

## **What is Fitness for Life?**

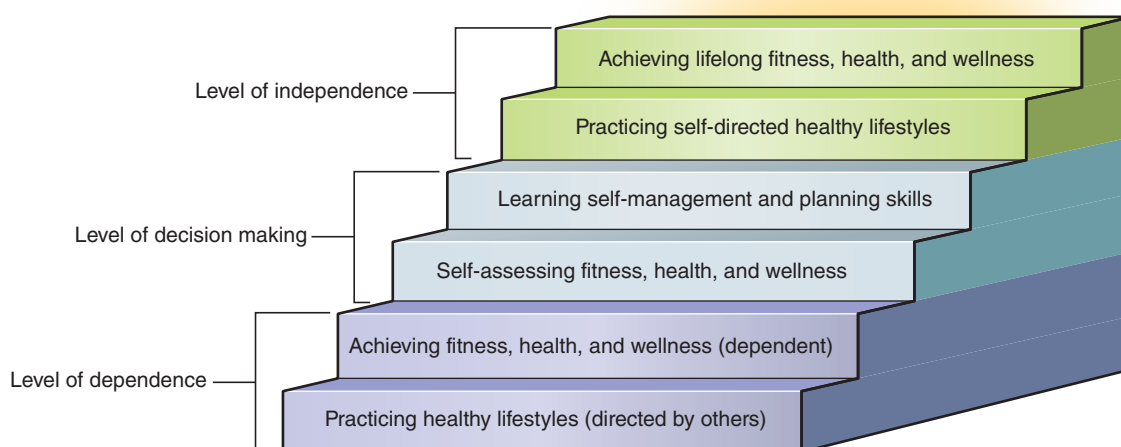
**Fitness for Life: Middle School** is a comprehensive fitness education program designed for middle school students to become knowledgeable consumers of fitness, health and wellness information and to use their knowledge to plan a personal physical activity program for use now and throughout life. The program is part of a quality physical education program and includes physical activity as well as classroom sessions. Students read chapters from the **Fitness for Life: Middle School** textbook and build a student portfolio that includes a personalized physical activity program.

## **What is the Fitness for Life Philosophy?**

**Fitness for Life** is based on the **HELP** philosophy. HELP stands for **H**ealth for **E**veryone with an emphasis on **L**ifetime activity designed to meet **P**ersonal needs). The program is designed to help all students meet personalized needs for achieving good health for a lifetime.

## **What are the objectives of the Fitness for Life program?**

The Stairway to Lifetime Fitness (see below) is used to show the importance of moving students from being dependent on others for their health behaviors and moving toward a level of independence. Learning decision-making and problem-solving skills enables students to develop their own health-related fitness programs and maintain a physically active lifestyle into adulthood.



## What are the educational foundations for Fitness for Life?

**Fitness for Life** meets educational standards including SHAPE America’s Physical Education standards and SHAPE America’s Fitness Education Framework. The national standards and fitness education framework are shown in the table below. Specific learning objectives, based on national and state standards, are outlined at the beginning of each lesson in the student text.

SHAPE America National Standards	Instructional Framework for Fitness Education Overview
Demonstrates competency in a variety of motor skills and movement patterns.	Demonstrates competency in techniques needed to perform a variety of moderate to vigorous physical activities.
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Demonstrates understanding of fitness concepts, principles, strategies and individual differences needed to participate and maintain a health-enhancing level of physical fitness.
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Participates regularly in fitness enhancing physical activity.
Exhibits responsible personal and social behavior that respects self and others.	Achieve and maintain a health-enhancing level of health-related fitness
Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Exhibits responsible personal and social behaviors in physical activity settings.
	Values fitness-enhancing physical activity for disease prevention, enjoyment, challenge, self-expression, self-efficacy and/or social interaction, and allocate energies toward the production of healthy environments.
	Strives to maintain healthy diet through knowledge, planning and regular monitoring.
	Accesses and evaluates fitness information, facilities, products, and services.

**Fitness for Life** is also based on sound educational theory. For more information, click [here](#).

## What topics do students study in Fitness for Life?

Students read from the **Fitness for Life: Middle School** textbook. The book contains nine chapters with two lessons each. The chapters included in the text are listed below.

1. Introduction to Physical Activity and Fitness
2. Learning Skills for Enjoying Physical Activity
3. Moderate Physical Activity
4. Vigorous Aerobics
5. Vigorous Sports and Recreation
6. Muscle Fitness Exercises
7. Flexibility Exercises
8. Body Composition, Physical Activity, and Nutrition
9. Planning for Physical Activity

## What are some of the educational features of Fitness for Life Middle School?

**Academic Connections** .Helps students connect fitness content to math, science and language arts.

**Moving Together**. Helps students learn self-management skills and social skills that increase the likelihood of adoption of lifelong healthy behaviors.

**Fitness Technology**. Helps students learn about technology for promoting physical activity, physical fitness, and sound nutrition

**Consumer Corner**. Provides students with information for becoming a good health and fitness consumer.

**Science in Action**. Updates students on new scientific information about fitness and health.

**Take it Home**. Encourages students to discuss physical activity and nutrition at home.

**Nutrition Matters**. Provides students with information about healthy eating and energy balance.

**Biomechanical Principles**. Helps students understand key principles related to human movement and skill learning (e.g., levers, friction, energy, resistance).

## What evidences is available to support the Fitness for Life program?

**Fitness for Life** is a fitness education program. Considerable research has been conducted that shows the benefits of this type of program including (1) less likelihood of sedentary behavior later in life, (2) increased physical activity later in life, (2) enhanced knowledge, and (4) improved attitudes about physical activity and nutrition. For more information, click [here](#).

## Who are the authors of Fitness for Life Middle School?



**Dr. Chuck Corbin**, Professor Emeritus, Arizona State University. The author of more than 100 books and 200 articles, he is the recipient of the President's Council on Fitness, Sports, and Nutrition Lifetime Achievement Award and is a member of the SHAPE America Hall of Fame.



**Dr. Dolly D. Lambdin** is a senior lecturer in the department of kinesiology and health education at the University of Texas at Austin, where she teaches undergraduate courses in children's movement and methods of teaching as well as graduate courses in analysis of teaching and technology application in physical education.



**Dr. Guy C. Le Masurier** is a professor of Sport, Health and Physical Education at Vancouver Island University, British Columbia, Canada. He has published numerous articles related to youth physical activity and physical education and coauthored the National Association for Sport and Physical Education (NASPE) Physical Activity Guidelines for Children.



**Dr. Ben Sibley** is Associate Professor of Recreation Management and Physical Education at Appalachian State University. He is the first author of the Teacher's Guide that accompanies Fitness for Life Middle School (2nd edition).