

for *Life: Middle School* lesson plans include classroom sessions, we provide some tips on scheduling a classroom for physical education.

As you know, it's imperative to introduce and practice class routines at the beginning of the semester. For this reason, many of the scheduling options include organizational lesson ideas (see pages 19 to 29) to use during the first few days of class. If your school calendar allows, run these lessons before you start the *Fitness for Life: Middle School* program.

Class Meets Daily

If your physical education class meets five days a week, you can implement any of the following *Fitness for Life: Middle School* program options.

Basic Plan (9 weeks)

Teach one lesson per day, covering one chapter of the *Fitness for Life: Middle School* student textbook each week. See figure 5.

Week	Student Text content	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Ch. 1	1.1	1.2	1.3	1.4	1.5
2	Ch. 2	2.1	2.2	2.3	2.4	2.5
3	Ch. 3	3.1	3.2	3.3	3.4	3.5
4	Ch. 4	4.1	4.2	4.3	4.4	4.5
5	Ch. 5	5.1	5.2	5.3	5.4	5.5
6	Ch. 6	6.1	6.2	6.3	6.4	6.5
7	Ch. 7	7.1	7.2	7.3	7.4	7.5
8	Ch. 8	8.1	8.2	8.3	8.4	8.5
9	Ch. 9	9.1	9.2	9.3	9.4	9.5

Classroom lesson days are shaded.

Figure 5 Basic plan.

Basic Plan With Organizational Lessons (10 weeks)

Run the organizational lessons during the week before the program begins. Then teach one lesson per day, covering one chapter of the *Fitness for Life: Middle School* student textbook per week. See figure 6.

Week	Student Text content	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Before program	—	—	—	Organizational lesson 1	Organizational lesson 2	Organizational lesson 3
1	Ch. 1	1.1	1.2	1.3	1.4	1.5
2	Ch. 2	2.1	2.2	2.3	2.4	2.5
3	Ch. 3	3.1	3.2	3.3	3.4	3.5
4	Ch. 4	4.1	4.2	4.3	4.4	4.5
5	Ch. 5	5.1	5.2	5.3	5.4	5.5
6	Ch. 6	6.1	6.2	6.3	6.4	6.5
7	Ch. 7	7.1	7.2	7.3	7.4	7.5
8	Ch. 8	8.1	8.2	8.3	8.4	8.5
9	Ch. 9	9.1	9.2	9.3	9.4	9.5

Classroom lesson days are shaded.

Figure 6 Basic plan (organizational lessons before program).

Teacher Tip: Activity-Based Skill Units

In addition to providing several scheduling options for integrating activity-based skill units with *Fitness for Life: Middle School*, this *Teacher's Guide* contains:

1. Suggestions for activity-based skill units. These suggestions appear at the end of each chapter of lesson plans in the *Teacher's Guide*. These units were suggested because they reinforce key chapter concepts.
2. Selected resources for delivering activity-based skill units are provided in appendix A (page 255).
3. Teaching formats for delivering activity-based skill units are provided in appendix A (page 255).

Basic Plan With Organizational Lessons (9 weeks)

If you don't have extra time before the program begins, you can fit the organizational lessons into the first week of the program, replacing lessons 1.4 and 1.5. See figure B.1 in appendix B (page 263).

Integrated Semester Plan (18 weeks)

Run the organizational lessons, and then alternate *Fitness for Life: Middle School* lessons with cooperative challenges or activity-based skill units (see appendix A, page 255). See figure 7.

Week	Student Text content	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Ch. 1	Organizational lesson 1	Organizational lesson 2	Organizational lesson 3	1.1	1.2
2	Ch. 1	1.3	1.4	1.5	Cooperative challenges	Cooperative challenges
3	Ch. 2	2.1	2.2	2.3	2.4	2.5
4	Ch. 2	Skill unit 2	Skill unit 2	Skill unit 2	Skill unit 2	Skill unit 2
5	Ch. 3	3.1	3.2	3.3	3.4	3.5
6	Ch. 3	Skill unit 3	Skill unit 3	Skill unit 3	Skill unit 3	Skill unit 3
7	Ch. 4	4.1	4.2	4.3	4.4	4.5
8	Ch. 4	Skill unit 4	Skill unit 4	Skill unit 4	Skill unit 4	Skill unit 4
9	Ch. 5	5.1	5.2	5.3	5.4	5.5
10	Ch. 5	Skill unit 5	Skill unit 5	Skill unit 5	Skill unit 5	Skill unit 5
11	Ch. 6	6.1	6.2	6.3	6.4	6.5
12	Ch. 6	Skill unit 6	Skill unit 6	Skill unit 6	Skill unit 6	Skill unit 6
13	Ch. 7	7.1	7.2	7.3	7.4	7.5
14	Ch. 7	Skill unit 7	Skill unit 7	Skill unit 7	Skill unit 7	Skill unit 7
15	Ch. 8	8.1	8.2	8.3	8.4	8.5
16	Ch. 8	Skill unit 8	Skill unit 8	Skill unit 8	Skill unit 8	Skill unit 8
17	Ch. 9	9.1	9.2	9.3	9.4	9.5
18	Ch. 9	Skill unit 9	Skill unit 9	Skill unit 9	Skill unit 9	Skill unit 9

Classroom lesson days are shaded.

Figure 7 Semester plan.

Integrated Semester Plan II (18 weeks)

Some schools with five physical education classes share one classroom by having each class use it on a different day of the week. If your situation is similar, conduct the organizational lessons, and then break up the *Fitness for Life: Middle School* lessons with activity-based skill units so that you teach only one classroom lesson each week. See figure B.2 in appendix B (page 264).

Year Plan I (36 weeks)

Run the organizational lessons, then teach one week of *Fitness for Life: Middle School* lessons followed by three weeks of activity-based skill units. See figure B.3 in appendix B (page 264).

Teacher Tip

Some of you might be thinking, “Hey, this is physical education. Classroom sessions reduce activity time!” Let’s face it, fully integrating academic content related to physical activity and fitness in the gymnasium is challenging. In a perfect world, academic content would be fully integrated with the appropriate physical activity experiences. But in the real world, it’s much easier to hold discussions in a classroom environment. More importantly, we believe that it’s crucial to spend time educating, exploring, and sharing fitness and physical activity concepts, biomechanical principles related to movement, and social diversity issues in physical activity settings.

We believe that the *Fitness for Life: Middle School* program is a key part of meeting national and state standards specific to adolescents (grades 6 to 8). In addition, we believe strongly that middle school students will benefit from a physical education program that reinforces movement experiences with academic content and tackles social issues related to physical activity participation.

Year Plan II (36 weeks)

Run the organizational lessons, then teach one or two lessons each week and run activity-based skill units on the other days of the week. See figures B.2 and B.4 in appendix B (pages 264 and 265).

There are many excellent possibilities for using the *Fitness for Life: Middle School* lessons over a full semester, a year, or even over the course of several years. Layouts for selected possibilities are illustrated in appendix B.

Class Meets Every Other Day

If your physical education class meets every other day, you can implement any of the following *Fitness for Life: Middle School* program options.

Semester Plan (18 weeks)

Follow the Basic Plan, as described earlier, every other day for 18 weeks. See figure B.5 in appendix B (page 265).

Year Plan (36 weeks)

Teach one lesson every other day for two weeks, and then run an activity-based skill unit every other day for two weeks. See figure B.6 in appendix B (page 265).

Class Meets Twice Per Week

If your physical education class meets only twice per week, it might be worthwhile to deliver the *Fitness for Life: Middle School* program over an entire year or over multiple years. For example, see figure B.7 in appendix B (page 266), which delivers unit I (chapters 1, 2, and 3) over eight weeks. Consider the following schedule options.

One-Year Program

- ▶ Fall of sixth grade (16 weeks): Teach unit I and unit II.
- ▶ Spring of sixth grade (8 weeks): Teach unit III.

Two-Year Program

- ▶ Fall of sixth grade (8 weeks): Teach unit I.
- ▶ Spring of sixth grade (8 weeks): Teach unit II.
- ▶ Fall of seventh grade (8 weeks): Teach unit III.

Three-Year Program

- ▶ Fall of sixth grade (8 weeks): Teach unit I.
- ▶ Fall of seventh grade (8 weeks): Teach unit II.
- ▶ Fall of eighth grade (8 weeks): Teach unit III.

If you want to follow this three-year articulation plan, be sure to consult with your colleagues first. If they deliver the full program in sixth or seventh grade, you'll end up with students who have already completed the program. Instead, look through all of the preceding schedule options to determine the best way to incorporate one unit of the program per year.

Scheduling a Classroom

For best results, the *Fitness for Life: Middle School* program requires a classroom setting for one or two days each week (depending on how the units are delivered; see the preceding schedule options).

Sharing a Classroom

If you have a classroom at your disposal, you're all set. However, if you must share a room with another class, start your lessons one day later so that the two classes won't need the room at the same time. See figure B.8 in appendix B (page 266).

If you must share a room with two or more other classes, consider following the once-a-week classroom format shown in figure B.2 (page 264) or the staggered classes shown in figure B.8 in appendix B (page 266).

Teacher Tip

Some of you might be thinking “How will I find a classroom for my physical education classes in my busy school?” Arranging for a classroom can be frustrating on certain days, but take a deep breath and consider the benefits of meeting with children to explore physical activity and fitness in an academic setting. One advantage to using a classroom once or twice a week is that it reduces the need for multiple classes to share valuable gymnasium or movement space. In schools in which there are five physical education classes using *Fitness for Life: Middle School*, one class can be scheduled each day in a classroom, leaving only four to share the other facilities instead of five. Additionally, students don’t have to change clothes on classroom days. This saves valuable time and allows for more complete interactions with the lesson content.

So give it a try and tell your principal or school facilities manager about your need for a classroom. They might be thrilled that you’re integrating reading and academic content into your class.

No Classroom

If no regular classroom is available for your physical education class, designate a specific area as your makeshift classroom. Don’t set up in the gym because the activity going on around you will distract your students from the lesson. Instead, look for a different location, such as the following:

- ▶ Auditorium
- ▶ Library
- ▶ Cafeteria
- ▶ Academic classroom not in use at that time
- ▶ Some other space such as a dance room, weight room, locker room, or even a hallway

Whatever space you decide on, set it up to work well for you. Things such as a bulletin board and a white board can easily be added to any space and will help you establish a focal point for your lessons. Include visual aids that set the tone for your class. The *Fitness for Life: Middle School Teacher’s Guide* CD-ROM contains relevant quotes for each classroom lesson plan that you can print and hang in your space.

Plan your classroom routines and seating expectations. Having everyone just sitting wherever they want can work with some groups, but it is usually better to use the same seating arrangement that you use in the gymnasium or some sort of group work clustering. It is important to think about student comfort in these makeshift areas. Sitting on the hard floor for the entire class period may make some bottoms sore, and will result in less-than-attentive behavior. In these situations, plan for several changes of position. Check to see whether exercise mats are available. If you can get access to an overhead or LCD projector with a good place to project, creating some visual focus points for the lesson will really help.

We have seen a wide, out-of-the-way hallway used nicely for classroom work. In this instance, a bulletin board was the focal point with visual aids surrounding the board reinforcing the unit concepts and classroom agreements. If you provide a stimulating environment, students will get into the spirit of discussing the course content and applying it to their lives.