

# Middle School Healthy Choices Curriculum Guide

Division of Teaching and Learning  
Des Moines Independent Community School District  
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## 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

- 2. 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

- 3. 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

- 4. 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

- 5. The student is able to apply rules and safety practices when participating in wellness activities.**

The socially fit person:

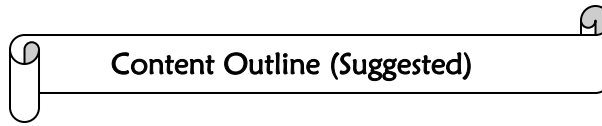
- Works well in a group
- Uses manners
- Is Polite
- Is comfortable with group dynamics

## Scope and Sequence

<b>Body Management</b>	<b>6</b>	<b>7</b>	<b>8</b>
Balance Activities	✓	✓	✓
Flight	✓	✓	✓
Pyramids	✓	✓	✓
Rolling	✓	✓	✓
Weight Transfer	✓	✓	✓
Precision Movements with Weights	✓	✓	✓
<b>Challenge Activities</b>			
Ice Breakers	✓	✓	✓
Cooperative Games	✓	✓	✓
Team Initiatives	✓	✓	✓
o Soft	✓	✓	
o Medium	✓	✓	✓
o Hard		✓	✓
Debriefing	✓	✓	✓
<b>Fitness / Health / Wellness</b>			
Fitness Components	✓	✓	✓
Health Components	✓	✓	✓
Indoor / Outdoor Safety	✓	✓	✓
o Aquatics	✓	✓	✓
o Bike	✓	✓	✓
o Scooter/Moped	✓	✓	✓
o Pedestrian	✓	✓	✓
o Rollerblades	✓	✓	✓
Wellness Components	✓	✓	✓
Functional Fitness Concepts	✓	✓	✓
Fitness Gram	✓	✓	✓
<b>Large Group Games</b>			
Cage-ball Activities	✓	✓	✓
Disk Activities	✓	✓	✓
Four Court Volleyball	✓	✓	✓
Quad Ball	✓	✓	✓
Scatter Ball	✓	✓	
Scooter Activities	✓	✓	✓
Speedball	✓	✓	
Tag Activities	✓	✓	✓
Ultimate	✓	✓	✓
<b>Racquet / Net Activities</b>			
Badminton	✓	✓	✓
Eclipse Ball	✓	✓	✓
Pickle Ball	✓	✓	✓
Table Tennis	✓	✓	✓
Tennis		✓	✓
Tennis Skills / Modified Activities	✓	✓	
Volleyball		✓	✓
Volleyball Skills / Modified Activities	✓	✓	

<b>Recreational Activities</b>	<b>6</b>	<b>7</b>	<b>8</b>
Archery	✓	✓	✓
Bocce Ball	✓	✓	✓
Bowling	✓	✓	✓
Cargo Net	✓	✓	✓
Disc Golf	✓	✓	✓
Fishing	✓	✓	✓
Golf	✓	✓	✓
Handball	✓	✓	✓
Rock Climbing / Traverse	✓	✓	✓
Skating	✓	✓	✓
4-Square	✓	✓	✓
Walking			
<b>Rhythms / Dance</b>			
Aerobics	✓	✓	✓
Folk Dance	✓	✓	✓
Heavy Hoops	✓	✓	✓
Line Dancing	✓	✓	✓
Multicultural Dancing	✓	✓	✓
Rope Jumping	✓	✓	✓
Social Dancing	✓	✓	✓
Square Dancing	✓	✓	✓
Tinikling	✓	✓	✓
<b>Team Activities</b>			
Basketball Skills / Modified Activities	✓	✓	
Basketball		✓	✓
Diamond Games	✓	✓	✓
Floor Hockey	✓	✓	✓
Football Skills / Modified Activities	✓	✓	
Football		✓	✓
Lacrosse	✓	✓	✓
Soccer Skills / Modified Activities	✓	✓	
Soccer		✓	✓
Team Handball	✓	✓	✓
<b>Cognitive Activities</b>			
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**

<b>First Six Weeks</b>	<b>Lessons</b>	<b>Fourth Six Weeks</b>	<b>Lessons</b>
Orientation	2	Net Activities	6
Get to Know You Activities/Tag	2-3	Teambuilding / Cooperative	6
<b>*Fitness Assessment</b>	<b>5</b>	Fitness / Health Concepts	3
Low Organizational Team Games	5		
<b>Second Six Weeks</b>	<b>Lessons</b>	<b>Fifth Six Weeks</b>	<b>Lessons</b>
Soft Challenges	5	Team Activities	5
Team Activities	7	Station Activities / Circuit Training	5
Fitness / Health Concepts	3	<b>*Fitness Assessment</b>	<b>5</b>
<b>Third Six Weeks</b>	<b>Lessons</b>	<b>Sixth Six Weeks</b>	<b>Lessons</b>
Rhythms / Dance / Skating	12	Recreational Activities	5
Fitness / Health Concepts	3	Fitness / Health Concepts	3
		Racquet Concepts	5
		Closure	2

**Seventh Grade**

<b>First Six Weeks</b>	<b>Lessons</b>	<b>Fourth Six Weeks</b>	<b>Lessons</b>
Orientation	2	Net Activities	6
Get to Know You Activities/Tag	2-3	Teambuilding / Cooperative	6
<b>*Fitness Assessment</b>	<b>5</b>	Fitness / Health Concepts	3
Low Organizational Team Games	5		
<b>Second Six Weeks</b>	<b>Lessons</b>	<b>Fifth Six Weeks</b>	<b>Lessons</b>
Medium Challenges	5	Team Activities	5
Team Activities	7	Station Activities / Circuit Training	5
Fitness / Health Concepts	3	<b>*Fitness Assessment</b>	<b>5</b>
<b>Third Six Weeks</b>	<b>Lessons</b>	<b>Sixth Six Weeks</b>	<b>Lessons</b>
Rhythms / Dance / Skating	12	Recreational Activities	5
Fitness / Health Concepts	3	Fitness / Health Concepts	3
		Racquet Concepts	5
		Closure	2

**Eighth Grade**

<b>First Six Weeks</b>	<b>Lessons</b>	<b>Fourth Six Weeks</b>	<b>Lessons</b>
Orientation	2	Net Activities	6
Get to Know You Activities/Tag	2-3	Teambuilding / Cooperative	6
<b>*Fitness Assessment</b>	<b>5</b>	Fitness / Health Concepts	3
Low Organizational Team Games	5		
<b>Second Six Weeks</b>	<b>Lessons</b>	<b>Fifth Six Weeks</b>	<b>Lessons</b>
Hard Challenges	5	Team Activities	5
Team Activities	7	Station Activities / Circuit Training	5
Fitness / Health Concepts	3	<b>*Fitness Assessment</b>	<b>5</b>
<b>Third Six Weeks</b>	<b>Lessons</b>	<b>Sixth Six Weeks</b>	<b>Lessons</b>
Rhythms / Dance / Skating	12	Recreational Activities	5
Fitness / Health Concepts	3	Fitness / Health Concepts	3
		Racquet Concepts	5
		Closure	2

## 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.H.A. 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

## 6<sup>th</sup> 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, 21<sup>st</sup> C.S.)**

#### Suggested Activities

##### Team Sports:

Basketball Skills  
Diamond Games  
Flag Football Skills  
Floor Hockey  
Lacrosse  
Quad Ball  
Soccer  
Speedball  
Team Handball  
Ultimate  
Volleyball Skills

##### Body Management Skills/Dance:

Balance Activities  
Flight  
Rolling  
Line  
Folk  
Square  
Social  
Multicultural Dance

##### Individual Sports:

Archery  
Bowling  
Golf  
Handball  
4-Square  
Skating

##### Racquet / Net Games:

Badminton  
Tennis Skills  
Volleyball Skills  
Table Tennis  
Eclipse Ball  
Pickle Ball

##### Outdoor Pursuits:

Compass Activities  
Fishing  
Orienteering  
Rock Climbing  
Snow Shoeing

## STANDARD

### 2. 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, 21<sup>st</sup> C.S.)**

#### Suggested Activities

##### **Fitness Component:**

Fitness Assessments  
Heart Rate Monitors  
Exercise Bikes  
Treadmills  
Hand weights  
Medicine Balls  
FITT Principle  
Fitness Pyramid  
Websites regarding-  
Calorie Counting  
Calorie Burning  
Nutrition

##### **Individual Sports:**

Archery  
Bowling  
Golf  
Handball  
4-Square  
Skating

##### **Team Sports:**

Basketball Skills  
Flag Football  
Diamond Games  
Volleyball Skills  
Floor Hockey  
Lacrosse  
Indian Clubs  
Team Handball  
Speedball  
Quad Ball  
Ultimate

##### **Racquet / Net Games:**

Badminton  
Tennis  
Volleyball  
Table Tennis  
Eclipse Ball  
Pickle Ball

##### **Aerobic and Anaerobic:**

Aerobics  
Step Aerobics  
Wall Aerobics  
Aerobic Stations  
Exercise Bikes  
Treadmills  
Fitness Pyramid

##### **Dance:**

Line  
Folk  
Square  
Social  
Multicultural

## STANDARD

### 3. 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, 21<sup>st</sup> C.S.)**

#### Suggested Activities

##### **Fitness Component:**

Activity Log  
Fitness Assessment  
Goal Setting  
Health and Wellness Websites  
Hand Weights  
Medicine Balls  
Indian Clubs  
Rock Wall  
Exercise Bikes  
Treadmills

##### **Community Activities:**

Boone Y-Camp  
Community Sports and Activities  
Interscholastic Athletics  
Intramural Program  
University and High School-  
Athletic Camps  
Iowa State Extension Program

## STANDARD

### 4. 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, 21<sup>st</sup> C.S.)**

#### Suggested Activities

##### **Dance:**

Line  
Folk  
Square  
Social  
Multicultural

##### **Health and Wellness:**

FITT Principle  
Fitness Pyramid  
Websites  
Target Heart Rate  
Recovery Time  
Maximum Heart Rate  
Resting Heart Rate

##### **Fitness Component:**

Fitness Assessments  
Heart Rate Monitors  
Exercise Bikes  
Treadmills  
Hand weights  
Medicine Balls  
Indian Clubs

##### **Community Activities:**

Boone Y-Camp  
Community Sports and Activities  
Interscholastic Athletics  
Intramural Program  
University and High School-  
Athletic Camps  
Iowa State Extension Program

##### **Aerobic and Anaerobic:**

Aerobics  
Step Aerobics  
Wall Aerobics  
Aerobic Stations  
Exercise Bikes  
Treadmills  
Fitness Pyramid

## STANDARD

### 5. 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, 21<sup>st</sup> 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

### 6. 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, 21<sup>st</sup> 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

### 7. 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, 21<sup>st</sup> C.S.)**

### Suggested Activities

#### Team Sports:

Basketball Skills  
Flag Football  
Diamond Games  
Volleyball Skills  
Floor Hockey  
Lacrosse  
Team Handball  
Speedball  
Quad Ball  
Ultimate

#### Fitness Component:

Fitness Assessments  
Heart Rate Monitors  
Exercise Bikes  
Treadmills  
Hand weights  
Medicine Balls  
Indian Clubs

#### Individual Sports:

Bowling  
Golf  
Handball  
4-Square  
Archery  
Skating

#### Aerobic and Anaerobic:

Aerobics  
Step Aerobics  
Wall Aerobics  
Aerobic Stations  
Exercise Bikes  
Treadmills  
Fitness Pyramid

#### Body Management Skills/Dance:

Balance Activities  
Flight Rolling  
Line Dancing  
Folk Dancing  
Square Dancing  
Social Dancing  
Multicultural Dance  
Challenge Activities  
Ice Breakers  
Asset Building  
Conflict Management  
Character Development  
Activities  
Service Learning  
Peer Helpers

**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, 21<sup>st</sup> C.S.)**

**Suggested Activities**

<p><b>Team Sports:</b>          Basketball          Diamond Games          Flag Football          Floor Hockey          Lacrosse          Quad Ball          Soccer          Speedball          Team Handball          Ultimate          Volleyball</p>	<p><b>Individual Sports:</b>          Archery          Bowling          Golf          Handball          4-Square          Skating</p>	<p><b>Outdoor Pursuits:</b>          Compass Activities          Fishing          Orienteering          Rock Climbing          Snow Shoeing</p>
<p><b>Body Management Skills/Dance:</b>          Balance Activities          Flight          Rolling          Line          Folk          Square          Social          Multicultural Dance</p>	<p><b>Racquet / Net Games:</b>          Badminton          Tennis          Volleyball          Table Tennis          Eclipse Ball          Pickle Ball</p>	

## STANDARD

### 2. 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, 21<sup>st</sup> C.S.)**

#### Suggested Activities

##### **Fitness Component:**

Fitness Assessments  
Heart Rate Monitors  
Exercise Bikes  
Treadmills  
Hand weights  
Medicine Balls  
FITT Principle  
Fitness Pyramid  
Websites regarding-  
    Calorie Counting  
    Calorie Burning  
    Nutrition

##### **Individual Sports:**

Archery  
Bowling  
Golf  
Handball  
4-Square  
Skating

##### **Team Sports:**

Basketball  
Flag Football  
Diamond Games  
Volleyball  
Floor Hockey  
Lacrosse  
Indian Clubs  
Team Handball  
Speedball  
Quad Ball  
Ultimate

##### **Racquet / Net Games:**

Badminton  
Tennis  
Volleyball  
Table Tennis  
Eclipse Ball  
Pickle Ball

##### **Aerobic and Anaerobic:**

Aerobics  
Step Aerobics  
Wall Aerobics  
Aerobic Stations  
Exercise Bikes  
Treadmills  
Fitness Pyramid

##### **Dance:**

Line  
Folk  
Square  
Social  
Multicultural

## STANDARD

### 3. 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, 21<sup>st</sup> C.S.)**

#### Suggested Activities

##### **Fitness Component:**

Activity Log  
Fitness Assessment  
Goal Setting  
Health and Wellness Websites  
Hand Weights  
Medicine Balls  
Indian Clubs  
Rock Wall  
Exercise Bikes  
Treadmills

##### **Community Activities:**

Boone Y-Camp  
Community Sports and Activities  
Interscholastic Athletics  
Intramural Program  
University and High School-  
Athletic Camps  
Iowa State Extension Program

## STANDARD

### 4. 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, 21<sup>st</sup> C.S.)**

### Suggested Activities

#### Dance:

Line  
Folk  
Square  
Social  
Multicultural

#### Health and Wellness:

FITT Principle  
Fitness Pyramid  
Websites  
Target Heart Rate  
Recovery Time  
Maximum Heart Rate  
Resting Heart Rate

#### Fitness Component:

Fitness Assessments  
Heart Rate Monitors  
Exercise Bikes  
Treadmills  
Hand weights  
Medicine Balls  
Indian Clubs

#### Community Activities:

Boone Y-Camp  
Community Sports and Activities  
Interscholastic Athletics  
Intramural Program  
University and High School-  
Athletic Camps  
Iowa State Extension Program

#### Aerobic and Anaerobic:

Aerobics  
Step Aerobics  
Wall Aerobics  
Aerobic Stations  
Exercise Bikes  
Treadmills  
Fitness Pyramid

## STANDARD

### 5. 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, 21<sup>st</sup> 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

### 6. 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, 21<sup>st</sup> 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

### 7. 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, 21<sup>st</sup> C.S.)**

### Suggested Activities

#### Team Sports:

Basketball  
Flag Football  
Diamond Games  
Volleyball  
Floor Hockey  
Lacrosse  
Team Handball  
Speedball  
Quad Ball  
Ultimate

#### Fitness Component:

Fitness Assessments  
Heart Rate Monitors  
Exercise Bikes  
Treadmills  
Hand weights  
Medicine Balls  
Indian Clubs

#### Individual Sports:

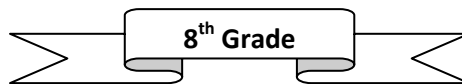
Bowling  
Golf  
Handball  
4-Square  
Archery  
Skating

#### Aerobic and Anaerobic:

Aerobics  
Step Aerobics  
Wall Aerobics  
Aerobic Stations  
Exercise Bikes  
Treadmills  
Fitness Pyramid

#### Body Management Skills/Dance:

Balance Activities  
Flight Rolling  
Line Dancing  
Folk Dancing  
Square Dancing  
Social Dancing  
Multicultural Dance  
Challenge Activities  
Ice Breakers  
Asset Building  
Conflict Management  
Character Development  
Activities  
Service Learning  
Peer Helpers



## 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, 21<sup>st</sup> C.S.)**

#### Suggested Activities

##### Team Sports:

Basketball  
Diamond Games  
Flag Football  
Lacrosse  
Soccer

##### Individual Sports:

Bowling  
Golf  
Handball  
Horseshoes  
Shuffleboard  
Skating

##### Outdoor Pursuits:

Fishing  
Orienteering  
Rock Climbing  
Snow Shoeing

##### Body Management Skills/Dance:

Balance Activities  
Flight  
Rolling  
Line Dancing  
Folk Dancing  
Square Dancing  
Social Dancing  
Multicultural Dance  
Aerobics  
Heavy Hoops

##### Racquet / Net Games:

Badminton  
Tennis  
Volleyball  
Table Tennis  
Eclipse Ball  
Pickle Ball  
Paddle Ball

## STANDARD

### 2. 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, 21<sup>st</sup> C.S.)**

#### Suggested Activities

##### **Weight Management:**

FITT Principle  
Fitness Pyramid  
Websites regarding-  
Calorie Counting  
Calorie Burning  
Nutrition

##### **Fitness Component:**

Fitness Assessments  
Heart Rate Monitors  
Exercise Bikes  
Treadmills  
Hand weights  
Medicine Balls  
Indian Clubs

##### **Team Sports:**

Basketball  
Flag Football  
Soccer  
Volleyball  
Floor Hockey  
Lacrosse  
Team Handball  
Speedball  
Quad Ball  
Ultimate  
Diamond Games

##### **Individual Sports:**

Bowling  
Golf  
Handball  
4-Square  
Shuffleboard  
Horseshoes  
Skating

##### **Racquet / Net Games:**

Badminton  
Tennis  
Volleyball  
Table Tennis  
Eclipse Ball  
Pickle Ball  
Deck Tennis  
Paddle Ball

##### **Dance:**

Line Dancing  
Folk Dancing  
Square Dancing  
Social Dancing  
Multicultural  
Dance

##### **Aerobic and Anaerobic:**

Aerobics  
Step Aerobics  
Wall Aerobics  
Aerobic Stations  
Exercise Bikes  
Treadmills  
Fitness Pyramid

## STANDARD

### 3. 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, 21<sup>st</sup> C.S.)**

#### Suggested Activities

##### **Fitness Component:**

Activity Log  
Fitness Assessment  
Goal Setting  
Health and Wellness Websites  
Hand Weights  
Medicine Balls  
Indian Clubs  
Rock Wall  
Exercise Bikes  
Treadmills

##### **Community Activities:**

Boone Y-Camp  
Community Sports and Activities  
Interscholastic Athletics  
Intramural Program  
University and High School-  
Athletic Camps  
Iowa State Extension Program

## STANDARD

### 4. 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, 21<sup>st</sup> C.S.)**

#### Suggested Activities

##### **Dance:**

Line Dancing  
Folk Dancing  
Square Dancing  
Social Dancing  
Multicultural Dance

##### **Health and Wellness:**

FITT Principle  
Fitness Pyramid  
Websites  
Target Heart Rate  
Recovery Time  
Maximum Heart Rate  
Resting Heart Rate

##### **Fitness Component:**

Fitness Assessments  
Heart Rate Monitors  
Exercise Bikes  
Treadmills  
Hand weights  
Medicine Balls  
Indian Clubs

##### **Community Activities:**

Boone Y-Camp  
Community Sports and Activities  
Interscholastic Athletics  
Intramural Program  
University and High School-  
Athletic Camps  
Iowa State Extension Program

##### **Aerobic and Anaerobic:**

Aerobics  
Step Aerobics  
Wall Aerobics  
Aerobic Stations  
Exercise Bikes  
Treadmills  
Fitness Pyramid

## STANDARD

### 5. 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, 21<sup>st</sup> 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

### 6. 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, 21<sup>st</sup> 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

### 7. 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, 21<sup>st</sup> C.S.)**

#### Suggested Activities

##### Team Sports:

Basketball  
Flag Football  
Soccer  
Volleyball  
Floor Hockey  
Lacrosse  
Team Handball  
Speedball  
Quad Ball  
Ultimate  
Diamond Games

##### Fitness Component:

Fitness Assessments  
Heart Rate Monitors  
Exercise Bikes  
Treadmills  
Hand weights  
Medicine Balls  
Indian Clubs

##### Individual Sports:

Bowling  
Golf  
Handball  
4-Square  
Shuffleboard  
Horseshoes  
Skating

##### Aerobic and Anaerobic:

Aerobics  
Step Aerobics  
Wall Aerobics  
Aerobic Stations  
Exercise Bikes  
Treadmills  
Fitness Pyramid

##### Body Management Skills/Dance:

Balance Activities  
Flight Rolling  
Line Dancing  
Folk Dancing  
Square Dancing  
Social Dancing  
Multicultural Dance  
Challenge Activities  
Ice Breakers  
Asset Building  
Conflict Management  
Character Development  
Activities  
Service Learning  
Peer Helpers



# 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.

## 2. FITNESS FOCUS

Purpose:

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

## 3. 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 \_\_\_\_\_

\_\_\_\_\_

Equipment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

### **Introductory Activity**

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

\_\_\_\_\_

### **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 to 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 42<sup>nd</sup> 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  
Human Kinetics  
Champaign, IL

Mohnsen, Bonnie S. (1995)  
Using Technology in Physical Education  
Human Kinetics  
Champaign, IL

Mohnsen, Bonnie S. (1995)  
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