

# Implementing Physical Best in Higher Education Courses

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*By using Physical Best, you can embed health-related fitness instruction in an existing curriculum.*

**T**he obesity epidemic in the United States has reached pandemic levels (National Institutes of Health [NIH], 2000). The facts are indisputable (U.S. Department of Health and Human Services [USDHHS], 2001):

- 61 percent of adults in the United States were overweight or obese (BMI > 25) in 1999.
- 13 percent of children ages 6 to 11 years and 14 percent of adolescents ages 12 to 19 years were overweight in 1999—nearly triple the prevalence rate for adolescents 20 years ago.
- Overweight adolescents have a 70 percent chance of becoming overweight or obese adults, and that percentage climbs to 80 percent if one or both parents are overweight or obese.
- The increases in overweight and obesity cut across all ages, racial and ethnic groups, and both genders.
- 300,000 deaths each year in the United States are associated with obesity.
- The economic cost of obesity in the United States was approximately \$117 billion in 2000.

While the popular press and society address this situation by electronic, textual, and subliminal advertising messages, researchers have been examining and designing potential solutions to the problem. This research has included much interest from the federal government (Center for Disease Control and Prevention [CDC], 1997, 2004; National Center for Health Statistics, 2004; USDHHS, 1996, 2000, 2001) and from scholars across many disciplines (e.g., Dietz, 1998; Strong, Melina, Blimkie, Daniels, Dishman, 2005).

Recently more research has been conducted on childhood obesity and its relationship with physical inactivity (Blair, Morrow, Cooper Institute, & American College of Sports Medicine [ACSM], 1998; Hovell, Sallis, Kolody, & McKenzie, 1999; USDHHS, 2000; USDHHS & United States Department of Agriculture [USDA], 2005). Given the three-fold increase in the prevalence of overweight among adolescents over the last two decades, obesity is now the most prevalent chronic disease among children and adolescents in the United States (Dietz, 1998; Elkins, Cohen, Koralewicz, & Taylor, 2004). Contributing to the obesity pandemic is the fact that the percentage of adolescents who engage in the recommended amount of physical activity decreases with age, especially among adolescent girls (CDC, 2004; Hovell et al., 1999).

In light of these trends, increased student enrollment in physical education has been widely encouraged for more than a decade (CDC, 1997, 2004; Dietz, 2005; Pate & Hohn, 1994; Strong et al., 2005; USDHHS, 2000, 2001). The National Association for Sport and Physical Education (NASPE, 2001) recommends that elementary schools provide students with 150 minutes of physical education per week and that

secondary schools provide 225 minutes per week. However, many states fall far short of these recommendations and do not mandate or even recommend enrollment in physical education. Nevertheless, although increasing the amount of physical education instruction provided in K-12 settings may be a curricular issue beyond the control of single teachers, every professional is capable of improving the quality of the instruction he or she provides.

## The Benefits of Physical Best

While we acknowledge that part of the responsibility for childhood obesity lies with physical education professionals in K-12 schools, we do not suggest that this group alone bears the responsibility for the current health status of public school children. In fact, given reduced contact time, staff reductions, and the overall minimized status of physical education in many K-12 schools (NASPE, 2001), we suggest that improving the quality of health-related fitness instruction provided to school-age children, through the use of the Physical Best instructional materials, can contribute to improving the overall quality of physical education. The philosophical emphases of the Physical Best (PB) program are best reflected in its mission statement (American Alliance for Health, Physical Education, Recreation and Dance [AAHPERD], 2005a):

The mission of the Physical Best program is to foster healthier youth by providing quality resources and professional development for educators. The mission incorporates partnerships with like-minded programs and organizations. The program emphasizes teaching health-related fitness concepts and attitudes through activity, in a manner that is inclusive of all children, is enjoyable, and promotes a physically active lifestyle. (p. 6)

The PB mission is achieved by (1) providing students with the education and skills needed to develop lifelong physical activity habits, (2) presenting the why's and how's of physical fitness, and (3) emphasizing individualization and enjoyment. Achieving the PB mission requires that teachers go beyond traditional means of teaching health-related fitness, such as finding and taking the heart rate or self-assessing fitness levels. Instead, PB teachers focus on the why's and how's of lifelong fitness and inspire students to internalize health-enhancing behaviors and beliefs.

The PB program is a comprehensive, health-related fitness education program for use in existing K-12 physical education curricula. This means that teachers do not need to learn an entirely new curriculum, but can embed PB activities and concepts into their existing curriculum as appropriate. Additionally, the PB program is aligned with national standards in physical education (NASPE, 2004), health education (AAHPERD, 1995), and dance education (National Dance Association, 1996). By explicitly identifying the standards that specific activities reinforce, teachers can easily choose to embed in their classes the appropriate content and activities that target desired instructional standards. The inclusion of health and dance standards also fosters the use of cross-dis-

ciplinary content and can help teachers to integrate physical education content with that of other subject areas.

## The Role of Teacher Preparation

Most states require physical education teachers to be certified in physical education, and the responsibility of adequately preparing these teachers rests with physical education teacher education (PETE) programs. It is clear, however, that improvement is needed, particularly in K-12 students' health-related fitness experiences. We propose that embedding health-related fitness instruction into PETE programs will enable new teachers to offer their students better health-related fitness experiences.

A recent study (Ayers & Housner, in press) based on a survey of 116 PETE programs from across the United States revealed a few important points. First, only two percent of the programs in this study required PB certification. Second, 87.5 percent of the respondents required first aid certification and 81.8 percent required CPR certification. This contrast suggests that a required health-related fitness certification could be institutionalized once it is embedded in a PETE curriculum, much like first aid and CPR certifications are. Third is the issue of curricular space. While the vast majority of content provided in K-12 physical education is based on sport skills and activities, such sport and activity classes are some of the least addressed topical areas in the surveyed PETE programs. Many PETE curricula are laden with subdisciplinary content (e.g., exercise physiology, historical perspectives, motor development). While we acknowledge that disciplinary knowledge is the foundation of effective instruction, we suggest a revised perspective to improve K-12 health-related fitness instruction. If existing exercise physiology and motor development content from PETE programs is used in conjunction with PB materials, the application of health-related fitness truly becomes a cross-disciplinary opportunity for future physical educators to integrate hard sciences and practical health-related fitness content in a useful and practical way for K-12 physical education students.

The national physical education standards (NASPE, 2004) expect physically educated graduates of K-12 programs to participate regularly in physical activity (standard three), to achieve and maintain a health-enhancing level of physical fitness (standard four), and to value physical activity for health, enjoyment, challenge, self-expression, and social interaction (standard six). Each of these standards implies that students graduate from high school with the knowledge, skills, and desire to become and remain physically active throughout life.

Similarly, the beginning teacher standards (NASPE, 2003) require PETE programs to prepare initial licensure candidates to demonstrate the ability to provide content knowledge relative to individual students' growth and development for a diverse student population. Additionally, PETE graduates are expected to be able to manage and motivate students, communicate clearly, plan and instruct effectively, use technology, assess students, reflect upon their instruction, and collaborate with others. Each of these skills can be directly



Courtesy of the authors

Learning by doing, preservice candidates perform curl-ups (left) and the sit-and-reach (right) as they strive to achieve Physical Best certification during their teacher-training program.

linked to the content provided in PB training.

The authors provide PB instruction throughout their preservice curricula, in order to prepare students to complete the Physical Best Health-Fitness Specialist certification test. The rest of this article describes how this process is achieved at two different institutions relative to the standards-based practice of physical education teacher preparation. It aims to help PETE faculty to integrate PB content into their existing curricula so as to improve their graduates' ability to provide quality health-related fitness instruction in K-12 settings. The following sections outline practical suggestions for embedding fitness education in PETE programs, developing syllabi, and designing student assignments in PB courses.

### Embedding Fitness Education in PETE Programs

Physical Best seeks to enhance existing curricular and instructional paradigms. The PB program can be integrated into any pedagogy course that focuses on physical activity promotion or health-related fitness. It is important to note that while PB works well for teachers using a direct instruction approach, the integration of PB also works well for teachers using less teacher-centered instructional approaches. In fact, as noted by Corbin and Lindsey's (2005) "Stairway to Lifetime Fitness" in the PB teacher's guide (AAHPERD, 2005c), independence and self-direction of lifetime fitness and physical activity is one of the desired outcomes of the PB approach. For this reason, student-centered instruction dovetails nicely with the PB approach.

Because fitness is not a unit, PB integration enhances the quality of instruction and the application of health-related fitness inherent in a given activity. The standards, concepts, and applications of the developmentally appropriate PB activities are then used to support a chosen pedagogical delivery system that is contextually appropriate to a given game, sport, or activity.

Traditional methods courses—whether they focus on team or individual sports, aquatics, adventure activities, outdoor

pursuits, dance, gymnastics, or leisure activities—can all be used to help enhance student knowledge of inherent health-related fitness concepts, as well as their application to games and sports, through the coordinated application of selected PB activities. The PB activity guides (AAHPERD, 2005a, 2005b) are designed to support fitness concepts related to a particular sport or game to add depth to K-12 students' understanding of that game or sport. Dale & Corbin (2000) have documented that concepts-based physical education has a longer-lasting effect on students' knowledge, attitudes, and participation in physical activity than traditional physical education programs. Physical Best, then, offers students the added benefit of learning concept-based fitness practices within content-centered courses.

### Developing Syllabi

Given the objective of preparing preservice candidates to complete the Health-Fitness Specialist certification test, certain content needs to be included in PB-related courses. Designing syllabi for the undergraduate PETE program that includes PB becomes a matter of relating context to appropriate physical education content and methodology. Many undergraduate PETE programs offer a course in teaching fitness methods. As stated earlier, this is only one option for using PB in a preservice program. In this context, PB becomes intertwined with content and pedagogical practices related to K-12 instruction for preservice candidates. Generally, fitness education focuses on the knowledge, skills, and attitudes needed to improve in the health-related fitness components of muscular strength and endurance, cardiovascular endurance, flexibility, and body composition for K-12 students. As such, traditional instruction centers on the scientific content, concepts, and principles of exercise and exercise promotion. Content may include reviews of biomechanics, physiology, and exercise physiology; muscular and cardiovascular anatomy; and general exercise psychology (see the sidebar for a sample syllabus).

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# Sample Syllabus

## Course Description

This one-credit lecture and lab course introduces prospective physical education teachers to the foundations and components of health-related fitness, provision of developmentally appropriate health-related content, and the assessment of health-related fitness. Physical Best certification is offered at the end of this course.

## Required Materials

1. HR monitor and pedometer (both provided with the course fee)
2. Cooper Institute for Aerobic Research. (2005). *Fitnessgram test administration manual* (3rd ed.). Champaign, IL: Human Kinetics.
3. AAHPERD. (2005). *Physical education for lifelong fitness: The Physical Best teacher's guide* (2nd ed.). Champaign, IL: Human Kinetics.
- 4a. AAHPERD. (2005). *Physical Best activity guide: Elementary level* (2nd ed.). Champaign, IL: Human Kinetics.
- Or
- 4b. AAHPERD. (2005). *Physical Best activity guide: Secondary level* (2nd ed.). Champaign, IL: Human Kinetics.
5. The required Physical Best certification fee is \$35 for AAHPERD members, \$55 for nonmembers.

## Course Objectives

Each student will attain a minimum criterion of 70% to demonstrate the following competencies, by identifying on a written test and/or demonstrating in a laboratory experience, the mastery of:

1. Components of health-related fitness for school-age children, including cardiovascular endurance, muscular strength, endurance and flexibility, and body composition. (NASPE Beginning Teacher Standards 1, 3)
2. Basic training principles of physical conditioning and the implementation of developmentally appropriate training protocols in K-12 physical education settings. (NASPE Beginning Teacher Standards 1, 2, 6)
3. The development of alternative curriculum and instructional strategies for the promotion of school-age children's physical activity and health-related fitness. (NASPE Beginning Teacher Standards 1-3, 6)
4. Assessment issues and techniques usually associated with school-age children's physical activity and health-related fitness programming in schools. (NASPE Beginning Teacher Standards 4, 7-9)
5. Concept of personal fitness by demonstrating age- and gender-appropriate "healthy fitness zone" values as identified on the Fitnessgram. (NASPE Beginning Teacher Standards 1, 8, 9)
6. Ability to use Fitnessgram tests, software and reports to develop an individual fitness program. (NASPE Beginning Teacher Standards 1, 4, 7-9)

## Fitness

As future physical educators you must possess fitness knowledge, including the ability to provide instruction, perform fitness activities, assess knowledge and fitness, and develop individualized fitness plans. Based on these expectations, each individual will complete the Fitnessgram test to determine his or her current fitness level. If an individual is within the age and gender HFZ on the curl-ups, push-ups, PACER, body composition, and back-saver sit-and-reach tests, full credit for this component of the grade will be earned. If an individual cannot reach the HFZ in all five areas, he or she has the opportunity to improve the areas of weakness and be re-tested before the end of the semester. See related information on the course web site.

*Physical Activity and Diet Logs (PADs).* Part of being a quality physical educator is serving as a role model for your students. To assess your current activity and diet habits, self-report journal entries will be collected each week. A template and example are available on the course web site.

*Online Pedometer Logs.* You are being asked to track your daily steps and physical activity to link your PA relative to the activities in which you participate. You will need to register at <http://www.americaonthemove.org/register/Register-Choose.asp> to track your steps. Please register as an individual.

*Personal Fitness Plan.* As a future teacher you will need to start considering yourself as a role model and examine your own level of physical activity and fitness. To assist in this process, you will develop a personal fitness plan. The assignments listed above will help you to assess your progress toward your goal, as will the content of this course. See the related information on the course web site.

## Physical Best Health-Fitness Specialist Certification

This certification is designed to identify those individuals with extensive knowledge about providing health-related fitness instruction in K-12 settings. This certification can be one more way to make you stand out from other job candidates upon graduation. The test will be administered during the last week of class, and it requires the use of your Physical Best books.

### Academic Requirements

Grade Component	Grade %	Grading Scale
Assignments/Class activities/Quizzes	30	90–100% = A
Lab activities	30	80–89% = B
PADs/Pedometer logs	20	70–79% = C
Fitness	10	60–69% = D
Physical Best certification test	10	<60% = F

### Tentative Block Schedule

Date	Monday	Date	Wednesday
1/9	Classes start at 4:00pm NO CLASS	1/11	Course Orientation Knowledge Pre-test PAR-Q
1/16	MLK Jr. Day NO CLASS	1/18	Meet in 1076 LAB 1 Fitness Testing: Fitnessgram DUE: PAD1 (2 weekdays, 2 weekend days)
1/23	Meet in Computer Lab LAB 2 Fitness Data Management Assigned Reading: Fitnessgram/Activity-gram manual, pp. 113-132	1/25	Goal Setting PHAT Exercise Assigned Readings: pp. 13-38, JOPERD article DUE: PAD2 (1 weekday, 1 weekend day ) Online pedometer log 1
1/30	Foundations of Health-Related Fitness Assigned Reading: pp. 1-38 DUE: Personal Fitness Plan	2/1	<i>Quiz 1: Foundations of H-R Fitness</i> Training Principles Assigned Reading: pp. 39-48 DUE: PAD3 (1 weekday, 2 weekend days)
2/6	Aerobic Fitness Assigned Reading: pp. 63-81	2/8	Meet in 1076 LAB 3 Aerobic Lab DUE: PAD4 (2 weekend days)
2/13	<i>Quiz 2: Aerobic Fitness</i> Muscular Strength/Endurance Assigned Reading: pp. 83-104	2/15	Meet in 1076 LAB 4 Strength/Endurance Lab DUE: PAD5 (1 weekday, 1 weekend day) Online pedometer log 2
2/20	<i>Quiz 3: Muscular Strength/Endurance</i> Flexibility Assigned Reading: pp. 105-119	2/22	Meet in 1076 LAB 5 Flexibility Lab DUE: PAD6 (2 weekdays)
2/27	SPRING BREAK, NO CLASS	3/1	SPRING BREAK, NO CLASS

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Date	Monday	Date	Wednesday
3/6	Nutrition, Body Composition Assigned Reading: pp. 49-60, 121-134 DUE: Online pedometer log 3	3/8	Meet in 1076 LAB 6 Body Composition Lab DUE: PAD7 (3 weekdays) Online pedometer log 3
3/13	Meet in 1076 LAB 7 <i>Quiz 4: Nutrition, Body Composition</i> Group preparation Lab	3/15	Meet in 1076 LAB 8 Student activities I DUE: PAD8 (1 weekday, 1 weekend day)
3/20	Meet in 1076 LAB 9 Student activities II	3/22	Meet in 1076 LAB 10 Student activities III DUE: PAD9 (1 weekday, 2 weekend days)
3/27	Meet in 1076 LAB 11 Student activities IV	3/29	Meet in 1076 LAB 12 Student activities V DUE: PAD10 (2 week days, 1 weekend day) Online pedometer log 4
4/3	Meet in 1076 LAB 13 Student activities VI	4/5	Meet in 1076 LAB 14 Fitness Testing: Fitnessgram
4/8	Assessment Principles Assigned Reading: pp. 201-219	4/10	Assessing Health-related Fitness Assigned Reading: pp. 221-239 DUE: Personal Fitness Plan summary
4/17	<i>Quiz 5: Assessment</i> Personal Fitness Plan presentations	4/19	Knowledge Post-test Course wrap-up, student evaluations
4/26	2:45 Final: Physical Best Certification Test		

As the content is learned or reviewed, PB offers the instructor the opportunity to help preservice candidates explore health-related fitness concepts and principles in movement settings. Preservice candidates then practice developmentally appropriate activities for the K-12 student, matching content with PB activities that are concept- and principle-related. This use of developmentally appropriate activities to integrate PB concepts into existing instruction requires that preservice candidates have a firm grasp of exercise physiology, motor development, and motor-learning principles. Therefore, we suggest that PB courses occur after such subdisciplinary courses in the PETE curriculum.

### Designing Student Assignments

Physical Best teaching and activity usage can be easily integrated into any course that promotes physical activity concepts and participation. Now, more than ever, preservice candidates need to develop teaching tools and assignments that explicitly link student learning and fitness adoption within the K-12 setting, and they must document that this is actually occurring through artifact collection of student projects. Physical Best helps teach students how to gain specific knowledge to enhance their health-related fitness through participation in a variety of activities. This is consistent

with the K-12 physical education goal of helping students develop the skills, knowledge, and interest to participate in many activities for a lifetime. Additionally, students are taught how to assess themselves and then develop a plan of action to improve in their given activities.

One assignment used to teach students health-related fitness concepts is the development of a health-related fitness portfolio. Using the goal worksheet in the PB texts, students learn how to develop appropriate health-related fitness goals to serve as the foundation of a fitness portfolio. This portfolio is beneficial because it focuses the students' attention on the important elements needed to adopt the activity into their lives, using activity-specific goals. The power of goal setting is that it helps students to develop self-assessment skills and intrinsic motivation. As a result, the teacher becomes a facilitator of physical activity promotion instead of the director. Goals should be holistic, and they should encompass the knowledge, skills, and attitudes needed to become more competent movers within a given activity. Students now become active learners, based on their goals, rather than passive participants.

Students establish their goals based on pre-assessment information that may include Fitnessgram scores. They then choose how they are going to meet their goals by using the

concepts and principles outlined in PB. These action steps, which are documented by the students, serve to direct the students and inform them of their progress. If the goals prove too hard or too easy, the teacher helps the students figure out how to make changes to them. The teacher can now focus on student-centered activities and help reinforce the concepts and principles of health-related fitness enhancement in and outside of class. Since PB focuses heavily on content standards three and four (NASPE, 2004), it allows the teacher and the students to work on outcomes-based standards that show explicit student involvement.

A fitness triathlon is another assignment that can promote the skills of goal setting, the use of health-related fitness concepts, and daily participation in student-centered activity. This is not a typical competitive triathlon, but an event that the students focus on as a way of staying on track with their health-related fitness portfolio. The triathlon can be an event using the skills and strategies of games and sport, or it can take a more traditional approach. In the traditional approach, students might start at a running, biking or in-line skating, or fitness station and move from station to station. Each station has a task card indicating an activity—and the equipment needed to perform the stated activity—that students must complete before moving to the next station. The teacher helps students group themselves based on similar goals and outcomes related to the event. All students would start at the same time, but at a different station based on their group and interests. The aim is for students to enjoy the experience with their peers and compete with themselves rather than against their peers.

The development of groups is an important component of this activity because it creates a support network during the event. Some functional groups may include, but are not limited to, “Leisure,” “Recreational,” and “High Octane” groups. The “Leisure” group would start running, the “Recreational” group would start at the in-line skating or biking

station, and the “High Octane” group would start at the fitness station. Each activity has a maximum time that the students should be involved. Once the activity has been completed or the time has expired, the students should move to the next activity. The goal for the teacher is to make sure that all students finish the whole course in approximately the same amount of time. After the triathlon, students assess their performance based on their own goals. Teachers can use the “process” that the students went through as part of student assessment, rather than the “product” that would normally occur in a win-or-lose game or competitive event. This event has been very successful because it ties into the goals that the students have written and the activities they have participated in, and because the self-assessment is based on a fun activity. The same thing can be done in a game or sport setting while focusing on the benefits of health-related fitness inherent to the activity.

Additional assignments to help foster students’ understanding of health-related fitness concepts and principles can include the development of an electronic portfolio—using PowerPoint, for example—for a selected activity as an individual or group assignment. Developing a resistance-training PowerPoint presentation focusing on movements helps students understand how to perform the activity and how to determine muscular fitness based on FITT (frequency, intensity, time, and type) guidelines for K-12 students, and it generates an artifact showing how PB has helped them develop competencies for content standards two and four (NASPE, 2004). See figures 1 and 2 for sample assignment guides.

## Conclusion

Physical Best offers preservice candidates, and the K-12 students whom they will serve, an opportunity to explore more explicitly the relationships between activity content, pedagogical content, and health-related fitness. In addition,

Figure 1. Sample Assignment Guide 1

### Fitness Integration Curriculum Project

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Teaching Healthy, Active Lifestyles

Beginning Teacher Standards 1, 2, 3, 4, 5, 7

Name \_\_\_\_\_

Use this sheet as your cover page. To complete this project, you must write a philosophy statement that includes:

1. How physical education can assist with the goal of creating a healthier population in our schools and in the public. Use resources from *Healthy People 2010*, Surgeon Generals’ reports on physical activity (include sources).
2. How you will use goal setting to teach students how to intrinsically value physical activity.
3. How you will use psychological factors to help students decrease barriers and increase determinants.
4. The teaching models and strategies you will use to reinforce students’ intrinsic appreciation of physical activities and their relationship to health-related fitness.
5. Assessment strategies you will use to help students stay on track with their health-related fitness knowledge, skills, and attitudes. Identify Fitnessgram as one of your assessment tools and how you will use it to promote students’ understanding of health-related fitness in your classes.

Figure 2. Sample Assignment Guide 2

### Personal Fitness Plan Summary Rubric

This rubric will guide your analysis of the personal fitness plan you implemented this semester. This assessment should reflect your personal factors (e.g., school, work, family), your progress toward your goal or achievement of that goal, and your plans or goals for the future. Be sure to respond to each component of the rubric (usually 2-3 pages). It may be helpful to use each factor of the rubric as a header. A copy of this rubric must be attached to your reflection (or 20 points will be deducted) at the beginning of class on the date indicated on the syllabus.

#### Factors

- /70 Attach all graded PADs (26 days), pedometer logs (4), pre- and post-Fitnessgram report.
- /20 Summarize your typical diet and physical activity patterns this semester (1 paragraph each).
- /10 Describe the factors influencing your PADs this semester (i.e., jobs, classes, etc. if applicable).
- /30 Discuss the relationship between your PA and pedometer values.
- /10 Attach a statement of your diet, physical activity, or fitness goals (short- and long-term).
- /20 Discuss how you progressed toward achieving your goals (short- and long-term).
- /20 Discuss how you will maintain your new status or work toward your goals in the future.
- /15 Write a brief summary of what you have learned about yourself from this assignment.

#### Writing

- /10 Organization and format (paragraph format, double spaced, header use)
- /20 Spelling, grammar, clarity

Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TOTAL GRADE: \_\_\_\_\_ /225

the PB program has been aligned with the national standards, so it provides a meaningful emphasis on health-related fitness concepts. Many states have adopted the PB system, and the accompanying Fitnessgram assessment measures, to convey information that can impact the growing obesity crisis.

The relevance of this is that if students do not learn health-related fitness concepts and behaviors in physical education, they may not learn them anywhere else. This argument is based on the report that if high school students do not get subdisciplinary concept knowledge in physical education class, they are unlikely to get it through their experiences in community activity programs, gyms, or health clubs (Ayers, 2004). While health-related fitness concepts were not the only subdisciplinary concepts included in the Ayers study, the link between health-related fitness concepts and quality physical education programs that develop physically educated individuals is logical.

Once again, Physical Best is not meant to be a stand-alone program, but one that enhances existing curricula by using explicit, developmentally appropriate learning opportunities to promote lifelong physical activity. In view of the responsibility of PETE programs to prepare future teachers to provide quality instruction that can improve the life of physically educated high school graduates, it is hoped that this article has provided readers with practical ideas to begin this journey.

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