but the short interval allowed for recovery provides the metabolic training important in various sports like football and basketball.

The students will experience oxygen debt which will affect their maximum speed on the subsequent 40's.

** Some students will experience stomach nauseous performing this activity.

Activity 21: 100, 200, 400, Run & Walk

Skill development: Speed, leg strength, aerobic & anaerobic endurance

Materials: Track or measured field, stop watch

The increased distance of each subsequent run is used as the time interval for each student to rest between the next run. This activity can be performed in the reverse order with a different effect.

Students lineup along the starting line of the track. They sprint 100 meters and walk the following 100 meters. Once they get to the 200 meter mark, the students run 200 meters. At the finish of the 200 meter run, the students walk the next 200 meters. The final run is 400 meters. At the completion of that lap, students walk the next 400 meters. Total time can be kept and recorded and used as a comparison to the total time on this activity completed in the reverse order.

Activity 22: Presidential Fitness Test

Skill development: Agility, flexibility, arm and trunk strength, endurance

Materials: Track, sit & reach boxes
bean bags or blocks, pull-up bars, stop watches

The Presidential Fitness Test is conducted officially two times; once in the Fall as a pre test, and once in the Spring as a post test. Considering its importance, however, informal testing on each of the five components of fitness should occur several times throughout the school year.

One day needs to be allotted for the completion of the one mile run, and another day should be sufficient for completing the other four events.

Procedures:

One Mile Run: Pair up students so one student can record lap times and the final time for the runner, and then the two will switch so the other partner can run.

Sit & Reach: Again, partners complete the sit and reach test. One holds down the knees while the other performs the test with the teacher or student aide reading off the score. Partners will switch.

Pull-ups: Students will hang from the pull-up bar and complete as many pull-ups as they can, going all the way up to the chin and down until arms are hanging straight.

One Minute Curl-ups: With one partner securely holding down the feet of the student being tested, that student will curl-up until his elbows touch his mid thigh,

and then back down until the shoulder blades touch the mat. The student will continue performing repetitions of curl-ups for one minute. Partners switch so the other student can be tested.

Shuttle Run: Student line up along the sideline of the volleyball court with a timer. Two bean bags are positioned on the opposite volleyball sideline. The student is timed going from the start position to the first bean bag and back, setting the first bean bag down on the start line, and back again for the second bean bag, racing through the line finish line as quickly as possible.

Writing Activities

Writing activities are utilized in the physical education's curriculum as a means to reinforce the importance of writing across the school curriculum, as a means to practice writing well developed paragraphs, as an attempt to practice for WASL testing and as a means for conceptualizing important concepts about their individual fitness.

Activity 23: Fitness Journals

Every fitness day, Tuesday and Thursday, students summarize the fitness activity they completed that day in at least one well developed paragraph. They are to record any fitness information, i.e. their heart rate after jogging around the gym for 4 minutes. They can express any observations or draw any conclusions about the activity they performed. Also, any connections to their feeling or emotions that the fitness activity might have elicited.

Example:

#1 *Tuesday, September 14, 2002*

Straw Walk

The activity that we performed today for our fitness was called a straw walk. I thought it was pretty silly at first. After the competition started, I got into it. I was able to collect 6 straws in the 4 minutes that we competed the first race. Only 2 other student got as many straws as I got. It was pretty fun. The speed walking was very tiring.

#2 Thursday, September 16, 2002

Walk, Jog, and Run

I thought the activity today was really easy. All we had to do today for our fitness was to walk around the football field. Then we had to take our pulse. Then we had to jog around the football field. Then we had to take our pulse. The last thing we had to do was sprint down 100 yards and then back 100 yards. My pulse was really fast after the sprints. It was 50 in 15 seconds. According to Mr. Marquess that would be too high of a rate for doing an aerobic activity.

Fitness writing journals are completed after the students have come back in from the activity and changed into their street clothes. When Make Your Days points are being recorded, the students are writing in their journals.

Quarterly Writing Assignments

At the end of each of the first three quarters or grading periods of the school year, "Culminating Writing Activities" are assigned as a method for students to relate what knowledge concepts and what fitness skills they have developed to the teacher in a formal writing assignment. These activities are performed primarily for the students to reflect on their fitness growth, however the importance of writing is also reinforced.

Activity 24: Seventh Grade 1st Quarter Culminating Writing Activity

Assignment:

Write a five paragraph paper analyzing your fitness skills, your athletic skills, and your teamwork skills as they relate to your PE class experience. Use information from your PE journal, the results of your Presidential fitness testing, and your feelings about your experiences with your teammates in class activities.

Format:

Provide five typed or blue or black ink written paragraphs.

Double spaced.

Use past tense verbs as you are writing about what has already happened.

Write from the first person point of view using I or other first person pronouns.

The first paragraph is an introduction providing a

general statement about your fitness and athletic skills, and also your cooperation and teamwork in class activities.

State your opinion about your overall PE experience.

Paragraphs two, three, and four are developmental paragraphs. Here, specific details and examples are provided to support what you have introduced in paragraph one.

Paragraph five is a conclusion. In this paragraph you provide a restatement of your analysis in the three areas of development; fitness skills, athletic skills, and teamwork.

Example Paper:

In physical education class, I worked hard on my skills in three different areas. First, I showed solid improvement in my fitness skills. Second, I worked very hard at developing my athletic skills in flag football, soccer, and ultimate frisbee. Third, I proved my worth as a good team player in the activities this quarter. I actually enjoyed most of the activity days, but the fitness days were not fun.

The fitness testing in October showed me that I was building my endurance and improving my strength. I worked hard at maintaining a steady pace when we ran the perimeter or long distances. I hardly ever walked. That was tough for me. My mile time was eight minutes and nineteen seconds, and my pulse rate was in its target zone. I had little trouble with the crunches, and I always worked hard during push-ups. I am getting stronger, and that feels good.

I had played quite a bit of soccer so my athletic skills there were already good in that activity. In football, I

liked it best when I was thrown passes. Catching a pass in football was easier than throwing one. I had some trouble throwing the frisbee accurately also. In ultimate frisbee, I was a better pass receiver and defender than I was a passer. I did fling some long frisbee throws. Overall, the activities helped me develop my agility and catching skills the most. I think my hard work and positive attitude helped me improve on my athletic skills.

Since the activities we performed required lots of running, I felt I was a good team player. I hustled and tried to cover my man all the time. I was able to get free most of the time, but I didn't get the ball or frisbee passed to me very much. I understood all the rules in soccer, and I played good position. I also controlled the ball and passed to open teammates. I didn't quite understand some of the strategy in football, but I tried hard and actually scored a couple of touchdowns. I felt I helped out my team.

Physical education class this quarter was both hard work and challenging. On fitness days my work ethic showed and my fitness skills improved. On activity days my cooperation and teamwork helped improve my athletic skills and also helped my team win most of our games. I felt good about my skill development and my effort and cooperation in PE this quarter.

Activity 25: Eighth Grade Physical Education 1st Quarter Culminating Writing Assignment

Assignment:

Write a five paragraph paper analyzing your physical self and skills. Use information from your physical education class and other activities that interest you.

Format:

Five typed or blue or black ink written paragraphs.

Double spaced.

Written in present tense.

Written from an omniscient point of view. Use third person pronouns and refer to yourself by name and he or she.

The first paragraph should be an introductory paragraph that defines who you are physically; your physical stature, your physical activities, and how you feel about them.

The second, third, and fourth paragraphs are developmental paragraphs. These paragraphs explain in more details what activities you perform, what skills you are developing, and how you feel about your physical self and skills.

The fifth paragraph is the concluding paragraph which draws all the information together and restates your feelings about your physical self.

Example Paper:

John Doe is a very active boy who stands five feet six inches tall. He weighs one hundred and thirty-two pounds, and is very strong. John is fourteen years old and loves all kinds of sports and activities. He possesses excellent

athletic skills. Because of his interests and physical skills, physical education is his favorite class.

Currently in PE class, John has excelled in flag football and soccer. Since he can run fast and catch, he is one of the best football players in class. He also has good hand and feet coordination so soccer is a sport he really enjoys. John really likes the activities in PE class because he feels successful in them.

While John performs the exercises easily in PE class, he is currently performing ones at the WRAC. There he lifts weights and plays racquetball. He also can squat over 200 pounds. He likes weight training because he can see his improvement.

In PE class John continues to work hard, and his scores on the "President's Challenge" are improving. So far on these fitness tests he has just run the fastest mile time yet with a seven minute and eight second score. When he was a sixth grader, it took him over ten minutes to finish the mile. He has earned Presidential scores in the shuttle run and the one minute curl-ups test. John is a little bit disappointed with his sit and reach test which was only twenty-eight centimeters. He thought his flexibility would improve more than it did. Overall, John feels good about how well he has done. His hard work and positive efforts have paid off.

John Doe feels a sense of accomplishment in his physical activities. He likes school. He is getting taller and stronger. He is improving his athletic skills. He likes

what he can do in PE class and athletics. Even though he's a little self-conscious about his appearance, he can see positive changes physically. He hopes he will continue to grow taller and get stronger. He knows he will continue to work hard.

Activity 26: Seventh Grade Physical Education 2nd Quarter Culminating Writing Assignment Assignment:

Write a five paragraph paper analyzing the quality of your physical self. Include in your analysis the controlling idea in your introductory paragraph. **Example:** *My involvement in numerous activities, my hard work ethic, and my attention to proper exercise and nutrition has created a well conditioned and mentally active seventh grader.*

Format:

Provide five typed or blue or black ink written paragraphs. The paper should be double spaced. It will be written in first person point of view using first person pronouns (I or my). Use consistent verb tense. Each paragraph should be well developed using at least four or five sentences.

The first paragraph is an introductory paragraph which contains a controlling idea. See example above.

Paragraphs two, three, and four are developmental paragraphs that support or prove your controlling idea.

The fifth paragraph is your concluding paragraph that sums up your supporting evidence and restates your controlling idea.

Partial example paper:

My name is John Henry. I am a rapidly developing male thirteen years old. I work very hard in school so I can earn good grades. I have started to grow taller and gain weight, mainly muscle. I have only a couple of good friends, but I feel accepted. *My involvement in numerous activities, my*

hard work ethic, and my attention to proper exercise and nutrition has created a well conditioned and mentally active seventh grader.

Because I like most sports, I participate in baseball, basketball, and football. I am very agile and strong and that helps me when I play. _____.

_____.

_____.

During athletic practice and PE class, I am always trying my best because I can feel myself getting stronger.

_____.

_____.

_____.

I get plenty of exercise because of my involvement in sports and my hard work in PE class, but I also eat properly and get lots of sleep _____.

_____.

_____.

I like John Henry. _____.

_____.

_____.

_____.

The strength and agility that I am developing through my involvement in sports and the good nutrition and rest that I am providing for myself is creating a well adjusted likable young man.

**Activity 27: Eighth Grade Physical Education 2nd
Quarter Culminating Writing Assignment**

Assignment:

Write a five paragraph persuasive essay about the importance of physical fitness and exercise. Include in your essay the controlling idea in your introductory paragraph.

Example: *Exercise can improve the quality of one's life.*

Keep in mind you are trying to persuade someone else through a one sided argument.

Format:

Provide five typed or blue or black ink written paragraphs. The should be double space. It should be written in first person point of view using first person pronouns (I or my). use consistent verb tense. Each paragraph should be well developed using at least five or six sentences.

The first paragraph is an introductory paragraph that contains a controlling idea. See example above.

Paragraphs two, three, and four are developmental paragraphs that support or prove your controlling idea.

The fifth paragraph is your concluding paragraph that sums up your supporting evidence and restates your controlling idea.

Partial Example:

How can committing time and physical effort that results in a sweating and fatigued individual be a good thing? Well, just ask your doctor or read in the numerous reports and articles about the dangers of living an inactive and unfit

lifestyle. The death rates in America from heart disease and obesity are soaring. Health care costs have skyrocketed. People are living much longer, but what about the quality of their lives? There is a simple answer. *Exercise can improve the quality of one's life.* I have already felt an improvement in mine.

Through the benefits of aerobic activity, I have improved my physical endurance and started training my heart muscle. _____

By developing my strength through muscle endurance and strength training exercises, I have already noticed how easy it is for me to perform many physical feats. _____

My participation in various sports and activities has allowed me to develop many physical skills, as well as burn up excess calories. _____

Exercise has become a very important part of life.

_____. I am much more active, and I might turn out for wrestling. I am a good example of a person who realizes the benefits of exercise.

Activity 28: Physical Education 3rd Quarter Writing Assignment

Assignment:

Write three well developed paragraphs about the Make Your Day program (MYD) and how it is used in the Foothills Middle School Physical Education Department.

Format:

The paper will be written in blue or black ink or word processed. Use the front of the page only, and double space your work. It should be neat and written in first person point of view; i.e., (I believe or my opinion is...).

Paragraph one will explain the common understandings of the MYD program as it is used in the PE program.

Paragraph two depicts the use of MYD by your specific teacher, either Mrs. Reese or Mr. Marquess. Feel free to comment about your likes or dislikes about how they interpret MYD.

Paragraph three will explain your use of MYD in your PE class. Consider whether you are doing what is expected and doing it the best to the best of your ability. Do you raise concerns to help other students? Are you evaluating your effort and participation realistically? What should be changed to make MYD more effective?

Provide your name, the class period, and the title of your work at the top of the page.

Resources

American Council on Exercise. Personal Trainer Manual: the resource for fitness professionals

Bruun, Ruth & Bertel, M.D.'s. The Human Body: your body and how it works

Drehman, Vera L. Head Over Heels: gymnastics for children

Hoeger, Werner W.K. Principles and Labs for Physical Fitness and Wellness

Pangrazi, Robert P. & Victor Dauer. Dynamic Physical Education for Elementary School Children