Fitness for Life is a program for high school and middle school physical education and personal fitness courses. At each level, the student-friendly textbook engages student interest and the teacher resources make teaching the course easy and convenient.

The Fitness for Life program features

- Highly respected author teams
- Content that meets national and state educational standards
- Texty Award winning student texts
- Careful integration with other subject areas
- Content that’s perfectly coordinated between middle school and high school
- A focus on lifelong physical activity and fitness
- Thorough coverage of important concepts and self-management skills
- An emphasis on diversity and social responsibility
- Comprehensive lesson plans and ancillaries in easy-to-use teacher resources
More about the *Fitness for Life* program

*Fitness for Life, Updated Fifth Edition*, is the original text for promoting lifelong physical activity and healthy lifestyles that result in lifelong fitness, wellness, and health. After many years of success for the high school text, the need for a middle school text was evident. Human Kinetics is pleased to publish *Fitness for Life: Middle School*. The middle school book's material dovetails with the high school book's content, resulting in a seamless transition from middle school to high school, and leading students to an active healthy lifestyle as an adult.

**Fitness for Life: Middle School**

- Sets the stage for high school *Fitness for Life*.
- Includes an emphasis on physical activity for all.
- Exposes students to a variety of activities in the Physical Activity Pyramid.
- Introduces the benefits of a healthy, active lifestyle.

**Fitness for Life (high school)**

- Best selling text that is shown to promote active lifestyles.
- Focuses on self-management skills for healthy lifestyle change.
- Emphasizes selecting the physical activities students find most enjoyable, setting them on the path to lifetime physical activity.

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**About the authors**

*Fitness for Life (high school) authors*

**Charles B. Corbin, PhD**, is a professor emeritus in the Department of Exercise and Wellness at Arizona State University. He has published more than 200 journal articles and has authored or contributed to more than 70 books, including *Fitness for Life* and *Fitness for Life: Middle School*.

An internationally-recognized expert in physical activity, health and wellness, and youth physical fitness, he has keynoted more than 35 state Association for Health, Physical Education, Recreation and Dance conventions, made major addresses in more than 15 countries, and presented numerous prestigious lectures. He is the author of the national youth activity guidelines and has contributed to the physical education standards for several states.

Dr. Corbin is a member of the FITNESSGRAM Scientific Advisory Board, was the first chair of the Science Board of the President’s Council on Physical Fitness and Sport, and was recently elected to the National Association of Sport and Physical Education (NASPE) Hall of Fame.

**Ruth Lindsey, PhD**, was a professor emeritus at California State University at Long Beach and a recognized leader in physical activity and fitness. Dr. Lindsey passed away in 2005.

**Fitness for Life: Middle School authors**

Just as in the high school text, Chuck Corbin leads the highly qualified author team of *Fitness for Life: Middle School*.

**Guy C. Le Masurier, PhD**, is a professor of physical education pedagogy at Vancouver Island University in British Columbia. Dr. Le Masurier has published numerous articles related to youth physical activity and physical education including extensive work on physical activity assessment. Dr. Le Masurier is an active professional who regularly delivers research and professional presentations at national and regional meetings.

**Dolly Lambdin, EdD**, taught physical education for 16 years and in the physical education teacher education program at The University of Texas for over 30 years. Lambdin is a past NASPE president and has served on numerous local, state, and national committees, including the NASPE Board of Directors, the FITNESSGRAM Scientific Advisory Board, the writing teams for the Texas Essential Knowledge and Skills in Physical Education, the NASPE Beginning Teacher Standards, the NASPE Appropriate Practices, and the NASPE Cabinet. She has been honored as the Texas AHPERD College Physical Education Teacher of the Year and with the NASPE Council of School Leadership Outstanding Leadership Award. Dr. Lambdin has given over 80 presentations at professional meetings.

For more information on the authors, go to the Author/Editorial Board section of the Web site, [www.FitnessforLife.org](http://www.FitnessforLife.org).
Philosophy of *Fitness for Life*

is based on the HELP philosophy. This philosophy teaches the value and benefits of lifelong physical activity as well as the idea that physical activity can and should be fun—making students more likely to become and remain active throughout their lives.

**H**ealth for

**E**veryone with an emphasis on

**L**ifetime activity designed to meet

**P**ersonal Needs

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**Program Objectives of Fitness for Life**

- Meet national, state, and local physical education standards.
- Teach students how to create an activity and fitness plan, set individual goals, assess status and progress, manage time and responsibilities, and overcome barriers to regular physical activity.
- Show students how to use technology to benefit fitness.
- Enable students to have success, build confidence in their ability to lead an active lifestyle, and take control of their own health. Research has shown that the program is effective in promoting physically active behavior after students finish school (see sidebar).
- Complement the total learning process, contributing learning experiences in science, math, and language arts.
- Create student portfolios that showcase students’ accomplishment of national, state, and local outcomes and standards, either through the worksheets provided with the ancillaries or completed in the high school online study guide.

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**Teacher Benefits of Fitness for Life**

- Comprehensive teacher resources, including lesson plans, worksheets, DVDs, audio CDs, transparency masters, and physical activities that make the course easy to teach.
- An adaptable program that fits your school’s schedule no matter how frequently teachers see students, with schedules for block plans of all types.
- A program that complements the highly acclaimed FITNESSGRAM/ACTIVITYGRAM software program. *Fitness for Life* self-assessments in both student texts match up to FITNESSGRAM test items. The National Association for Sport and Physical Education (NASPE) provides training on both *Fitness for Life* and endorses FITNESSGRAM/ACTIVITYGRAM as the assessment component of Physical Best.

For more information on FITNESSGRAM/ACTIVITYGRAM and how it works with *Fitness for Life*, see page 22. More information on Physical Best training is on page 21.

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**Fitness for Life is an evidence-based curriculum**

Research shows that personal fitness classes that teach self-management skills promote lifetime activity:

Every chapter of *Fitness for Life: Middle School* includes the following elements:

- **Two classroom lessons** per chapter.
- **Moving Together** highlights social diversity (NASPE standard 5) by presenting a scenario, posing questions for discussion, and offering guidelines for dealing with that issue. Topics include effective communication, peer pressure, and other social issues.
- **Take It Home** reinforces the concepts learned in the text, including those in the *Moving Together* section, and provides students with opportunities to explore and engage in physical activity outside of class—at their school, in their neighborhood, and in their community.
- **Biomechanical Principles** discusses basic biomechanical principles, encourages students to apply the principles in a variety of movement settings, and suggests ways to explore the principles through physical activity.
- **Web Icons** lead students to vocabulary and supplementary materials on the text’s Web site, [www.FitnessforLife.org/MiddleSchool](http://www.FitnessforLife.org/MiddleSchool).
- **Chapter Review**.

*Fitness for Life: Middle School* can be modified to fit any schedule, including block and accelerated block. And it can be taught as a semester or year-long course with any configuration of days in the classroom or gym.

For more information on the *Fitness for Life: Middle School* student text, keep reading. Information on the *Fitness for Life Middle School Teacher’s Guide* and other ancillaries starts on page 6.

### Contents

**Unit I. Fitness and Activity for All**

**Chapter 1.** Introduction to Physical Activity and Fitness

**Chapter 2.** Learning Skills for Enjoying Physical Activity

**Chapter 3.** Lifestyle Physical Activity

**Unit II. Aerobics, Sports, Recreation, and Flexibility Exercises**

**Chapter 4.** Active Aerobics

**Chapter 5.** Active Sports and Recreation

**Chapter 6.** Flexibility Activities

**Unit III. Muscle Fitness, Body Composition, and Planning**

**Chapter 7.** Muscle Fitness Exercises

**Chapter 8.** Body Composition, Physical Activity, and Nutrition

**Chapter 9.** Planning for Physical Activity
Moving Together: Communication

**Biomechanical Principles**

The Biomechanical Principles feature in each chapter helps students learn to use their bodies—the human machine—in physical activity.

**Guidelines for Effective Communication**

- **Listen carefully.** Pay attention to what you hear. Don’t assume you understand what another person is saying.
- **Ask open-ended questions.** This encourages people to express more than yes or no answers.
- **Rephrase what you hear.** This shows the other person you’re paying attention.
- **Ask for clarification.** If you are not sure what the other person means, repeat it back to them.
- **Check your understanding.** The other person may need to clarify or rephrase what they said.

**Biomechanical Principles: Energy, Force, and Movement**

- **Energy and force are necessary for producing human movement.**
- **Energy** means “available power.” We use electric energy to light our houses and to power appliances such as television sets and washing machines. Electric companies provide the energy using coal, gas, oil, wind, or nuclear sources. The facility you live in provides the energy that allows your appliances to work.
- **Force** causes the bones to move, creating movement of body parts and total body movement.

**Energy and Force**

<table>
<thead>
<tr>
<th>Energy Source</th>
<th>Energy Use</th>
<th>Force Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunlight</td>
<td>Photosynthesis</td>
<td>Photosynthesis</td>
</tr>
<tr>
<td>Water</td>
<td>Evaporation</td>
<td>Flow of water</td>
</tr>
<tr>
<td>Food</td>
<td>Digestion</td>
<td>Muscle contraction</td>
</tr>
</tbody>
</table>

**Apply the Principle**

As a group, list the benefits of spending time with family and friends. Circle the four benefits that are the most important to you and your family. Share your list with another group.

**Energy and Force**

- **Energy** is the ability to do work. It can be stored in objects or transferred from one object to another.
- **Force** is the amount of energy transferred from one object to another. It can be measured in units of force such as newtons.

**Ask the Author**

- **What is the purpose of this chapter?**
- **What are the key concepts that students need to understand?**
- **What are some strategies to help students learn these concepts?**

**Ask the Authors**

- **How do you teach students about energy and force?**
- **What are some real-world examples of energy and force?**

**Discussion Questions**

1. Why is it important for family members to communicate effectively?
2. How do you think family members can improve their communication skills?
3. What are some strategies that can help family members communicate more effectively?

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The Fitness for Life Middle School Teacher’s Guide includes 45 basic lesson plans—five plans for each of the nine chapters of the student text. Each chapter contains two lesson plans for the classroom portion of the class and three activity plans that supplement and reinforce the classroom content. Forty-five supplemental physical activities are also available in the Teacher’s Guide. Because Fitness for Life is flexible, it can work with almost any schedule.

The Teacher’s Guide also addresses:

- NASPE standards,
- assessment rubrics,
- organizational protocols,
- options for scheduling,
- suggestions for incorporating other skill-based activity units into the lesson, and
- instructions for using the other resources on the CD-ROM and Web site.

**Lesson Plan 1.2 Exploring Physical Activity**

In this activity lesson, students will participate in a circuit including the physical activities from each level of the Physical Activity Pyramid.

**Performance Outcomes Related to NASPE Standards**

- Standard 2
  - Identify proper warm-up and cool-down techniques and reasons for using them.
- Standard 3
  - Participate in health-enhancing physical activities both during and outside of school.
- Standard 4
  - Participate in moderate to vigorous physical activities on a regular basis.
  - Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardiorespiratory endurance (cardiovascular fitness), and body composition.
- Standard 5
  - Recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members.
  - Reflect on their role in providing safe and positive physical activity settings.
  - Demonstrate cooperative skills and accomplish group or team goals in cooperative and competitive activities.
  - Work independently and in groups to complete tasks.
  - Use time wisely given the opportunity to be active.
  - Show concern for the safety of others.
- Standard 6
  - Enjoy physical activity.

**Lesson Objectives**

- Students will practice positive communication and support skills (for example, giving attention when others are speaking, asking questions when needed, and providing encouragement to each other).

**Equipment**

- 6 large cones (numbered 1 through 6)
- TV and DVD/VCR with aerobics or kickboxing tape
- 1 basketball for each student in one squad
- 2 items to designate “It” in tag, such as a jersey or a bandanna
- 6 to 8 small cones or ropes to mark the boundary for dribble tag

**Reproducibles**

- Resource 1.2a, “Physical Activity Pyramid Stations”
- Resource 1.2b, “Flexibility Stations”

**Setup**

1. Set up six circuit stations around the gym. At each station, place the appropriate “Physical Activity Pyramid Station” card and related equipment. Place resource 1.2a, “Flexibility Stations,” at the flexibility activities station.
2. Mark each station with one of the six large numbered cones.
3. Students can wear pedometers and record the number of steps they have taken at the end of class each day.

**Delivering the Lesson**

**Part 1: Instant Activity**

**Team Follow-the-Leader**

1. Organize students into groups of six, using one of the methods in “Groups and Teams” (see pages 26 to 27). Have each group line up. Explain that all groups will walk around the gym in a line, following the path of the leader—the first student in the line.
2. Instruct leaders to move at a pace that is appropriate for the whole group.
3. Each time the signal sounds, the leader steps aside and the line moves past with

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A sample lesson plan.
**Teacher’s Guide includes CD-ROM with even more resources and content**

Bound into the Teacher’s Guide is a CD-ROM that includes

- student worksheets, for use in class or as take home assignments;
- activity resources;
- review quizzes and answer keys;
- assessment rubrics;
- classroom quotes; and
- other reproducibles.

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**Reproducibles from the Teacher’s Guide CD-ROM**

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Fitness for Life: Middle School Web site includes more resources for teachers and students

- Lesson vocabulary in English and Spanish
- Extended discussion of selected topics from the student textbook
- Links to other sites and interactive features, such as calorie counters and BMI calculators
- An Ask the Author section that allows students to send questions to the authors. Answers to selected questions will be posted online.
- A Test Bank that allows teachers to quickly and easily create exams from over 500 multiple choice, essay, and matching questions.

The Fitness for Life: Middle School Web site is kept up-to-date with accurate and student-friendly content, links, and research. The Web site is a valuable resource that supports the student text by offering the accessible and valid information teachers want in a format middle schoolers love.

Two online computer programs give teachers a fun way to vary instruction

Access to two online computer programs is included with an adoption of Fitness for Life: Middle School. The two programs, Mount Fitness and Tour de Fitness, can be used for review and reinforcement, and also include an option that requires students to perform a physical activity before answering each question.

Both games allow participants to select the chapter and unit to draw questions from.

Mount Fitness

In Mount Fitness, students answer questions. A right answer takes the climber a step up the mountain and a wrong answer causes the climber to come crashing down.

Tour de Fitness

In Tour de Fitness, students spin the bicycle wheel to see how far their bicyclist travels, and then guess letters to fill in phrases from the lessons. The team that correctly guesses the phrases retains their points as play moves to the next round.
Every chapter of the updated student text includes the following elements:

- Two lessons designed for the classroom portion of the class.
- Two activities designed for use in the activity portion of the class.
- Self-Assessments that help students build a fitness profile and use it in program planning.
- A Taking Charge section designed to build Self-Management Skills that promote healthy lifestyle changes.
- Physical Activities that can be used for a lifetime.
- Chapter Review.

*Fitness for Life* can be modified to fit any schedule, including block and accelerated block. And it can be taught as a semester or year-long course with any configuration of days in the classroom or gym.

For more information on the *Fitness for Life* student text, keep reading. Information on the ancillaries begins on page 12.

Contents

**Unit I. Getting Started**

Chapter 1. Fitness and Wellness for All

Chapter 2. Safe and Smart Physical Activity

Chapter 3. Benefits of Physical Activity

**Unit II. Becoming and Staying Physically Active**

Chapter 4. How Much Is Enough?

Chapter 5. Learning Self-Management Skills

Chapter 6. Lifestyle Physical Activity and Positive Attitudes

**Unit III. Physical Activity Pyramid: Level 2 Activities**

Chapter 7. Cardiovascular Fitness

Chapter 8. Active Aerobics and Recreation

Chapter 9. Active Sports and Skill-Related Physical Fitness

**Unit IV. Physical Activity Pyramid: Level Activities**

Chapter 10. Flexibility

Chapter 11. Muscle Fitness: Basic Principles and Strength

Chapter 12. Muscle Fitness: Muscular Endurance and General Muscle Fitness Information

**Unit V. Healthy Choices**

Chapter 13. Body Composition

Chapter 14. Choosing Nutritious Food

Chapter 15. Making Consumer Choices

**Unit VI. Wellness and Personal Program Planning**

Chapter 16. A Wellness Perspective

Chapter 17. Stress Management

Chapter 18. Personal Program Planning

To order call 1-800-747-4457 or e-mail K12sales@hkusa.com
The Fitness for Life text motivates students to get involved in their personal health and fitness

Lesson objectives that are consistent with state and national health and fitness goals.

The Web icon directs students to the FitnessforLife.org Web site for expanded content.

PEDAGOGICALLY SOUND ORGANIZATION
- Sound HELP philosophy
- Stairway to Lifetime Fitness objectives
- Adapts to any schedule
- Easy to use unit and lesson format
- Consistent with state and national standards
- Self-assessments that include all FITNESSGRAM test components.

Vocabulary terms are highlighted. Spanish terms provided on the FitnessforLife.org Web site.

The latest dietary guidelines are included in this updated edition.
Physical Activity sections are fun and educational.

Taking Charge and Self Management Skill section allow students to help one another learn self-management skills through active discussion.

Record Your Results icon refers student to pages in the Student Workbook which can be printed from the Teacher Resources and Materials, which is included in the Wraparound Teacher Edition.

Muscle art and photos that appeal to teen readers, including new anatomical art designed to teach students the benefits of specific exercises.
Supporting ancillary materials make teaching the course easy

The new *Fitness for Life Wraparound Teacher Edition and Resources Kit* combines all of the *Fitness for Life* ancillaries into one easy-to-use package. Created in the wraparound format, the lesson plans and thumbnails of the ancillary materials (worksheets, handouts, transparencies, activity and vocabulary cards) are wrapped around a smaller view of the student text. Not only does it clearly show teachers when and how to use the other ancillary materials, it provides step-by-step guidance on how to deliver each lesson.

The worksheets and other materials are provided in hard copy and are also safely stored on CD-ROMs, so that teachers have a backup copy. The *Wraparound Teacher Edition and Resources Kit* also includes course philosophy, objectives, course organization plans, and suggested teaching strategies for using *Fitness for Life* to enhance student skills in core curriculum areas like reading and math.

Also included in the *Wraparound Teacher Edition and Resources Kit*:

- Wraparound view of the lesson plans and student text (see page 13 for sample pages)
- Lesson Plan CD-ROM (same lesson plans, not in the wraparound format)
- Activity and Vocabulary Cards CD-ROM
- Teacher Resources and Materials CD-ROM
- Presentation Package CD-ROM
- Lifetime Fitness DVD
- Wellness DVD
- Physical Education Soundtracks, Volumes 1 and 2

More information on the kit components can be found on pages 13-19.
Wraparound Teacher Edition and Resources Kit puts all ancillary materials at your fingertips

Corresponding pages from the student text are included for quick reference.

Complete lesson plans which include objectives, equipment needed, ancillary resources, and complete instructions for presenting each lesson and activity, make teaching the course easy.

Thumbnail images of supporting resources are included in the wraparound layout at point of need so you can quickly and easily find the right materials. These pages are included both in hard copy in the binder and safely stored on the included CD-ROMs.
Online study guide can supplement or replace class activities and worksheets

The new online study guide helps students complete the lessons and activities included in *Fitness for Life*. The study guide is designed to provide flexibility. It can be used by students in regular classes, or as an independent study tool for students who have missed class, or have special educational circumstances.

It also allows students to create digital portfolios that can be used as evidence of students’ achievements. The online study guide includes the same lessons and assignments that would be covered in class, and more:

- Two lessons with reading questions and reviews
- Two fun physical activities
- Enrichment and reinforcement activities
- Fitness self-assessments
- Self-management skill activities
- Chapter and unit review questions
- Review questions for the *Fitness for Life* DVD segments

The online study guide is available free to teachers and students whose schools adopt the *Fitness for Life* text.

Test bank lets you create and customize chapter and unit tests quickly

Quickly and easily create chapter and unit exams from more than 500 multiple-choice, essay, and matching questions in the *Fitness for Life* test bank. Each question is coded with the topic and format. You can edit wording and answer choices for existing questions as well as add your own questions and customize point values for each question.

The order of questions and answers can be randomized to create multiple versions of the test and make cheating impossible. Print your exam and your answer key, and your exams are ready to go.

While the *Teacher Resources and Materials CD-ROM* (details on page 16) already includes chapter and unit exams, the test bank gives teachers more flexibility.

Access to the test bank is available free to teachers whose schools adopt the *Fitness for Life* text.
Web site provides more information for students and teachers and integrates technology into the classroom

Students can use the URLs placed throughout the text to access additional student content on the Fitness for Life Web site (www.FitnessforLife.org). The site also contains supplemental information for teachers that will allow them to delve deeper into any topic they choose. In addition, the Web site helps students learn how to use technology to gather information. The Web site is also used to provide content updates for both students and teachers. Recent updates have addressed MyPyramid, the new USDA guide for healthy eating, a new maximal heart rate formula, and more.

Access to the Web site is free to teachers and students whose schools adopt the Fitness for Life text.
High School

Fitness for Life includes a wealth of worksheets; exams, quizzes, and questions; and masters for overhead transparencies

The Teacher Resources and Materials ancillary is included in print and on CD-ROM within the Wraparound Teacher Edition and Resources Kit. The content is divided into four sections:

- **Classroom Resources**—blackline masters for making overhead transparencies, application, and reinforcement worksheets, answers to worksheets, and chapter tests
- **Student Workbook**—self assessment and physical activity worksheets for use with every chapter of the student text
- **Physical Activity**—instructions and diagrams for explaining physical activity exercises featured in each chapter of the student text
- **Taking Charge**—handouts and worksheets relating to the Taking Charge section in each chapter of the student text
11.2 Activity

FUNDAMENTALS OF WEIGHT AND RESISTANCE TRAINING

Objective: To perform weight and resistance training exercises to improve muscular strength and endurance.

Procedures: Follow the instructions on textbook pages 192-198. For each of the exercises, coach and assist your partner in performing the proper procedures for each level. Place a "w" in each box so you work through the mastery levels for each exercise. When you have mastered Levels 1, 2, and 3 of each exercise, you may move on to Level 4 as time permits. Record the sets and reps achieved for each exercise in the Level 4 box.

- Level 1 mastery: Lifting technique, no weight. Perform each exercise without any weights by using a wrist strap and a belt. Concentrate on correct form (placement of body parts) while you are working. Give useful coaching when you are watching your partner.
- Level 2 mastery: Spinning technique, no weight. While your partner performs the lift with the strap, you and another partner practice correct spinning technique. Pay particular attention to your leg and hand positions.
- Level 3 mastery: Lifting and spinning, light weights. Perform each exercise using light weights, 1 level each. Practice your lifting and spinning techniques, and continue to give each other coaching on both lifting and spinning techniques.
- Level 4 mastery: Begin your normal workout using free weights. Select the appropriate percentage of RMR and the appropriate number of sets and repetitions (see Self-Assessment 11). Perform each of the Basic 10 exercises.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Weight sets/ reps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seated Overhead Press</td>
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<tr>
<td>Bench Press</td>
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<tr>
<td>Knee Extension</td>
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<tr>
<td>Half Squat</td>
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<tr>
<td>Hammering Curl</td>
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<tr>
<td>Dips Curl</td>
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<tr>
<td>Foot Raise</td>
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<td></td>
<td></td>
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<tr>
<td>Seated French Curl</td>
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<tr>
<td>Bent Over Dumbbell Row</td>
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<tr>
<td>Back Extension; Kneeling (Pull)</td>
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<tr>
<td>Abdominal Frenese (Push-up)</td>
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</tbody>
</table>

Were there any exercises that were difficult for you to perform? What do you think you can do to improve them better?

PREVENTING RELAPSE

You might have a healthy lifestyle now, but will you maintain it in the years ahead? To analyze your chances of avoiding a relapse, consider the following statements that relate to you, and check one box for each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very true</th>
<th>True</th>
<th>Not very true</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have a healthy lifestyle and feel certain that I can maintain it in the years ahead.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I have a few unhealthy habits that I would like to change.</td>
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<tr>
<td>3. I usually stick to a plan that I have decided to follow.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. I often try new sports or activities when I get bored.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. In the past I have slipped into some unhealthy behaviors from time to time.</td>
<td></td>
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<td>6. I am better at making plans than following them.</td>
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<tr>
<td>7. When I have a setback or miss a couple of workouts, it's hard to get back on schedule.</td>
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<tr>
<td>8. If my friends can't come to the gym or if it is hard to find a ride to the gym, I usually stay home.</td>
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For Items 4-6, score 3 points for each "Very true" answer, 2 points for "True," and 1 point for "Not very true." For Items 7-8, reverse the scoring; 1 point for "Very true," 2 points for "True," and 3 points for "Not very true." Then add your score and see where it falls on the chart below.

**Your total score:**
- 20-24: Likelihood to be able to resist a relapse
- 17-20: More likely than most people to resist a relapse
- 13-16: Unlikely to resist a relapse
- Below 12: Very likely to experience a relapse

Self-Management Strategies

- If you think you might be slipping into unhealthy behaviors, ask yourself these questions:
  1. What has caused this change? What new habits did you lose? How could you slow or prevent your relapse?
  2. How can you make this habit a part of your lifestyle? What enjoyable activities could replace any that have become boring?
  3. What new goals can you set? How could you find another place to exercise? How could you find someone else to exercise with?
  4. What sources of support and encouragement are available to help you face your challenges?

Discuss Your Results

On the back of this sheet, describe a situation when you might be likely to lapse into unhealthy behaviors, or describe a situation in which someone you care about has had a relapse. Then explain one or more ways to resist or overcome the relapse.

The worksheets and handouts featured in the Student Workbook, Physical Activity, and Taking Charge sections can be distributed to students individually as needed, or organized into handy workbooks.

The Teachers Resources and Materials CD-ROM also contains posters, unit tests, and answers to unit tests. The masters for everything are stored on a CD-ROM, which allows teachers to print out what they need without worrying about losing pages.
Activity cards guide exercises and self assessments, and vocabulary cards help students review key terms

The Wraparound Teacher Edition and Resources Kit includes an Activity and Vocabulary Cards CD-ROM which contains two sets of cards that can be printed for use in class. The first card set includes pictures and instructions for various exercises and self-assessments. Together with the music CDs, the activity cards make it easy to prepare Fitness for Life student physical activities. The vocabulary cards help students learn key terms from the Fitness for Life curriculum. The CD-ROM format ensures that the cards are stored safely until the next time they’re needed.
DVDs enhance instruction and bring content to life

Chuck Corbin’s Fitness for Life DVDs allow teachers to vary their instruction technique and illustrate the key concepts, activities, and assessments featured in the Fitness for Life text. These engaging DVDs provide virtually self-contained lessons that will motivate as well as instruct. Your students will learn to practice goal setting; think critically about health-related fitness; and become responsible for their own activity, fitness, and health.

The Lifetime Fitness DVD includes five 20-minute segments:
- Introduction to Physical Activity
- Cardiovascular Fitness
- Muscle Fitness
- Flexibility
- Body Composition

The Wellness DVD consists of five 20-minute segments:
- Introduction to Wellness
- Nutrition
- Stress Management
- The Activity Pyramid
- Planning Healthy Lifestyles

Cadence and music CDs add fun to gym time

These CDs contain the cadence for FITNESSGRAM/ACTIVITYGRAM tests, including the PACER, the push-up, and the curl-up tests, as well as cadences for the step test. The music intervals can be used with the activity cards and in exercise routines such as aerobic dance, step aerobics, and line exercise.
Spanish E-book
The entire text of the student book has been translated into Spanish and presented on a CD-ROM. Teachers can print out the chapters for students who need the text in Spanish, or send it home with students whose parents read Spanish. Teachers have the option of printing out key sections or the entire text. (Use is restricted to those who use the Fitness for Life book.)

Fitness for Life Spanish E-book CD-ROM
ISBN 978-0-7360-5531-4 • $99.00

In-Service DVD
This DVD contains a presentation of the Fitness for Life philosophy, objectives, methods of class organization, suggestions for using ancillary materials, and instructions for preparing student workbooks. It also includes information for conducting Fitness for Life self-assessments and physical activities, as well as suggestions for using the materials provided in the Wraparound Teacher Edition and Resources Kit.

Fitness for Life In-Service DVD
ISBN 978-0-7360-5568-0 • $79.00

Physical Activity Pyramid Posters
The Fitness for Life Physical Activity Pyramid Posters are bright, colorful, and informative reminders to children and young adults of the need for an appropriate mix of various types of physical activity. Developed by Chuck Corbin, the creator of the tremendously successful Fitness for Life program, these posters are excellent tools for teaching physical activity and fitness. The posters reinforce information presented in the Fitness for Life, Physical Best, and FITNESSGRAM/ACTIVITYGRAM programs.

Students will learn the “FIT” formula (suggested frequency, intensity, and time information) for each type of physical activity. Several examples of each type of activity are shown on the posters.

Fitness for Life Physical Activity Pyramid Posters

For more information, please visit our Web site at www.FitnessforLife.org
High School

In-Service Training is available through NASPE and Physical Best

Physical Best workshops help to ensure successful implementation

Teachers and students will benefit most from a program when teachers have been shown all of the features in a workshop. When they see the program in action, they’ll want to start using it right away.

Teachers love Physical Best because it
• teaches through activity,
• was created by teachers for teachers, and
• helps demonstrate that their curriculum is teaching to the standards.

Half- and full-day in-service workshops are available through Physical Best

• Implementing a Fitness for Life Course (full-day)
  Designed for use as a foundational course in secondary level physical education, the Fitness for Life textbook and program provides students an overview of the skills, knowledge, motivation, and independent problem-solving skills needed to live physically active, healthy lives. The Physical Best workshop about the Fitness for Life program includes discussions on philosophy, objectives, how to use the textbook and supplemental instructional materials, and implementation and course scheduling options.

• Introduction to Physical Best and FITNESSGRAM/ACTIVITYGRAM (half-day)
  This workshop provides an overview of the program philosophy and resources, participation in sample activities, and assessments, along with a question and answer session.

• Assessment with FITNESSGRAM/ACTIVITYGRAM (half- or full-day)
  Geared toward the specific needs of each group, this workshop includes hands-on instruction with the FITNESSGRAM/ACTIVITYGRAM software and assessment protocols.

• Physical Best gets FITT (half-day)
  This activity-based workshop focuses on the Physical Best activities, demonstrating how they teach the health-related fitness concepts and components through activity, as well as instructions on taking activities and adapting them to the Physical Best template.

For the latest details and more information on training opportunities, contact NASPE at 1-800-213-7193, ext. 489, e-mail physicalbest@aahperd.org, or go to www.aahperd.org/naspe/physicalbest.

For other training options, contact your sales representative.
Call 1-800-747-4457 Email k12sales@hkusa.com
Or visit www.FitnessforLife.org to find your sales representative’s name and contact information.
Chuck Corbin, co-author of the Fitness for Life program and pioneer in the field of personal fitness education, has been a member of the FITNESSGRAM Scientific Advisory Board since its inception. The FITNESSGRAM assessments embedded in the Fitness for Life self-assessment program—as well as the book’s approach to teaching health-related fitness and physical activity—are consistent with the philosophy of the FITNESSGRAM Scientific Advisory Board.

Developed by The Cooper Institute, FITNESSGRAM/ACTIVITYGRAM provides health-related physical fitness testing and assessment, physical activity management, and more. FITNESSGRAM/ACTIVITYGRAM provides the assessment portion of a quality physical education program.

...and Physical Best

Fitness for Life is also fully compatible with Physical Best resources, and the Physical Best program offers teacher training for Fitness for Life course instructors.

A program of NASPE, the Physical Best series provides the material you need to successfully implement a health-related fitness education program, from curriculum development to health-related fitness activities and more. NASPE also conducts Physical Best training workshops on Fitness for Life and FITNESSGRAM/ACTIVITYGRAM.

Physical Best also conducts workshops that lead to certification as a Physical Best Health-Fitness Instructor or Health Fitness Specialist.

For more information on training opportunities, contact NASPE at 1-800-213-7193, ext. 489, e-mail physicalbest@aahperd.org, or go to www.aahperd.org/naspe/physicalbest.
For more information or to request an exam copy of *Fitness for Life*, visit the Web site at www.FitnessforLife.org, or contact your K-12 sales representative by calling 1-800-747-4457 or e-mail K12sales@hkusa.com.

Fax: 217-351-2674 • www.FitnessforLife.org

**Fitness for Life, Updated Fifth Edition (high school)**

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*Individual components of the *Wraparound Teacher Edition and Resources Kit* are also available separately. Contact Human Kinetics for details or visit the Web site.

**Fitness for Life: Middle School**

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Prices subject to change.
Fitness for Life
Complete physical activity and health-related fitness education

Fitness for Life: Middle School is a new text co-authored by Chuck Corbin, author of national standards on health and fitness, the award-winning high school text, Fitness for Life, which became the basis for many state standards, and award-winning fitness videos. Both Fitness for Life and Fitness for Life: Middle School are published by Human Kinetics, a company dedicated to the physical activity field, with a proven track record of top-quality products and customer service.