

Pedagogical Foundations

A quality physical education program must be built on a strong foundation and conducted by dedicated teachers. Accordingly, *Fitness for Life: Middle School* was developed only after considering standards appropriate for middle school youth and sound guidelines for good teaching. These standards and guidelines are covered under the following headings:

- * **REAL Teachers**
- * **National Association for Sport and Physical Education (NASPE) Standards**

Welcome to *Fitness for Life: Middle School!* The authors are excited to bring you a middle school physical education program that will enhance and complement your existing program. In developing *Fitness for Life: Middle School*, we have tried to address national and state standards and the special needs of middle school students concerning peer and parental relationships, while concurrently teaching



health-related fitness concepts and selected biomechanical principles. Physical activity is the focal point of the *Fitness for Life: Middle School* program, and we have surrounded the activity component with diverse learning experiences that enable students to connect with, and reflect on, their personal fitness and preferences for physical activity.

REAL Teachers

If you have chosen this text, we believe you are what Cathrine Hinberg calls a “REAL teacher” (Responsible Educator who Affects Lives). She, and her students at Chico State University, developed a Web page titled CASPER: Center for the Advancement of Standards-based Physical Education Reform (www.csuchico.edu/casper). On this site they provide information and examples of quality physical education, pinpoint problems and challenges within the profession, and identify changes that must happen for all children to experience a quality physical education program.

Dedicated teachers are critical in this crusade. Cathrine developed an oath for teachers inspired by the Hippocratic Oath and the Florence Nightingale pledge so that we could be reminded of our best teaching selves (see figure 1). You may want to take the oath yourself and help swell the ranks of those registered at the CASPER site who are committed to being “REAL teachers.”

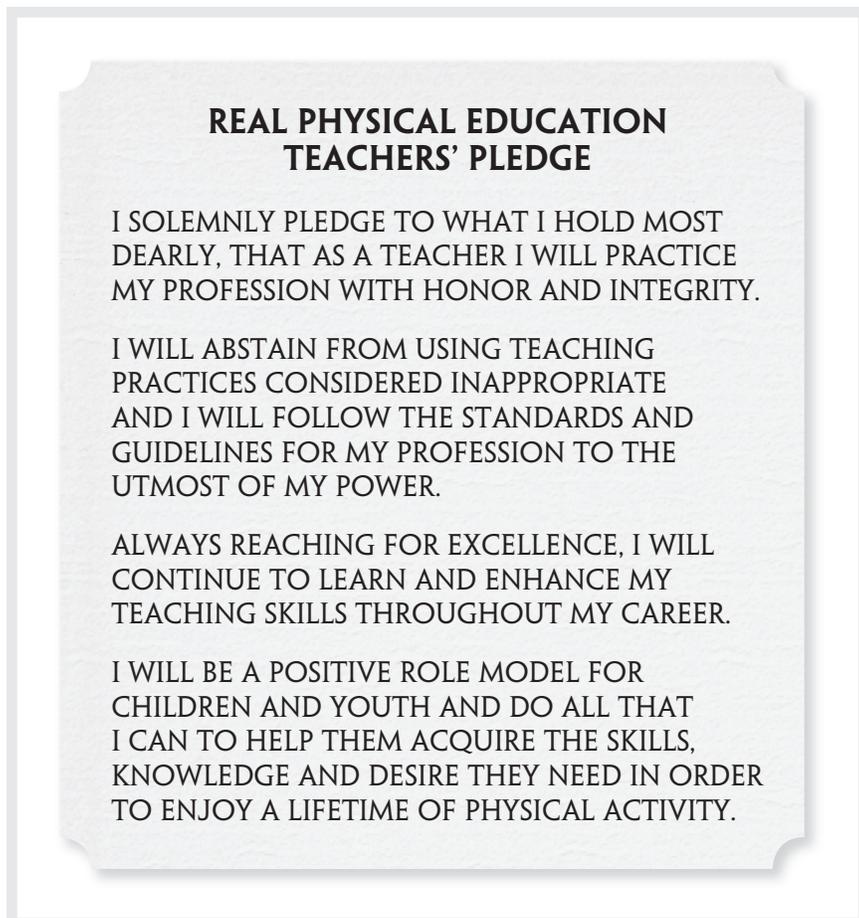


Figure 1 Teachers' pledge.

Courtesy of Cathrine Hinberg.

National Association for Sport and Physical Education (NASPE) Standards

The national content standards developed by the National Association for Sport and Physical Education (NASPE) define what a student should know and be able to do as a result of a quality physical education program (see figure 2). These standards were not intended to be addressed separately. As such, we have developed lesson plans that address multiple standards specific to the middle school level (grades 6 through 8).

NASPE Standards

A physically educated person:

- Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3:** Participates regularly in physical activity.
- Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.
- Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Figure 2 NASPE standards.

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The goal of physical education is to develop physically educated people who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Please read over the middle school student expectations related to the national standards (figure 3) closely, as this text addresses many of the specifics identified.

Student Expectations (at the End of Grade 8) Related to the NASPE Standards

Standard 1: Adolescents are able to participate with skill in a variety of modified sport, dance, gymnastics, and outdoor activities. Students achieve mature forms of the basic skills of more specialized sports, dance, and gymnastics activities. They use the skills in combination with other basic skills. Students demonstrate use of tactics within sport activities.

Standard 2: Adolescents exhibit increasingly complex discipline-specific knowledge. They can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and application of movement concepts/principles and game strategies, critical elements of activity-specific movement skills and characteristics representing highly skilled performance. Students know when, why, and how to use tactics and strategies within game play. They use information from a variety of sources, both internal and external, to guide and improve performance.

Standard 3: Adolescents are able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on personal goals and interests as well as on the results of fitness assessments. They select and utilize practice procedures and training principles appropriate for the activity goals they set. Students have an increasing awareness of the opportunities for participation in a broad range of activities that may meet their needs and interests. They participate regularly in moderate to vigorous physical activities in both school and non-school settings.

Standard 4: Adolescents participate in moderate to vigorous physical activities on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Students know the components of fitness and how these relate to their overall fitness status. Students monitor their own heart rate, breathing rate, perceived exertion, and recovery rate during and following strenuous physical activity. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. Students show progress towards knowing the various principles of training (e.g., threshold, overload, specificity) and know how these principles can be utilized in improving one's level of fitness.

Standard 5: Adolescents begin to understand the concept of physical activity as a microcosm of modern culture and society. They 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. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interactions to reflecting upon their role in physical activity settings and the benefits of physical activity. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities.

Standard 6: Adolescents seek physical activity experiences for group membership and positive social interaction. They recognize and appreciate skilled performance. Physical activities provide a positive outlet for competition with peers and a means of gaining the respect and recognition of others. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment in participation. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found both in experiencing high levels of competition and learning new and/or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics, and other sport activities become increasingly important.

Figure 3 Student expectations related to standards.

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