**Middle School Healthy Choices**

**Curriculum Guide**

Division of Teaching and Learning

Des Moines Independent Community School District

901 Walnut St

Des Moines, IA 50310

Carlye Satterwhite

Physical Education Curriculum Coordinator

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**TABLE OF CONTENTS**

**Introduction 3**

**Mission Statement 4**

**Assumptions**

**Infusions 5**

**Assessment Options**

**Program Goals 6**

**Scope and Sequence 7-8**

**Content Outline 9-10**

**Instructional Materials 11**

**Standards and Benchmarks**

6th Grade **12-18**

7th Grade **19-25**

8th Grade **26-32**

**Sample Lesson Plan Format 33**

**Healthy Choices Lesson Plan 34**

**Healthy Choices Activities and Objectives 35-39**

**Resources 40-42**

**FitnessGram Testing Guidelines Appendix**

**Introduction**

*“Change is the law of life…those who look only to the past or the present are certain to miss the future.” J.F. Kennedy*

The Des Moines Middle School Curriculum was written to provide Healthy Choices educators with a guide for re-thinking and re-defining physical education for the future. This program for students in sixth through eighth grades creates a positive and cooperative learning environment that provides maximum participation and comprehensive strategies to develop healthy lifestyle choices for all children. These activities promote a healthy attitude toward total wellness while enhancing fitness and skills. The curriculum will emphasize skill building and interaction of students with family, community, and school through a variety of activities. Healthy Choices Education will provide a more comprehensive lifestyle management approach, encouraging improved physical fitness and nutrition. Each student is unique; the Healthy Choices education program will provide for the variety of needs through a student-centered curriculum and will provide assessment through the use of latest technology.

**Healthy Choices Education Program Mission Statement**

The Des Moines Independent Community School District’s Healthy Choices Education Program enhances each student’s total wellness through intellectual, social, emotional, physical, and spiritual development.

**Assumptions**

The following assumptions underlie the vision of Healthy Choices Education described in this document:

* All Healthy Choices Educators are licensed in physical education.
* All Healthy Choices Educators are current in first aid and CPR.
* Equipment is provided for each student.
* Class sizes are manageable and meet district guidelines.
* Title IX is followed and a gender balance is enforced.
* All activities are developmentally appropriate and provide a positive learning experience.
* All students are assessed
* Individual Disability Education Act guidelines are followed.

**Healthy Choices for All Students**

The challenges facing the youth of Des Moines demand all students experience a meaningful Healthy Choices curriculum. The standards and benchmarks in this document should provide a background for creating a curriculum that will help all students develop a healthy, active lifestyle throughout their lives.

**Infusions**

The Healthy Choices curriculum includes activities which incorporate multicultural/non-sexist concepts, global education, and higher order thinking skills, school-to-work initiatives, technology, and interdisciplinary connections. These are visible in the goals and objectives, the curriculum guide, and the daily lesson plans.

**Multicultural/Non-sexist Physical Education**

Students will show respect and sensitivity toward one another while taking part in physical activities with diverse racial/cultural groups, members of the other sex, or with students with disabilities. Students will demonstrate an awareness of how prejudice, stereotyping, and discrimination have been historically exhibited in the fields of recreation, athletics, and health. Students will participate in activities which effectively accommodate their needs, interests and abilities regardless of their gender, race, national origin, or disability. Students will explore a broad range of career roles in the fields of physical education, health, recreation, and athletics regardless of their gender, race, national origin, or disability. Students will demonstrate an awareness of historical and cultural origins of the activities in which they participate.

**Assessment Options**

Assessment of students, throughout the school year, may be conducted using the following methods:

Teacher Observation Observational records Written Tests

Homework Assignments Student Projects Self Assessment

Partner Assessment Interviews Group Projects

Student Journals/Logs Rubrics Video Taping

Oral Tests Role Playing Skill Tests

Portfolios Checklists Heart Rate Monitors

FitnessGram Testing

**Program Goals**

1. **The student will exhibit muscular strength, cardio-respiratory endurance, agility, coordination, speed and flexibility in a variety of fitness activities.**

The physically fit person:

* Feels good
* Works efficiently
* Enjoys free time
* Enjoys good health
* Has fun
1. **The student values the personal qualities of self-control, self-confidence, good sportsmanship, and respect for others. These qualities enable the student to work with others to reach common goals.**

The emotionally fit person:

* Understands feelings
* Manages feelings
* Is empathetic
* Takes responsibility for choices
* Handles conflict positively
1. **The student acquires the knowledge and skills necessary to maintain a healthy and active life.**

The intellectually fit person:

* Enjoys learning
* Asks questions
* Looks for answers
1. **The student acquires the knowledge to understand lifestyle choices and consequences.**

The spiritually fit person:

* Sees the bigger picture
* Takes care of themselves physically and emotionally
* Gives without expecting anything in return
1. **The student is able to apply rules and safety practices when participating in wellness activities.**

The socially fit person:

* Works well in a group
* Uses manners
* Is Polite
* Is comfortable with group dynamics

 **Scope and Sequence**

|  |  |  |  |
| --- | --- | --- | --- |
| **Body Management** | **6** | **7** | **8** |
| Balance Activities |  |  |  |
| Flight |  |  |  |
| Pyramids |  |  |  |
| Rolling |  |  |  |
| Weight Transfer |  |  |  |
| Precision Movements with Weights |  |  |  |
|  |  |  |  |
| **Challenge Activities** |  |  |  |
| Ice Breakers |  |  |  |
| Cooperative Games |  |  |  |
| Team Initiatives |  |  |  |
| * Soft
 |  |  |  |
| * Medium
 |  |  |  |
| * Hard
 |  |  |  |
| Debriefing |  |  |  |
|  |  |  |  |
| **Fitness / Health / Wellness** |  |  |  |
| Fitness Components |  |  |  |
| Health Components |  |  |  |
| Indoor / Outdoor Safety |  |  |  |
| * Aquatics
 |  |  |  |
| * Bike
 |  |  |  |
| * Scooter/Moped
 |  |  |  |
| * Pedestrian
 |  |  |  |
| * Rollerblades
 |  |  |  |
| Wellness Components |  |  |  |
| Functional Fitness Concepts |  |  |  |
| Fitness Gram |  |  |  |
|  |  |  |  |
| **Large Group Games** |  |  |  |
| Cage-ball Activities |  |  |  |
| Disk Activities |  |  |  |
| Four Court Volleyball |  |  |  |
| Quad Ball |  |  |  |
| Scatter Ball |  |  |  |
| Scooter Activities |  |  |  |
| Speedball |  |  |  |
| Tag Activities |  |  |  |
| Ultimate |  |  |  |
|  |  |  |  |
| **Racquet / Net Activities** |  |  |  |
| Badminton |  |  |  |
| Eclipse Ball |  |  |  |
| Pickle Ball |  |  |  |
| Table Tennis |  |  |  |
| Tennis |  |  |  |
| Tennis Skills / Modified Activities |  |  |  |
| Volleyball |  |  |  |
| Volleyball Skills / Modified Activities |  |  |  |
| **Recreational Activities** | **6** | **7** | **8** |
| Archery |  |  |  |
| Bocce Ball |  |  |  |
| Bowling |  |  |  |
| Cargo Net |  |  |  |
| Disc Golf |  |  |  |
| Fishing |  |  |  |
| Golf |  |  |  |
| Handball |  |  |  |
| Rock Climbing / Traverse |  |  |  |
| Skating |  |  |  |
| 4-Square |  |  |  |
| Walking |  |  |  |
|  |  |  |  |
| **Rhythms / Dance** |  |  |  |
| Aerobics |  |  |  |
| Folk Dance |  |  |  |
| Heavy Hoops |  |  |  |
| Line Dancing |  |  |  |
| Multicultural Dancing |  |  |  |
| Rope Jumping |  |  |  |
| Social Dancing |  |  |  |
| Square Dancing |  |  |  |
| Tinikling |  |  |  |
|  |  |  |  |
| **Team Activities** |  |  |  |
| Basketball Skills / Modified Activities |  |  |  |
| Basketball |  |  |  |
| Diamond Games |  |  |  |
| Floor Hockey |  |  |  |
| Football Skills / Modified Activities |  |  |  |
| Football |  |  |  |
| Lacrosse |  |  |  |
| Soccer Skills / Modified Activities |  |  |  |
| Soccer |  |  |  |
| Team Handball |  |  |  |
|  |  |  |  |
| **Cognitive Activities** |  |  |  |
| Exercise Bikes |  |  |  |
| Fitness Log |  |  |  |
| Heart Rate Monitors |  |  |  |
| Pedometers |  |  |  |
| Portfolios |  |  |  |
| Treadmills |  |  |  |
| Wellness Assessments and Appraisals |  |  |  |

 **Content Outline (Suggested)**

**The following is a suggested order of Activities to follow.**

**\*Please note the timing for the Fitness Assessment to be completed. These are District required fitness assessments that must administered at these specific times.**

**The District has many resources which are shared among Health Choices Educators. This equipment is scheduled on a rotating basis:**

* Aerobic Steps
* Bowling
* GeoFitness Mats
* Heavy Hoops
* HopSports
* Medicine Balls
* Railyard

**Station Activities can be used for skill development within each of the other units.**

 **Sixth Grade**

|  |  |  |  |
| --- | --- | --- | --- |
| **First Six Weeks** | **Lessons** | **Fourth Six Weeks** | **Lessons** |
| OrientationGet to Know You Activities/Tag**\*Fitness Assessment**Low Organizational Team Games | 22-3**5**5 | Net ActivitiesTeambuilding / CooperativeFitness / Health Concepts | 663 |
| **Second Six Weeks** | **Lessons** | **Fifth Six Weeks** | **Lessons** |
| Soft ChallengesTeam ActivitiesFitness / Health Concepts | 573 | Team ActivitiesStation Activities / Circuit Training**\*Fitness Assessment** | 55**5** |
| **Third Six Weeks** | **Lessons** | **Sixth Six Weeks** | **Lessons** |
| Rhythms / Dance / SkatingFitness / Health Concepts | 123 | Recreational ActivitiesFitness / Health ConceptsRacquet ConceptsClosure | 5352 |

 **Seventh Grade**

|  |  |  |  |
| --- | --- | --- | --- |
| **First Six Weeks** | **Lessons** | **Fourth Six Weeks** | **Lessons** |
| OrientationGet to Know You Activities/Tag**\*Fitness Assessment**Low Organizational Team Games | 22-3**5**5 | Net ActivitiesTeambuilding / CooperativeFitness / Health Concepts | 663 |
| **Second Six Weeks** | **Lessons** | **Fifth Six Weeks** | **Lessons** |
| Medium ChallengesTeam ActivitiesFitness / Health Concepts | 573 | Team ActivitiesStation Activities / Circuit Training**\*Fitness Assessment** | 55**5** |
| **Third Six Weeks** | **Lessons** | **Sixth Six Weeks** | **Lessons** |
| Rhythms / Dance / SkatingFitness / Health Concepts | 123 | Recreational ActivitiesFitness / Health ConceptsRacquet ConceptsClosure | 5352 |

 **Eighth Grade**

|  |  |  |  |
| --- | --- | --- | --- |
| **First Six Weeks** | **Lessons** | **Fourth Six Weeks** | **Lessons** |
| OrientationGet to Know You Activities/Tag**\*Fitness Assessment**Low Organizational Team Games | 22-3**5**5 | Net ActivitiesTeambuilding / CooperativeFitness / Health Concepts | 663 |
| **Second Six Weeks** | **Lessons** | **Fifth Six Weeks** | **Lessons** |
| Hard ChallengesTeam ActivitiesFitness / Health Concepts | 573 | Team ActivitiesStation Activities / Circuit Training**\*Fitness Assessment** | 55**5** |
| **Third Six Weeks** | **Lessons** | **Sixth Six Weeks** | **Lessons** |
| Rhythms / Dance / SkatingFitness / Health Concepts | 123 | Recreational ActivitiesFitness / Health ConceptsRacquet ConceptsClosure | 5352 |

**Instructional Materials**

**Body Management**

Mats

Balance Beam

Crawling Tunnels

Music

Hand Weights

Medicine Balls

Indian Clubs

**Challenge/Teambuilding Activities**

Balls

Rope

Mats

Beanbags

Hula Hoops

Cones

Whiffleballs

Plungers

Carpet Squares

Tarps

Parachutes

Buddy Walkers

Beams

Spider Web

**Fitness, Health, and Wellness Activities**

Heart Rate Monitors

Sit and Reach Box

Modified Pull-Up Bar

Pull-Up Bar

Mats

Stopwatches

Pacer Tape

Sit-up and Push-up tapes

FitnessGram

A.HA. Jump for Heart Ed.- Modules

Meter Wheel

Treadmills

Pedometers

Rock Wall

Exercise Bikes

Cargo Nets

Fitness Pyramid

**Low Organizational Games**

Cage Balls

Frisbees

Volleyballs

Footballs

Basketballs

Soccer Balls

Nerf Balls

Bowling Pins

Scooters

Batons

Racquets

**Orientation**

Rules

Charts

Posters

Locker Combinations

**Racquet / Net Activities**

Racquets

Nets

Standards

Shuttlecocks

Tennis Balls

Table Tennis Balls

Table Tennis Tables

Eclipse Balls

Pickle Balls

Whiffle Balls

Volleyballs

**Recreational Activities**

Pins

Mats

Balls

Bowling Balls

Score Sheets

Bocce Balls

Golf Clubs and Balls

Whiffle Balls

Skates

Fishing Equipment

Archery Equipment

Frisbees

**Rhythm and Dance**

Sound System

Streamers

Hula Hoops

Body Socks

Cooperative Bands

Scarves

Rhythm

Instruments

Tapes

CD’s

Records

Scooters

Indian Clubs

Tinikling Poles

Short and Long Ropes

Step Aerobics Steps

**Team Activities**

Basketballs

Soccer Balls

Goals

Volleyballs

Nets

Bats

Balls

Bases

Footballs

Team Handballs

Lacrosse Equipment

Hockey Sticks

Pucks

Cones

Standards

**Safety**

American Red Cross Resources

Bikes

Rollerblading

**Track and Field**

Stopwatches

Batons

Tapes

Rake

Shot Put

Hurdles

Starting Blocks

Chalk

**Standards and Benchmarks**

**6th Grade**

**STANDARD**

1. **Demonstrates competency in many movement forms and proficiency in a few movement forms.**

The emphasis for the sixth grade student will be to:

* Begin developing form for all basic manipulative, locomotor, and non-locomotor skills.
* Demonstrate beginning strategies for net and invasion games.
* Begin to adapt and combine skills to the demands of increasingly complex situations of selected movement forms.
* Begin to demonstrate increased competence in more advanced specialized skills.

**Benchmark**

Students will demonstrate competence in modified versions of a variety of movement forms in team and individual sports, dance, and outdoor pursuits.

**IA Core: Skill Development – Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful (IACore, 21st C.S.)**

**Suggested Activities**

**Team Sports: Individual Sports: Outdoor Pursuits:**

Basketball Skills Archery Compass Activities

Diamond Games Bowling Fishing

Flag Football Skills Golf Orienteering

Floor Hockey Handball Rock Climbing

Lacrosse 4-Square Snow Shoeing

Quad Ball Skating

Soccer

Speedball

Team Handball

Ultimate

Volleyball Skills

**Body Management Skills/Dance: Racquet / Net Games:**

Balance Activities Badminton

Flight Tennis Skills

Rolling Volleyball Skills

Line Table Tennis

Folk Eclipse Ball

Square Pickle Ball

Social

Multicultural Dance

**STANDARD**

1. **Applies movement concepts and principals to the learning and development of motor skills.**

The emphasis for the sixth grade student will be to:

* Understand and apply more basic movement and game strategies.
* Identify the critical elements of basic movement skills.
* Identify the characteristics of basic skilled performance in a few movement forms.
* Understand and apply basic knowledge of fitness components.

**Benchmark**

Students will begin to understand and apply more advanced movement and game strategies.

**IA Core: Skill Development – Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful (IACore, 21st C.S.)**

**Suggested Activities**

**Fitness Component: Team Sports: Aerobic and Anaerobic:**

Fitness Assessments Basketball Skills Aerobics

Heart Rate Monitors Flag Football Step Aerobics

Exercise Bikes Diamond Games Wall Aerobics

 Treadmills Volleyball Skills Aerobic Stations

Hand weights Floor Hockey Exercise Bikes

Medicine Balls Lacrosse Treadmills

FITT PrincipleIndian Clubs Fitness Pyramid Fitness Pyramid Team Handball Websites regarding- Speedball

 Calorie Counting Quad Ball

 Calorie Burning Ultimate Nutrition

**Individual Sports: Racquet / Net Games: Dance:**

Archery Badminton Line

Bowling Tennis Folk

Golf Volleyball Square

Handball Table Tennis Social

4-Square Eclipse Ball Multicultural

Skating Pickle Ball

**STANDARD**

1. **Exhibits a physically active lifestyle.**

The emphasis for the sixth grade student will be to:

* Identify opportunities in the school and community for regular participation in physical activity.
* Participate daily in some form of the health-enhancing physical activity.
* Analyze personal interests and capabilities in regard to one’s exercise behavior.
* Identify the critical aspects of a healthy lifestyle.

**Benchmark**

Students establish personal physical activity goals and participate regularly in health-enhancing physical activity.

**IA Core: Health Related Fitness – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)**

**Suggested Activities**

**Fitness Component: Community Activities:**

Activity Log Boone Y-Camp

Fitness Assessment Community Sports and Activities

Goal Setting Interscholastic Athletics

Health and Wellness Websites Intramural Program

Hand Weights University and High School-

Medicine Balls Athletic Camps

Indian Clubs Iowa State Extension Program

Rock Wall

Exercise Bikes

Treadmills

**STANDARD**

1. **Achieves and maintains a health-enhancing level of physical fitness.**

The emphasis for the sixth grade student will be to:

* Participate in moderate to vigorous physical activity in a variety of settings.
* Monitor intensity of exercise.
* Begin to develop a strategy for the improvement of selected fitness components.
* Work somewhat independently with minimal supervision in pursuit of personal fitness goals.
* Meet the health-related standards as defined by Fitnessgram.

**Benchmark**

Students will begin to learn how to develop personal fitness goals independently and meet the health-related standards of Fitnessgram.

**IA Core: Health Related Fitness – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)**

**Suggested Activities**

**Dance: Health and Wellness: Fitness Component:**

Line FITT Principle Fitness Assessments

Folk Fitness Pyramid Heart Rate Monitors

Square Websites Exercise Bikes

Social Target Heart Rate Treadmills

Multicultural Recovery Time Hand weights

 Maximum Heart Rate Medicine Balls

Resting Heart Rate Indian Clubs

 **Community Activities: Aerobic and Anaerobic:**

Boone Y-Camp Aerobics

Community Sports and Activities Step Aerobics

Interscholastic Athletics Wall Aerobics

Intramural Program Aerobic Stations

University and High School- Exercise Bikes

 Athletic Camps Treadmills

Iowa State Extension Program Fitness Pyramid

**STANDARD**

1. **Demonstrates responsible personal and social behavior in physical activity settings.**

The emphasis for the sixth grade student will be to:

* Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.
* Identify skills needed to work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.
* Utilize time effectively to complete assigned tasks.
* Recognize the influence of peer pressure.

**Benchmark**

Students will begin to recognize the influence of peer pressure and work cooperatively in competitive and cooperative settings.

**IA Core: Health Related Fitness – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)**

**Suggested Activities**

Challenge Activities Ice Breakers

Asset Building Conflict Management

Character Development Activities Service Learning

Peer Helpers Orientation to classroom expectations

Safety Procedures Constructive use of free time

Remaining on Task Working on individual skills after instruction

Adapting game rules to specific abilities Student directed activities

Setting own goals in writing for a specific unit

**STANDARD**

1. **Demonstrates understanding and respect for differences among people in physical activity settings.**

The emphasis for the sixth grade student will be to:

* Identify behaviors that are supportive and inclusive in physical activity settings.
* Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, and disability.
* Cooperate with disabled peers and those of different gender, race and ethnicity during physical activity.
* Begin to work cooperatively with both more and less skilled peers.

**Benchmark**

Students will willingly join others of diverse culture, ethnicity, and race during physical activity.

**IA Core: Health Related Fitness – Utilize interactive literacy and social skills to establish personal, family, and community health goals. (IACore, 21st C.S.)**

**Suggested Activities**

Multicultural games and dance Physical disability stations

Curriculum Integration Brain research concepts

Challenge Activities Character development activities

Asset building Peer Helpers

**STANDARD**

1. **Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression and social interaction.**

The emphasis for the sixth grade student will be to:

* Recognize physical activity as a positive opportunity for social and group interaction.
* Begin to demonstrate enjoyment from participation in physical activity.
* Recognize that they can use physical activity to express feelings.
* Begin to seek personally challenging experiences in physically active opportunities.

**Benchmark**

Students recognize the social benefits of participation in physical activity.

**IA Core: Health Related Fitness – Apply critical literacy/thinking skills related to personal, family, and community wellness. (IACore, 21st C.S.)**

**Suggested Activities**

**Team Sports: Individual Sports: Body Management**

 **Skills/Dance:**

Basketball Skills Bowling Balance Activities

Flag Football Golf Flight Rolling

Diamond Games Handball Line Dancing

Volleyball Skills 4-Square Folk Dancing

Floor Hockey Archery Square Dancing

Lacrosse Skating Social Dancing

Team Handball Multicultural Dance

Speedball Challenge Activities

Quad Ball Ice Breakers

Ultimate Asset Building

 Conflict Management

Character Development

 Activities

**Fitness Component: Aerobic and Anaerobic:** Service Learning

Fitness Assessments Aerobics Peer Helpers

Heart Rate Monitors Step Aerobics

Exercise Bikes Wall Aerobics

Treadmills Aerobic Stations

Hand weights Exercise Bikes

Medicine Balls Treadmills

Indian Clubs Fitness Pyramid

**7th Grade**

**STANDARD**

1. **Demonstrates competency in many movement forms and proficiency in a few movement forms.**

The emphasis for the seventh grade student will be to:

* Develop intermediate forms for all basic manipulative, locomotor, and non-locomotor skills.
* Demonstrate intermediate strategies for net and invasion games.
* Adapt and combine skills to the demands of increasingly complex situations of selected movement forms.
* Demonstrate intermediate competence in more advanced specialized skills.

**Benchmark**

Students will demonstrate competence in modified versions of a variety of movement forms in team and individual sports, dance, and outdoor pursuits.

**IA Core: Skill Development – Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful (IACore, 21st C.S.)**

**Suggested Activities**

**Team Sports: Individual Sports: Outdoor Pursuits:**

Basketball Archery Compass Activities

Diamond Games Bowling Fishing

Flag Football Golf Orienteering

Floor Hockey Handball Rock Climbing

Lacrosse 4-Square Snow Shoeing

Quad Ball Skating

Soccer

Speedball

Team Handball

Ultimate

Volleyball

**Body Management Skills/Dance: Racquet / Net Games:**

Balance Activities Badminton

Flight Tennis

Rolling Volleyball

Line Table Tennis

Folk Eclipse Ball

Square Pickle Ball

Social

Multicultural Dance

**STANDARD**

1. **Applies movement concepts and principals to the learning and development of motor skills.**

The emphasis for the seventh grade student will be to:

* Understand and apply more intermediate movement and game strategies.
* Identify the critical elements of intermediate movement skills.
* Identify the characteristics of intermediate skilled performance in a few movement forms.
* Understand and apply intermediate knowledge of fitness components.

**Benchmark**

Students will begin to understand and apply more advanced movement and game strategies.

**IA Core: Skill Development – Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful (IACore, 21st C.S.)**

**Suggested Activities**

**Fitness Component: Team Sports: Aerobic and Anaerobic:**

Fitness Assessments Basketball Aerobics

Heart Rate Monitors Flag Football Step Aerobics

Exercise Bikes Diamond Games Wall Aerobics

 Treadmills Volleyball Aerobic Stations

Hand weights Floor Hockey Exercise Bikes

Medicine Balls Lacrosse Treadmills

FITT PrincipleIndian Clubs Fitness Pyramid Fitness Pyramid Team Handball Websites regarding- Speedball

 Calorie Counting Quad Ball

 Calorie Burning Ultimate Nutrition

**Individual Sports: Racquet / Net Games: Dance:**

Archery Badminton Line

Bowling Tennis Folk

Golf Volleyball Square

Handball Table Tennis Social

4-Square Eclipse Ball Multicultural

Skating Pickle Ball

**STANDARD**

1. **Exhibits a physically active lifestyle.**

The emphasis for the seventh grade student will be to:

* Establish personal physical activity goals.
* Participate regularly in health-enhancing physical activities to accomplish these goals.
* Explore a variety of new physical activities for personal interest in and out of the Healthy Choices class.
* Identify the critical aspects of a healthy lifestyle.

**Benchmark**

Students establish personal physical activity goals and participate regularly in health-enhancing physical activity.

**IA Core: Health Related Fitness – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)**

**Suggested Activities**

**Fitness Component: Community Activities:**

Activity Log Boone Y-Camp

Fitness Assessment Community Sports and Activities

Goal Setting Interscholastic Athletics

Health and Wellness Websites Intramural Program

Hand Weights University and High School-

Medicine Balls Athletic Camps

Indian Clubs Iowa State Extension Program

Rock Wall

Exercise Bikes

Treadmills

**STANDARD**

1. **Achieves and maintains a health-enhancing level of physical fitness.**

The emphasis for the seventh grade student will be to:

* Participate in a variety of physical-related activities in school.
* Assess physiological indicators of exercise during and after physical activity..
* Understand principles of training to improve physical fitness.
* Begin to develop personal fitness goals independently.
* Meet the health-related standards as defined by Fitnessgram.

**Benchmark**

Students will begin to learn how to develop personal fitness goals independently and meet the health-related standards of Fitnessgram.

**IA Core: Health Related Fitness – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)**

**Suggested Activities**

**Dance: Health and Wellness: Fitness Component:**

Line FITT Principle Fitness Assessments

Folk Fitness Pyramid Heart Rate Monitors

Square Websites Exercise Bikes

Social Target Heart Rate Treadmills

Multicultural Recovery Time Hand weights

 Maximum Heart Rate Medicine Balls

Resting Heart Rate Indian Clubs

 **Community Activities: Aerobic and Anaerobic:**

Boone Y-Camp Aerobics

Community Sports and Activities Step Aerobics

Interscholastic Athletics Wall Aerobics

Intramural Program Aerobic Stations

University and High School- Exercise Bikes

 Athletic Camps Treadmills

Iowa State Extension Program Fitness Pyramid

**STANDARD**

1. **Demonstrates responsible personal and social behavior in physical activity settings.**

The emphasis for the seventh grade student will be to:

* Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.
* Develop skills needed to work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.
* Utilize time effectively to complete assigned tasks.
* Make conscious decisions about the influence of peer pressure.

**Benchmark**

Students will begin to recognize the influence of peer pressure and work cooperatively in competitive and cooperative settings.

**IA Core: Health Related Fitness – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)**

**Suggested Activities**

Challenge Activities Ice Breakers

Asset Building Conflict Management

Character Development Activities Service Learning

Peer Helpers Orientation to classroom expectations

Safety Procedures Constructive use of free time

Remaining on Task Working on individual skills after instruction

Adapting game rules to specific abilities Student directed activities

Setting own goals in writing for a specific unit

**STANDARD**

1. **Demonstrates understanding and respect for differences among people in physical activity settings.**

The emphasis for the seventh grade student will be to:

* Identify behaviors that are supportive and inclusive in physical activity settings.
* Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, and disability, and seek to learn more about both similarities and differences.
* Cooperate with disabled peers and those of different gender, race and ethnicity during physical activity.
* Work cooperatively with both more and less skilled peers.

**Benchmark**

Students will willingly join others of diverse culture, ethnicity, and race during physical activity.

**IA Core: Health Related Fitness – Utilize interactive literacy and social skills to establish personal, family, and community health goals. (IACore, 21st C.S.)**

**Suggested Activities**

Multicultural games and dance Physical disability stations

Curriculum Integration Brain research concepts

Challenge Activities Character development activities

Asset building Peer Helpers

**STANDARD**

1. **Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression and social interaction.**

The emphasis for the seventh grade student will be to:

* Use physical activity as a positive opportunity for social and group interaction.
* Demonstrate enjoyment from participation in physical activity.
* Use physical activity to express feelings.
* Seek personally challenging experiences in physically active opportunities.

**Benchmark**

Students recognize the social benefits of participation in physical activity.

**IA Core: Health Related Fitness – Apply critical literacy/thinking skills related to personal, family, and community wellness. (IACore, 21st C.S.)**

**Suggested Activities**

**Team Sports: Individual Sports: Body Management**

 **Skills/Dance:**

Basketball Bowling Balance Activities

Flag Football Golf Flight Rolling

Diamond Games Handball Line Dancing

Volleyball 4-Square Folk Dancing

Floor Hockey Archery Square Dancing

Lacrosse Skating Social Dancing

Team Handball Multicultural Dance

Speedball Challenge Activities

Quad Ball Ice Breakers

Ultimate Asset Building

 Conflict Management

Character Development

 Activities

**Fitness Component: Aerobic and Anaerobic:** Service Learning

Fitness Assessments Aerobics Peer Helpers

Heart Rate Monitors Step Aerobics

Exercise Bikes Wall Aerobics

Treadmills Aerobic Stations

Hand weights Exercise Bikes

Medicine Balls Treadmills

Indian Clubs Fitness Pyramid

**8th Grade**

**STANDARD**

1. **Demonstrates competency in many movement forms and proficiency in a few movement forms.**

The emphasis for the eighth grade student will be to:

* Develop mature forms for all basic manipulative, locomotor, and non-locomotor skills.
* Demonstrate mature strategies for net and invasion games.
* Adapt and combine skills to the demands of increasingly complex situations of selected movement forms.
* Demonstrate mature competence in more advanced specialized skills.

**Benchmark**

Students will demonstrate competence in modified versions of a variety of movement forms in team and individual sports, dance, and outdoor pursuits.

**IA Core: Skill Development – Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful (IACore, 21st C.S.)**

**Suggested Activities**

**Team Sports: Individual Sports: Outdoor Pursuits:**

Basketball Bowling Fishing

Diamond Games Golf Orienteering

Flag Football Handball Rock Climbing

Lacrosse Horseshoes Snow Shoeing

Soccer Shuffleboard

 Skating

**Body Management Skills/Dance: Racquet / Net Games:**

Balance Activities Badminton

Flight Tennis

Rolling Volleyball

Line Dancing Table Tennis

Folk Dancing Eclipse Ball

Square Dancing Pickle Ball

Social Dancing Paddle Ball

Multicultural Dance

Aerobics

Heavy Hoops

**STANDARD**

1. **Applies movement concepts and principals to the learning and development of motor skills.**

The emphasis for the eighth grade student will be to:

* Understand and apply more advanced movement and game strategies.
* Identify the critical elements of more advanced movement skills.
* Identify the characteristics of highly skilled performance in a few movement forms.
* Understand and apply more advanced knowledge of fitness components, (i.e., FITT Principle)

**Benchmark**

Students will begin to understand and apply more advanced movement and game strategies.

**IA Core: Skill Development – Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful (IACore, 21st C.S.)**

**Suggested Activities**

**Weight Management: Fitness Component: Team Sports:**

FITT Principle Fitness Assessments Basketball

Fitness Pyramid Heart Rate Monitors Flag Football

Websites regarding- Exercise Bikes Soccer

 Calorie Counting Treadmills Volleyball

 Calorie Burning Hand weights Floor Hockey

 Nutrition Medicine Balls Lacrosse

Indian Clubs Team Handball Speedball Quad Ball

 Ultimate

 Diamond Games

**Individual Sports: Racquet / Net Games: Dance:**

Bowling Badminton Line Dancing

Golf Tennis Folk Dancing

Handball Volleyball Square Dancing

4-Square Table Tennis Social Dancing

Shuffleboard Eclipse Ball Multicultural

Horseshoes Pickle Ball Dance

Skating Deck Tennis

 Paddle Ball

**Aerobic and Anaerobic:**

Aerobics

Step Aerobics

Wall Aerobics

Aerobic Stations

Exercise Bikes

Treadmills

Fitness Pyramid

 **STANDARD**

1. **Exhibits a physically active lifestyle.**

The emphasis for the eighth grade student will be to:

* Establish life-long personal physical activity goals.
* Participate regularly in health-enhancing physical activities to accomplish these life-long goals.
* Explore a variety of new life-long physical activities for personal interest.
* Describe the critical aspects of a healthy lifestyle and life-long health and wellness.

**Benchmark**

Students establish personal physical activity goals and participate regularly in health-enhancing physical activity.

**IA Core: Health Related Fitness – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)**

 **Suggested Activities**

**Fitness Component: Community Activities:**

Activity Log Boone Y-Camp

Fitness Assessment Community Sports and Activities

Goal Setting Interscholastic Athletics

Health and Wellness Websites Intramural Program

Hand Weights University and High School-

Medicine Balls Athletic Camps

Indian Clubs Iowa State Extension Program

Rock Wall

Exercise Bikes

Treadmills

**STANDARD**

1. **Achieves and maintains a health-enhancing level of physical fitness.**

The emphasis for the eighth grade student will be to:

* Participate in a variety of physical-related activities in both school and non-school settings.
* Assess physiological indicators of exercise during and after physical activity and develop fitness plan based on the outcomes.
* Understand principles of training to improve physical fitness and apply basic principles (i.e., FITT Principle).
* Develop life-long personal fitness goals independently.
* Meet the health-related standards as defined by Fitnessgram.

**Benchmark**

Students will begin to learn how to develop personal fitness goals independently and meet the health-related standards of Fitnessgram.

**IA Core: Health Related Fitness – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)**

**Suggested Activities**

**Dance: Health and Wellness: Fitness Component:**

Line Dancing FITT Principle Fitness Assessments

Folk Dancing Fitness Pyramid Heart Rate Monitors

Square Dancing Websites Exercise Bikes

Social Dancing Target Heart Rate Treadmills

Multicultural Dance Recovery Time Hand weights

 Maximum Heart Rate Medicine Balls

Resting Heart Rate Indian Clubs

 **Community Activities: Aerobic and Anaerobic:**

Boone Y-Camp Aerobics

Community Sports and Activities Step Aerobics

Interscholastic Athletics Wall Aerobics

Intramural Program Aerobic Stations

University and High School- Exercise Bikes

 Athletic Camps Treadmills

Iowa State Extension Program Fitness Pyramid

**STANDARD**

1. **Demonstrates responsible personal and social behavior in physical activity settings.**

The emphasis for the eighth grade student will be to:

* Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activity situations.
* Used advanced skills to work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.
* Utilize time effectively to complete assigned tasks.
* Use positive peer pressure to influence positive behavior.

**Benchmark**

Students will begin to recognize the influence of peer pressure and work cooperatively in competitive and cooperative settings.

**IA Core: Health Related Fitness – Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (IACore, 21st C.S.)**

**Suggested Activities**

Challenge Activities Ice Breakers

Asset Building Conflict Management

Character Development Activities Service Learning

Peer Helpers Orientation to classroom expectations

Safety Procedures Constructive use of free time

Remaining on Task Working on individual skills after instruction

Adapting game rules to specific abilities Student directed activities

Setting own goals in writing for a specific unit

**STANDARD**

1. **Demonstrates understanding and respect for differences among people in physical activity settings.**

The emphasis for the eighth grade student will be to:

* Demonstrate behaviors that are supportive and inclusive in physical activity settings.
* Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, and disability, and seek to learn more about both similarities and differences, and recognize how valuable each person is to the group.
* Cooperate with disabled peers and those of different gender, race and ethnicity during physical activity and recognize “The Power of One”.
* Work cooperatively with both more and less skilled peers.

**Benchmark**

Students will willingly join others of diverse culture, ethnicity, and race during physical activity.

**IA Core: Health Related Fitness – Utilize interactive literacy and social skills to establish personal, family, and community health goals. (IACore, 21st C.S.)**

**Suggested Activities**

Multicultural games and dance Physical disability stations

Curriculum Integration Brain research concepts

Challenge Activities Character development activities

Asset building Peer Helpers

**STANDARD**

1. **Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression and social interaction.**

The emphasis for the eighth grade student will be to:

* Use physical activity as a positive life-long opportunity for social and group interaction.
* Demonstrate enjoyment from participation in life-long physical activity.
* Explain how to use physical activity to express feelings.
* Seek personally challenging experiences in life-long physically active opportunities.

**Benchmark**

Students recognize the social benefits of participation in physical activity.

**IA Core: Health Related Fitness – Apply critical literacy/thinking skills related to personal, family, and community wellness. (IACore, 21st C.S.)**

**Suggested Activities**

**Team Sports: Individual Sports: Body Management**

 **Skills/Dance:**

Basketball Bowling Balance Activities

Flag Football Golf Flight Rolling

Soccer Handball Line Dancing

Volleyball 4-Square Folk Dancing

Floor Hockey Shuffleboard Square Dancing

Lacrosse Horseshoes Social Dancing

Team Handball Skating Multicultural Dance

Speedball Challenge Activities

Quad Ball Ice Breakers

Ultimate Asset Building

Diamond Games Conflict Management

Character Development

 Activities

**Fitness Component: Aerobic and Anaerobic:** Service Learning

Fitness Assessments Aerobics Peer Helpers

Heart Rate Monitors Step Aerobics

Exercise Bikes Wall Aerobics

Treadmills Aerobic Stations

Hand weights Exercise Bikes

Medicine Balls Treadmills

Indian Clubs Fitness Pyramid

**SAMPLE LESSON PLAN FORMAT**

1. **INTRODUCTORY ACTIVITY**

Purpose:

* To prepare the student’s body for strenuous activity.
* To ensure the student’s immediate activity upon entering the gym.
1. **FITNESS FOCUS**

Purpose:

* To develop physical fitness in the following areas:
* Arm and shoulder girdle region
* Trunk region
* Legs region
* Cardio-respiratory endurance
1. **ACTIVITY**

Purpose:

* To carry out the objectives of the total Healthy Choices program
* To give students an opportunity to apply fundamental skills and knowledge learned in lesson core activities

 **MIDDLE SCHOOL HEALTHY CHOICES LESSON PLAN**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade Level\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Objectives\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Safety considerations\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Considerations for students with special needs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Introductory Activity**

Lesson focus Physical, Social, Emotional, Intellectual, Spiritual \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Activity**

**Cool Down/Closure**

**Lesson Evaluation**

**References**

**HEALTHY CHOICES ACTIVITIES AND OBJECTIVES**

**UNIT: BODY MANAGEMENT**

**Activities:**

Balance Activities Flight Pyramids

Rolling Weight Transfer Hand Weights

Medicine Balls Indian Clubs

**Objectives:**

* The student knows the appropriate body mechanics, form, and skills.
* The student understands proper safety practices.

**UNIT: CHALLENGE / TEAMBUILDING ACTIVITIES**

**Activities:**

Ice Breakers Team Initiatives Debriefing

Camp Capable

**Objectives:**

* The student will learn how individual efforts combine to help the team accomplish goals.
* The student will develop a supportive and psychologically safe environment through which he/she can feel comfortable with his/her physical abilities.

* The student will have the opportunity to continue the get to know one another and extend their relationship through cooperation and trust building.

**UNIT: FITNESS / HEALTH / WELLNESS**

**Activities:**

Fitness Components Health Components Indoor/Outdoor Safety

Wellness Components Functional Fitness Concepts FitnessGram

**Objectives:**

* The student knows general ways in which an efficient fitness level is maintained including exercise suited to individual needs, regularity of exercise, and moderation of activity with age.
* The student knows the definition of terms related to conditioning exercise including muscular endurance, flexibility, cardio-respiratory endurance, and strength.
* The student will have an understanding of the value of physical activity and its relationship to health, physical fitness, and a productive lifestyle.
* The student will gain an appropriate understanding of personal health and safety concepts pertaining to fitness activities.

**UNIT: LOW ORGANIZATIONAL TEAM ACTIVITIES**

**Activities:**

Cage Ball Activities Disk Activities Four Court Volleyball

Quad Ball Scatterball Scooter Activities

Speedball Tag Activities

**Objectives:**

* The student knows the benefits obtained through participation in activities of low organization, including physical fitness, recreation, development of leadership qualities and good sportsmanship.
* The student is able to perform movement, timing, and rhythm skills required in locomotor, tagging, relay, and partner activities.
* The student knows the formations used in relays (i.e., circle, semi-circle, squads, line with and without leaders, and shuttle).
* The student is able to reinforce and improve sport skills through appropriate lead-up activities.

**UNIT: RACQUET / NET ACTIVITIES**

**Activities:**

Badminton Eclipse Ball Pickle Ball

Tennis Skills Tennis Volleyball Skills

Volleyball

**Objectives:**

* The student knows the rules, terms, and scoring for playing the net/racquet games.
* The student knows and is able to perform the skills needed to play net/racquet games.
* The student knows and uses safety aspects of net/racquet games.
* The student values net/racquet games as a benefit toward his/her total wellness.

**UNIT: RECREATIONAL ACTIVITIES**

**Activities:**

Bowling Bocce Ball Fishing

Golf Handball Skating

**Objectives:**

* The student knows and is able to perform the skills needed for the activity.
* The student understands proper safety practices.
* The student will have an understanding of the value of recreational activities and their relationship to health, physical fitness, and a productive lifestyle.

**UNIT: RHYTHM AND DANCE**

**Activities:**

Aerobics Folk Dance Line Dance

Social Dance Multicultural Dance Square Dance

Step Aerobics Tinikling Rope Jumping

**Objectives:**

* The student knows the appropriate definition of terms related to rhythms and dance.
* The student will demonstrate the ability to perform a variety of movements which are used in rhythms and dance.
* The student is able to demonstrate acceptable social skills while dancing.
* The student knows that participation in rhythms and dance of a strenuous nature may contribute to his/her physical fitness.
* The student will understand and demonstrate the rhythms and dance safety procedures.

**UNIT: TEAM ACTIVITIES**

**Activities:**

Basketball Skills Basketball Lacrosse

Football Skills Football Team Handball

Soccer Skills Soccer Softball

Diamond Activities Floor Hockey

**Objectives:**

* The student will develop an appreciation of lifetime team activities.
* The student will develop skills, strength, and fitness through team activities.
* The student will know and be able to apply strategies involved in a variety of team activities.
* The student knows and is able to apply desirable health and safety practices while participating in team activities throughout life.
* The student will understand and appreciate the role the individual plays in a team activity.
* The student will develop emotional control through sharing, winning, and losing while participating in team activities.

**UNIT: COGNITIVE ACTIVITIES**

**Activities:**

Heart Rate Monitors Pedometers Fitness Log

Wellness Assessment & Appraisals Portfolios Exercise Bikes

Treadmills

**Objectives:**

* The student will develop an appreciation for lifetime wellness.
* The student will develop skills, strength, and fitness.
* The student knows and is able to apply desirable health and safety practices while exercising.
* The student will understand FITT (Frequency, Intensity, Time, Type)
* The student will be able to establish, short-term and long-term, health and wellness goals.

**RESOURCES**

AAHPERD

1900 Association Dr

Reston, VA 22091

(800) 213-7193

American Heart Association, Iowa Affiliate

1111 Ninth St., Suite 280

Des Moines, IA 50314

(515) 244-3278

American Red Cross – Iowa Affiliate

2116 Grand Avenue

Des Moines, IA 50312

(319) 243-7681

Bud, L.F. and Turner, Sue (1996)

Success Oriented P.E. Activities for Secondary Students

Prentice Hall

Paramus, NJ

COPEC (1992)

Developmentally Appropriate Physical Education Practices for Children

AAHPERD Publications

Reston, VA

(800) 321-9789

FitnessGram

Cooper Institute for Aerobics Research

12330 Preston Road

Dallas, TX 75230

Marilu Meredith, Program Director

(800) 635-7050

Grineski, Steve (1996)

Cooperative Learning in Physical Education

Human Kinetics

Champaign, IL

Hooper, Chris – Fisher, Bruce – Monoz, Kathy D (1997)

Health-Related Fitness

Human Kinetics

Champaign, IL

Human Kinetics Publishers

PO Box 5076

Champaign, IL 61825

(217) 351-5076

Iowa Association for Health, Physical Education Recreation and Dance (IAHPERD)

Iowa Governor’s Council on Physical Fitness and Sports

Tim Lane, Chair

1304 42nd Street

Des Moines, IA 50311

(515) 281-7833

Kirkpatrick, Beth and Birnbaum, Burton H. (1997)

Lessons from the Heart (Individualizing Physical Education with Heart Monitors)

Human Kinetics

Champaign, IL

Kirkpatrick, Beth (1993)

The Ultra Shuffle “Who’s Keeping Score?”

Grundy Center, IA

Landy, Joanni M. and Landy, Maxwell J. (1993)

Ready –to-Use PE Activities for Grades 5-6

Parker Publishing Company

West Nyack, NY

Landy, Joannie M. and Landy, Maxwell J. (1993)

Ready-to-Use PE Activities for Grades 7-9

Parker Publishing Company

West Nyack, NY

Mehrof, Joella and Ermler, Kathy (1997)

Ideas III Middle School Physical Education Activities for a Fit Generation

National Association for Sports and Physical Education

Reston, VA

Midural, Daniel W. and Glover, Donald R. (1995)

More Team Building Challenges

Human Kinetics

Champaign, IL

Midural, Daniel W. and Glover, Donald R. (1992)

Team Building Through Physical Education

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Champaign, IL

Mohnsen, Bonnie S. (1995)

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Human Kinetics

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Teaching Middle School Physical Education (A Blueprint for Developing an Exemplary Program)

Human Kinetics

Champaign, IL

NASPE (1995)

Moving into the Future: National Standards for Physical Education

Mosby Publications

Reston, VA

NASPE (1992)

Outcomes of Quality Physical Education

Reston, VA

PE Central-World-Wide Web Site, <http://pe.central.vt.edu>

School of HPELS (Health, Physical Education & Leisure Services)

University of Northern Iowa

Cedar Falls, IA 50614

Larry Hensley, Executive Director

(319) 273-6442