

Lesson Components

To make your delivery of the *Fitness for Life: Middle School* program easy and effective, this section begins with a brief explanation of how the student textbook and the *Teacher's Guide* are integrated. You'll also learn about the basic features in the textbook and the format of the lesson plans in the *Teacher's Guide*, along with practical teaching strategies and supplemental materials. The information is covered under the following headings:

- * Integration of the Textbook and *Teacher's Guide*
- * Textbook Lesson Features
- * *Teacher's Guide* Lesson Plan Format
- * Icons for Incorporating Technology and Effective Teaching Practices
- * Supplemental Activities for Integration With *Fitness for Life: Middle School*



Integration of the Textbook and *Teacher's Guide*

The nine chapters in the *Fitness for Life: Middle School* student textbook are broken into three units with three chapters per unit. Each chapter has two lessons that are identified using the numbering system 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, and so on, for a total of 18 lessons.

This *Teacher's Guide* presents five lesson plans for each chapter in the student textbook, for a total of 45 lesson plans. In each group of five lesson plans, two are classroom lessons directly addressing the two lessons from the student textbook, and three are activity lessons that reinforce the content. In each group of five, the lesson plans are arranged in this order: classroom, activity, classroom, activity, and activity (see figure 4). Thus, in chapter 1, lesson 1.1 is for the classroom, lesson 1.2 is an activity, lesson 1.3 is for the classroom, lesson 1.4 is an activity, and lesson 1.5 is a culminating activity.

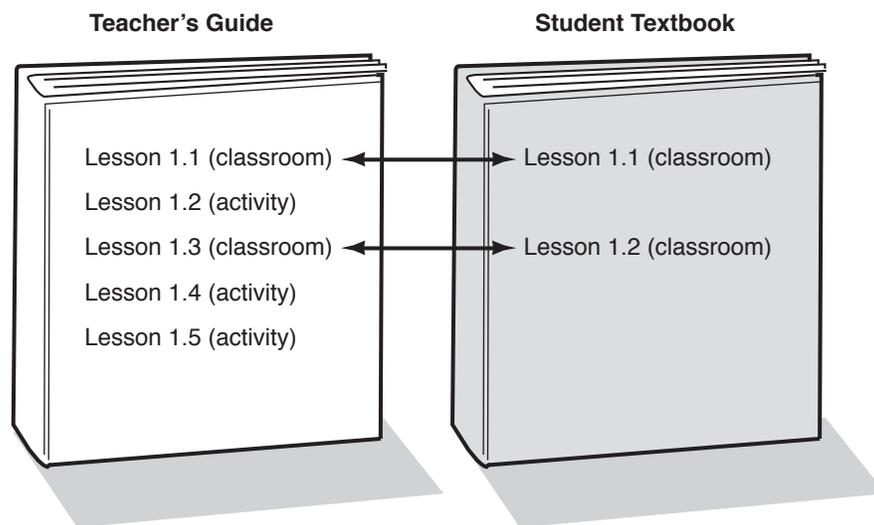


Figure 4 Textbook and *Teacher's Guide* integration.

Textbook Lesson Features

The following features are part of every lesson in the student textbook:

- ▶ **Vocabulary:** At the start of each lesson, students will find a list of the key words and concepts discussed in that lesson.
- ▶ **Questions:** Following the vocabulary, students will find questions that assess their current level of knowledge (prior to delivery of the basic content).
- ▶ **Basic content:** Following the questions, students will find the basic content of the lesson. Most section headings are posed as questions.
- ▶ **Fit Facts:** Scattered throughout the lessons, these short, interesting facts relate to health, fitness, and physical activity.
- ▶ **Web site links:** Scattered throughout the lessons, numerous Web pointers direct students to pages on the *Fitness for Life: Middle School* Web site (www.fitnessforlife.org/middleschool) where they can access additional information about relevant topics.

- ▶ **Lesson Review:** Following the basic content, students will find review questions (based on the section headings) that assess their new level of knowledge.

The following features are part of the first lesson in each chapter of the student textbook:

- ▶ **Moving Together:** This feature helps middle school students meet NASPE standards 5 (developing responsible social behavior; understanding diversity, cultural and societal issues) and 6 (valuing positive social interactions through activity and developing self-esteem) as described on page 4. Each “Moving Together” feature presents a scenario, poses questions for discussion, and offers guidelines for dealing with critical issues. Topics include effective communication, peer pressure, bullying, and so on.
- ▶ **Take It Home:** This feature reinforces the “Moving Together” feature by giving students opportunities to explore and engage in physical activity outside of class—at their school, in their neighborhood, and in their community.

The following feature is part of the second lesson in each chapter of the student textbook:

- ▶ **Biomechanical Principles:** This feature 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. Topics include levers, friction, resistance, and so on.

The following features are part of each chapter in the student textbook, applying to both lessons in that chapter.

- ▶ **In This Chapter:** The first page of the chapter presents a brief list of the main sections that will be covered.
- ▶ **Chapter Review:** The last page of the chapter offers review questions on the lessons.
- ▶ **Ask the Authors:** After reading both lessons in the chapter, students might still have questions. The last page of the chapter poses one sample question and encourages students to visit the *Fitness for Life: Middle School* Web site to find the answer—and to submit their own questions for the authors to answer online.

Teacher’s Guide Lesson Plan Format

While there are two types of lesson plans (classroom and activity), all lesson plans in this teacher’s guide have the same basic format.

Description of Lesson

This section provides a short description of the concepts covered in the lesson plan and the opportunities provided for student learning.

Performance Outcomes

This section lists specific performance outcomes addressed by the lesson plan that are related to the NASPE Physical Education Content Standards for grades 6 through 8.

Lesson Objectives

This section identifies the specific lesson objectives. The lesson plan includes a reminder to share the lesson objectives with students (see “Part 2: Lesson Launcher”) and suggestions for how to assess student mastery of the objectives (see “Assessment”).

Equipment

This section lists the equipment needed to conduct the class activities.

Reproducibles

This section lists any worksheets or resources needed for delivering the lesson and provides thumbnail images of each. All worksheets and resources are identified with a number that matches the number of their lesson plan.

- ▶ Worksheets are items designed to be handed out to students and completed, either during class or at home. Each worksheet number begins with the letter “W.”
- ▶ Resources are items, such as activity station signs, designed to be used during class but not completed or written on by students. Each resource number begins with the letter “R.”

You can print the worksheets and resources from the CD-ROM and use them as is, or you can customize them to better meet your specific needs. For instance, you can add your name (or the name of your class or your school), change the details of an example, replace photos with others that feature students or locations from your school, and so on. If you customize a reproducible file, please remember to save a copy of your customized version on your computer for future use. You can't save customized files on the CD-ROM.

Classroom Quotes

Each classroom lesson plan includes one or more quotes related to the content of the lesson. You can print all quotes from the CD-ROM and hang them around the room. Encourage students to find other quotes related to the chapter content. This allows students to share their unique perspectives and serves as a check for student understanding of the chapter content.

Setup

This section identifies preparations that you will need to make before delivering the lesson so that the lesson will run smoothly.

Delivering the Lesson

This section describes the lesson plan. Most lesson plans are presented in four parts. Some lesson plans are presented in five parts because they have more than one focus (to cover the “Moving Together” or “Biomechanical Principles” features in the student textbook).

PART 1: GATHERING INFORMATION (CLASSROOM LESSONS) OR INSTANT ACTIVITY (ACTIVITY LESSONS)

“Gathering Information” is the first part of each classroom lesson. It identifies the sections in the *Fitness for Life: Middle School* student textbook that students should read silently. If students are allowed to take their textbooks home, you can use the

questions at the beginning and end of each lesson to have the students review their reading and provide responses.

“Instant Activity” (IA) is the first part of each activity lesson. The purpose of the IA is to get students moving as soon as they enter the activity area and warm them up for the lesson. The IA provides multiple opportunities to reinforce the concepts and importance of the warm-up and cool-down. The IA should be performed at a moderate level (e.g., walking and jogging rather than running) because there is not a warm-up before it. Because there will usually be some instructional time (“Lesson Launcher,” instructions, or demonstrations) before the next activity, it is often not possible to use the IA as the warm-up time for the lesson focus activity. Therefore, each activity should be started at slow speed and gradually increased so that students can warm up before engaging at full speed. Dynamic stretching (e.g., arm or leg swinging) can and should be used as part of the warm-up before beginning the activity.

You should also take roll during the IA. Unfortunately, talking roll occupies a significant amount of the lesson in some physical education classes. You should have a goal of getting students physically active for at least 50 percent of class time. Incorporating an IA and taking roll during the IA is a great way to increase activity time in your class. Developing an efficient protocol for this important activity is essential. A good target is for roll check to take less than one minute of class time.

Keep the instant activities simple. At the beginning of the year, IAs should require little organization because time needs to be spent learning the basic class protocols. Once you have established the class protocols and students have become familiar with class routines, games, and equipment, the IAs can become more complex.

PART 2: LESSON LAUNCHER

This part of the lesson briefly introduces the topic to gain the students’ attention and interest. As you become familiar with using the suggested Lesson Launchers, we encourage you to use your imagination and creativity to create your own.

PART 3: LESSON FOCUS

This part of the lesson provides step-by-step instructions for organizing the class and delivering the lesson content. If the lesson has more than one focus, part 3 will cover “Lesson Focus 1,” and part 4 will cover “Lesson Focus 2.”

PART 4: REFLECTION AND SUMMARY

For classroom lessons, this section provides suggestions for checking for student understanding and summarizing the lesson content. If the lesson has more than one focus, the “Reflection and Summary” section will be part 5.

For activity lessons, a designated cool-down is recommended. At the end of any vigorous activity it is important to have a protocol in which the students walk to gradually slow down before coming to a complete stop for further instructions. Static stretching for flexibility should be done at the end of class or after the body is fully warmed (i.e., sweating, feeling hot). Suggestions are provided for checking student understanding and summarizing the lesson content while students are quietly walking or stretching.

Take It Home

This section provides suggestions for encouraging students to be active with friends and family (the “support team”). Selected lesson plans have worksheets, which are homework assignments designed to reinforce concepts covered in class and encourage students to engage in physical activity with members of their support team.

Next Time

This section identifies the focus of the next lesson, whether it's a classroom lesson or an activity lesson. You can share this with the class at the end of the lesson.

Assessment

This section explains how you or the students will know that they have met the objectives for the lesson. The classroom lessons have been developed so that you have the opportunity to document evidence of student learning in a variety of ways, including discussions, student feedback, short presentations, role-playing, student data collection activities, and completed *Fitness for Life: Middle School* worksheets. Additionally, you should be able to check for student understanding during class by using a variety of techniques including verbal, performance, comprehension, and recognition checks (see the discussion on student comprehension, represented by the question mark icon, in the next section). For more information on assessments, please see "Portfolios and Assessment" on page 31.

Icons for Incorporating Technology and Effective Teaching Practices

Throughout the lesson plans you will encounter icons that identify opportunities for incorporating technology, reviewing class content, checking for student understanding, and observing student behaviors.

-  Throughout the *Fitness for Life: Middle School* program there are numerous opportunities to incorporate technology into the classroom, gymnasium, and activity areas. Whenever you see this icon in a lesson plan, you will find suggestions for incorporating technology into the classroom.
-  Whenever you see this icon in a lesson plan, you will find suggestions for reviewing key concepts in the *Fitness for Life: Middle School* program. As you deliver the program, you may find that there are many more situations in which you need to review the class content or class protocols.
-  Whenever you see this icon in a lesson plan, you will find suggestions for checking students' understanding of the class content, instructions, or demonstrations. You may find many more opportunities during the lessons in which a check for student understanding would be helpful. George Graham (2001) outlined four basic approaches to checking for understanding in his textbook *Teaching Children Physical Education* (Human Kinetics). They are as follows:
 - ▶ *Recognition check*: A quick way to check for student understanding is to ask students to raise their hands, give a thumbs-up or thumbs-down, or hold up a response card (e.g., A, B, C, or D) to demonstrate their understanding of the concept, instruction, or demonstration.
 - ▶ *Verbal check*: Ask students to tell you the concept or cue you are teaching.
 - ▶ *Comprehension check*: Ask students to explain the concept. This demonstrates a deeper understanding than a verbal check.

- ▶ *Performance check:* Ask students to demonstrate the activity, skill, or principle. This approach is especially effective in physical education because you can see whether they understand the concept through physical demonstrations.

Adapted, by permission, from G. Graham, 2001, *Teaching children physical education*, 2nd ed. (Champaign, IL: Human Kinetics), 83.



Whenever you see this icon in a lesson plan, it identifies a point in the lesson at which an observation of student behavior may be appropriate. By scanning the class, you can easily determine whether students are on task, working together, performing movements correctly, and following instructions. You will often see this icon when students are asked to work cooperatively in group settings. We believe that it is important for respectful communication (listening and talking) and inclusion of different points of view to be taught, required, and celebrated in physical education classes.

You can use the review, check for understanding, and teacher check strategies for assessing student learning and student participation. You may want to come up with a system on your roll sheet for identifying student understanding and student behavior for assessment purposes.

Supplemental Activities for Integration With *Fitness for Life: Middle School*

On the last page of each group of lesson plans, a section called “Supplemental Materials” provides suggestions for activity-based skill units and resources that could be used to reinforce the content of those lesson plans. One scheduling option is to intersperse regular activity-based skill units between *Fitness for Life: Middle School* lesson plans. Several suggestions on incorporating activity-based skill units are provided in appendix A (page 255). We encourage you to integrate your own favorite lessons or activity-based skill units with the lessons presented in this book. If you choose this option, please make sure that the new lessons or units reinforce the key concepts from each chapter.