

COLUMBUS CITY SCHOOLS PHYSICAL EDUCATION CURRICULUM GUIDE

Advanced Physical Education

This program is designed for students who have already completed PE I and PE II and that would like to achieve a higher level of physical fitness, health, and wellness. The theme of this class is to change how students can take charge of their lives; overcome the many barriers to achieving fitness and wellness; and make lifestyle changes to help themselves physically, mentally, and emotionally. Each teacher should keep in mind that each student is unique and that one fitness and wellness program does not fit all. Starting on page 4 of this document, teachers should use the unit themes and objectives to guide their 18-week semester. Each unit is designed to be completed over a 2 to 3-week period with 7 units.

Columbus City Schools Six Expectations for Advanced Physical Education

1. Advanced PE Student expectations

Students who are physically fit feel better, look better, and have more energy for daily educational, work related, and leisure activities. High school students will gain the knowledge to utilize motor skills and movement patterns in performing both health and skill related fitness components to combat hypokinetic conditions such as heart disease, high blood pressure, diabetes, osteoporosis and other diseases.

2. Advanced PE Student expectations

High school students will use scientific biomechanical principles and the knowledge from beginning chapters in the FIT for Life Curriculum to build a personal Stairway to lifetime Fitness. The goal here is to transition students from a level of program dependency by physical education teachers to a level of personal decision-making and ultimately a level of personal independence of all types of physical activities.

3. Advanced PE Student expectations

High school students will complete a battery of physical fitness test and examine their data as it relates to the national age appropriate fitness levels. When students understand personal strength's and weaknesses then students can begin to create a personal fitness plan that is both appropriate and meaningful. Meaningful in the

sense that students will engage more in activity and track their activity through in a personal activity log.

4. Advanced PE Student expectations

Students will strive to maintain a level at or above the national fitness levels in all categories (Cardiovascular fitness, muscle strength and muscle endurance, flexibility, body composition) specified by the Fitnessgram software.

5. Advanced PE Student expectations

In Advanced PE students will serve as support personnel to help others stay on task in attaining specified fitness goals. Students must be able to share equipment and space in a social but educational atmosphere. In addition, students must take on the responsibility for preserving fitness equipment by returning equipment in the original condition.

6. Advanced PE Student expectations

It is expected that students will learn through movement education as well as an abundance of content knowledge. This base of knowledge will give students the tools to change negative attitudes towards wellness and exercise into positive efforts in improving the national decline of hypokentric conditions.

Advanced PE Units and Objectives

Unit 1: Physical Fitness and Wellness

Objectives:

1. Define and differentiate physical fitness, health, and wellness;
2. Describe the benefits of being physically fit; and
3. Discuss the relationship between physical fitness and self-esteem.

Students can reach these objectives through the following methods:

1. Complete an awareness inventory that describes, defines and discusses the above objectives.
2. Complete a personal Health Risk Assessment regarding cigarette smoking, alcohol and drugs, eating habits, exercise and fitness, stress control, and safety.

Students should complete a Health Strengths and Weaknesses Assessment on the below areas:

1. Mental health
2. Physical health
3. Social health
4. Spiritual health
5. Emotional health

Service-Learning Activity for Physical Fitness, Health, and Wellness

With three other students, study the environment and policies related to physical activity and exercise at a fitness facility. Interview the staff and clients. Observe the center as it exercises. Speak with the fitness about available exercise equipment and fitness related policies. After studying the issue, prepare a written report recommending changes that would permit more of the community to engage in regular exercise. Submit a report to the class instructor.

Unit 2: Assessing Your Present Level of Fitness

Objectives:

1. Indicate when it is appropriate to obtain a medical examination before beginning and exercise program or test;
2. List the components of a good medical evaluation;
3. List the major components of a fitness appraisal;

4. Measure and analyze your cardiorespiratory endurance, muscular strength and endurance, flexibility, nutrient intake, and body composition; and
5. Explore challenges to assessing physical fitness in physically disabled individuals.

Students can reach these objectives through the following methods:

1. Complete an awareness inventory that describes, defines and discusses the above objectives.
2. Complete a questionnaire such as “PAR-Q & YOU to determine if you are ready to start an exercise program
3. Students should complete a personal fitness test that covers all the components of fitness for a baseline measurement.

Unit 3: Principles of Exercise

Objectives:

1. Identify the key components of a complete fitness program;
2. Apply the progressive resistance exercise (PRE) principle to your specific workout;
3. Design formal warm-up and cool down sessions for your exercise program;
4. Identify your target heart rate range and determine whether your exercise program is intense enough to elevate and maintain your heart rate range;
5. Examine your personal exercise program for effectiveness; and
6. Evaluate various exercise programs in terms of their effectiveness in developing aerobic fitness, muscular strength, muscular endurance, and flexibility and in lowering body fat and improving lean body mass.

Students can reach these objectives through the following methods:

1. Complete an awareness inventory that describes, defines and discusses the above objectives.
2. Complete an assessment of your exercise workout behavior
3. Prepare a schedule of your daily routine to include class, study, work, mealtime, church, and other related activities throughout the week and then plug in an available time to commit to exercise.
4. Complete a record of each workout and sign a contract to yourself for your workout plan.

Service-Learning Activity for Principles of Exercise

Conduct a presentation to the class on principles of exercise that will influence others to exercise regularly.

Unit 4: Behavioral Change and Motivational Techniques

Objectives:

1. Discuss the importance of psychosocial lifestyle factors such as locus of control, social support, and self-esteem in deciding on a fitness program;
2. Describe several techniques that researchers have demonstrated to be effective in helping people achieve their fitness goals;
3. List several means of improving the chances of maintaining a physical fitness program once one has been started; and
4. Modify a physical fitness program in the face of obstacles so that it need not be interrupted.

Students can reach these objectives through the following methods:

1. Complete an awareness inventory that describes, defines and discusses the above objectives.
2. Complete an assessment of your Locus of Control
3. Prepare a strategy plan to achieve your fitness goals that covers the below areas:
 - a. Goal setting
 - b. Periodically assess
 - c. Behavioral change techniques
 - d. Social support
 - e. Contracting
 - f. Reminder system
 - g. Gradual programming
 - h. Tailoring
 - i. Reinforcement ideas

Service-Learning Activity for Principles of Exercise

Volunteer at a community center, YMCA, or other type of community center by offering to conduct a workshop to help people engage in a physical fitness program. If you can't conduct a workshop you can develop a brochure that

identifies the benefits of being active, or conduct a presentation to the class that covers these ideas.

Unit 5: Weight Training and Body Shaping

Objectives:

1. Identify the factors that directly or indirectly affect muscular strength and endurance;
2. Cite the advantages of acquiring and maintaining adequate muscular strength and endurance throughout life;
3. Design a personalized strength-development program using weights that applies sound training principles and meets your fitness objectives;
4. Design a personalized strength-development program without using weights that applies sound training principles and meets your fitness objectives;
5. Complete a strength and endurance routine using one of the methods described in this section;
6. Design a body-shaping program involving aerobic exercise, dietary restriction, and weight training that will reduce body fat, add muscle mass and definition, and change the way you look.

Students can reach these objectives through the following methods:

1. Complete an awareness inventory that describes, defines and discusses the above objectives.
2. Complete an assessment to determine if you need to start a strength-training program.
3. Prepare a strategy plan to achieve your fitness goals that covers the below areas:
 - a. Finding your student's 6 RM for each exercise
 - b. Design a training log of exercises
 - c. Design proper warm-up and cool down exercises around weight training

Service-Learning Activity for Principles of Exercise

Have students design an electronic portfolio that identifies and defines how to perform each exercise with digital pictures/videos. Or, students can conduct a workshop to the class on how to design and develop a weight training program and/or weight loss program.

Unit 6: Nutrition

Objectives:

1. Discuss the functions of the six categories of nutrients in the diet;
2. Compare carbohydrates, fats, and proteins in terms of how each provides energy to the body;
3. Describe a sound nutritional plan based on the recommended daily intakes (DRIs) and the USDA's food Plate;
4. Demonstrate the ability to read label;
5. Describe and analyze Fiber intake; and
6. Dispel common nutritional myths.

Students can reach these objectives through the following methods:

1. Complete an awareness inventory that describes, defines and discusses the above objectives.
2. Complete an assessment of your current Dietary Behavior.
3. Prepare a report to the class instructor that discuss some myths and facts regarding nutrition.
4. Prepare a report on sources of your common foods that you consume and what nutrients are included in each food.'
5. Complete a daily record and analyze in a report of your daily fiber intake.

Service-Learning Activity for Principles of Exercise

Conduct a workshop or presentation on how to eat in a healthy way. Create fliers announcing the workshop throughout the school, and include handouts to the participants of the workshop.

Unit 7: Designing a Program of Lifetime Fitness

Objectives:

1. Identify your fitness goals;
2. Select physical activities to meet your fitness goals;
3. Design an exercise program that is appropriate for you now and that you can continue or adapt for many years to come.
4. List criteria for evaluating an exercise club and selecting exercise equipment to buy, and
5. Describe how you can keep fit as you age.

Students can reach these objectives through the following methods:

1. Complete an awareness inventory that describes, defines and discusses the above objectives.
2. Complete an assessment of your which physical activity matches your personality.
3. Discover why you want to be physically fit.
4. Discover a new mind-set about exercise.
5. Discover a fitness program unique to you.

Service-Learning Activity for Principles of Exercise

Conduct an educational session on running safely.

UNIT 1 :Physical Fitness and Wellness

GRADE LEVEL: 8-12

TIME RANGE: No less than 15 days

GRADING PERIOD: ANY

LESSON/UNIT PLANS

UNIT: 1

TOTAL LESSONS: 6 out of 15 LESSONS

OBJECTIVES:

1. Define and differentiate physical fitness, health, and wellness;
2. Describe the benefits of being physically fit; and
3. Discuss the relationship between physical fitness and self-esteem.

Students can reach these objectives through the following methods:

1. Complete an awareness inventory that describes, defines and discusses the above objectives.
2. Complete a personal Health Risk Assessment regarding cigarette smoking, alcohol and drugs, eating habits, exercise and fitness, stress control, and safety.

Students should complete a Health Strengths and Weaknesses Assessment on the below areas:

1. Mental health
2. Physical health
3. Social health
4. Spiritual health
5. Emotional health

Service-Learning Activity for Physical Fitness, Health, and Wellness

With three other students, study the environment and policies related to physical activity and exercise at a fitness facility. Interview the staff and clients. Observe the center as it exercises. Speak with the fitness about available exercise equipment and fitness related policies. After studying the issue, prepare a written report recommending changes that would permit more of the community to engage in regular exercise. Submit a report to the class instructor.

LESSON 1:

Define and differentiate physical fitness, health, and wellness.

LESSON FOCUS:

Introduction to circuit training and physical fitness and wellness.

LESSON PLAN:

1. Prior to the class, set-up 6-10 circuit training stations that will get students into their training heart rate zone. Provide music that is a fast beat to motivate the students and it is recommended that students can bring in their own music if it is clean and free of inappropriate content.
2. As a warm-up conduct a 10-15 minute instant activity that gets the students moving throughout the gym and prepares them for the main physical activity.
3. After the warm-up discuss and explain “Circuit Training”
4. Divide class into groups of 4-6 students and assign them with a station to begin the activity.
5. Have each station demonstrate the station exercise one at a time so all students can see the proper way to perform the exercises.
6. Each rotation should last for 20-30seconds with enough time for students to travel to the next station. Play music for 20-30 seconds and pause for 10-15 seconds.
7. The circuit training activity should last from 20-30 mins.
8. After the activity briefly discuss the definition of the following:
 - A. Physical Fitness
 - B. Components of Physical Fitness
 - a. Cardiorespiratory Endurance
 - b. Muscular Strength and Endurance
 - c. Flexibility
 - d. Body Composition
 - i. Fat weight
 - ii. Percent body fat
 - iii. Lean body mass
 - C. Health and Wellness
 - a. Social health
 - b. Mental health
 - c. Emotional health
 - d. Spiritual health

LESSON 2:

Describe the benefits of being physically active.

LESSON FOCUS:

Complete an awareness inventory that describes, defines and discusses the above objective.

LESSON PLAN:

1. Explain and conduct the pacer test/run as a warm-up to the activity. This should take approximately 15-20 minutes.
2. Have students complete an awareness inventory that describes, defines and discusses the above objectives. See below Awareness Inventory
3. After students complete the wellness inventory share the answers with them and discuss each question with the class.
4. After completing the wellness inventory conduct the pacer run with the students again. This is the partner pacer run.
5. Partner Pacer Run: Use the Pacer CD.
 - a. Divide students into groups of 2.
 - b. Partners stand together from front to rear across the start line at the beginning of the Pacer Run.
 - c. The first partner begins the pacer run while their partner stands at the line.
 - d. The first part completes two lengths of the pacer run returning to stand behind the partner like in a relay.
 - e. The next partner begins the 3rd and 4th lap and this continues until they no longer can perform any laps correctly.



Awareness Inventory

Name _____ Date _____

Check the space by the letter T for the statements that you think are true and the space by the letter F for the statements that you think are false. The answers appear following the list of statements. This chapter will present information to clarify these statements for you. As you read the chapter, look for explanations for the reasons why the statements are true or false.

- T ___ F ___ 1. Physical fitness is composed of four components: cardiorespiratory endurance, muscular strength, muscular endurance, and body composition.
- T ___ F ___ 2. Cardiorespiratory endurance involves the provision of necessary oxygen to various parts of the body by the lungs and heart.
- T ___ F ___ 3. The ability of the muscle to contract repeatedly is called muscular strength.
- T ___ F ___ 4. Lean body mass is the nonfatty component of the body when added to the percent body fat.
- T ___ F ___ 5. A person who is physically fit is considered healthy.
- T ___ F ___ 6. Wellness is synonymous with health.
- T ___ F ___ 7. It is estimated that 50% of the risk for heart disease, stroke, and cancer is a function of unhealthy lifestyles.
- T ___ F ___ 8. Each decade, the federal government develops national health objectives.
- T ___ F ___ 9. People who are physically fit may not live longer than those who are not physically fit, but they live with a better quality of life.
- T ___ F ___ 10. The surgeon general of the United States reported that among the many benefits of physical activity are reductions in feelings of depression and anxiety, and psychological well-being.

Answers: 1-F, 2-T, 3-F, 4-F, 5-F, 6-F, 7-T, 8-T, 9-F, 10-T

LESSON 3:

Describe the benefits of being physically active.

LESSON FOCUS:

Complete Analyze yourself Health Assessment Questionnaire

LESSON PLAN:

1. For the warm-up conduct the Pacer Test as an individual or as a team of 2.
2. Distribute the below Analyze Yourself Assessing Your Health Risk. See below assessment.
3. Have students complete the Questionnaire individually.
4. Divide students into groups of 2-4 and have them discuss the final results within their teams. This should take no more than 30 minutes.



Analyze Yourself

Assessing Your Health Risk

Name _____ Date _____

The U.S. government developed this questionnaire to help people assess their health behavior and risk of ill health. Notice that this questionnaire has six sections. Complete one section at a time by circling the number corresponding to the answer that describes your behavior. Then add the numbers you have circled to determine your score for that section. Write your score in the line provided at the end of each section.

Health Assessment Questionnaire

Cigarette Smoking	Almost always	Sometimes	Almost never
1. I avoid smoking cigarettes.	9	4	0
2. I smoke only low-tar and low-nicotine cigarettes, or I smoke a pipe or cigars only.	1	1	0
Your Cigarette Smoking Score: _____			
Alcohol and Drugs	Almost always	Sometimes	Almost never
1. I avoid drinking alcoholic beverages, or I drink no more than one or two a day.	4	1	0
2. I avoid using alcohol or other drugs (especially illegal drugs) as a way of handling stressful situations or my problems.	2	1	0
3. I am careful not to drink alcohol when I am taking certain medicines (for example, medicine for sleeping, pain, colds, and allergies).	2	1	0
4. I read and follow the label directions when I use prescribed and over-the-counter drugs.	2	1	0
Your Alcohol and Drugs Score: _____			
Eating Habits	Almost always	Sometimes	Almost never
1. I eat a variety of foods each day, such as fruits and vegetables, whole grain breads and cereals, lean meats, dairy products, dry peas and beans, and nuts and seeds.	4	1	0
2. I limit the amount of fat, especially saturated fat, and cholesterol I eat (including fats in meats, eggs, butter, cream, shortenings, and organ meats such as liver).	2	1	0
3. I limit the amount of salt I eat by not adding salt at the table, avoiding salty snacks, and making certain my meals are cooked with only small amounts of salt.	2	1	0
4. I avoid eating too much sugar (especially frequent snacks of sticky candy or soft drinks).	2	1	0
Your Eating Habits Score: _____			

Analyze Yourself *(continued)*

Exercise and Fitness	Almost always	Sometimes	Almost never
1. I maintain a desired weight, avoiding overweight and underweight.	3	1	0
2. I do vigorous exercise for 15-30 minutes at least three times a week (examples include running, swimming, and brisk walking).	3	1	0
3. I do exercises that enhance my muscle tone for 15 to 30 minutes at least three times a week (examples include yoga and calisthenics).	2	1	0
4. I use part of my leisure time participating in individual, family, or team activities that increase my level of fitness (such as gardening, bowling, golf, or baseball).	2	1	0
Your Exercise and Fitness Score: _____			
Stress Control	Almost always	Sometimes	Almost never
1. I enjoy the schoolwork or other work I do.	2	1	0
2. I find it easy to relax and express my feelings freely.	2	1	0
3. I recognize early and prepare for events or situations likely to be stressful for me.	2	1	0
4. I have close friends, relatives, or others with whom I can talk about personal matters and call on for help when it is needed.	2	1	0
5. I participate in group activities (such as church/synagogue or community organizations) or hobbies that I enjoy.	2	1	0
Your Stress Control Score: _____			
Safety	Almost always	Sometimes	Almost never
1. I wear a seat belt while I am riding in a car.	2	1	0
2. I avoid driving while I am under the influence of alcohol and other drugs. I also avoid getting in a vehicle with a driver who is under the influence of alcohol or other drugs.	2	1	0
3. I obey the traffic rules and the speed limit when I am driving and ask others to do so when I am a passenger in a vehicle with them.	2	1	0
4. I am careful when I am using potentially harmful products or substances (such as household cleaners, poisons, and electrical devices).	2	1	0
5. I avoid smoking in bed.	2	1	0
Your Safety Score: _____			

(continued)

Analyze Yourself (continued)

After you have totaled your score for each of the six sections, circle the number in each column that matches your score for that section of the test.

Health Assessment Scoring Chart

Cigarette smoking	Alcohol and drugs	Eating habits	Exercise and fitness	Stress control	Safety
10	10	10	10	10	10
9	9	9	9	9	9
8	8	8	8	8	8
7	7	7	7	7	7
6	6	6	6	6	6
5	5	5	5	5	5
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1
0	0	0	0	0	0

Source: Roger J. Allen and David Hyde, *Investigations in Stress Control* (Minneapolis: Burgess, 1980), pp. 101-105.

Interpreting Your Score

Scores of 9 or 10 are excellent! Your answers show that you are aware of the importance of this area to your health. More important, you are putting your knowledge to work by practicing good health habits. Even so, you may want to consider areas in which you can improve your health habits.

Scores of 6 to 8 indicate that your health practices in this area are good but that you have room for improvement. Look again at the items you answered with "sometimes" or "almost never." What changes can you make to improve your score?

Scores of 3 to 5 mean that your health risks are showing. You should ask your instructor for more information about the health risks you are facing. Your instructor will probably be able to help you decrease those risks.

Scores of 0 to 2 for all sections mean that you may be taking serious, unnecessary risks with your health. Maybe you are not aware of the risks and what to do about them. Consult with a health expert or your instructor to improve your health.

From U.S. Department of Health and Human Services, 1981, *Health Style: A self test* (Washington D.C.: U.S. Department of Health and Human Services).

From *Physical fitness and wellness, third edition*, by Jerrold S. Greenberg, George B. Dintiman, and Barbee Myers Oakes, 2004, Champaign, IL: Human Kinetics.

LESSON 4:

Describe the benefits of being physically active

LESSON FOCUS:

Complete Discovery Activity 1.1/Health Strengths and Weaknesses Assessment.

LESSON PLAN:

1. For the warm-up conduct the Pacer Test as an individual or as a team of 2.
2. Distribute the below Health Strengths and Weaknesses Assessment. See below assessment.
3. Divide students into groups of 2-4 and have them develop their own plan for maximizing their strengths and minimizing their weaknesses. This should take no more than 30 minutes.



Discovery Activity 1.1

Health Strengths and Weaknesses Assessment

Name _____ Date _____

On this chart, list your strengths and weaknesses for each of the five components of health. Once you have done that, develop a plan for maximizing your strengths and minimizing your weaknesses. You should find ways to use your strengths to make them even more influential on your health and to eliminate health weaknesses or decrease their negative effects on your health. Once you put your plan into action, you will become healthier and achieve a higher level of wellness.

Component	Strengths	Weaknesses
Mental health	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Physical health	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Social health	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Spiritual health	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Emotional health	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

LESSON 5:

Discuss the relationship between physical fitness and self-esteem.

LESSON FOCUS:

Complete Discovery Activity 1.2 Spiritual Health Assessment.

LESSON PLAN:

1. For the warm-up conduct the Pacer Test as an individual or as a team of 2.
2. Distribute the below Spiritual Health Assessment. See below assessment.
3. Divide students into groups of 2-4 and have them share their answers with each other. This should take no more than 30 minutes.
4. After the students complete this activity share and demonstrate a proper cool down procedure after a physical activity session.



Discovery Activity 1.2

Spiritual Health Assessment

Name _____ Date _____

Spiritual health can take many forms. For some people it refers to a feeling of connectedness with those who came before and those who will follow, be they family or humankind in general. For others it is a belief in a Supreme Being. For still others spiritual health is feeling a part of nature and all its wonder. One thing we know about spiritual health is that it is related to forgiveness. Being unable to forgive others or oneself is associated with anger, shame, and other feelings that translate into physiological changes (increased heart rate, blood pressure, and so forth). The result is ill health and less appreciation for life. How is the inability to forgive affecting you, and what can you do about it?

List three people you have had difficulty forgiving:

1. _____
2. _____
3. _____

Identify three negative effects this unforgiving attitude has on you:

1. _____
2. _____
3. _____

With this insight, choose at least two of the three people you listed previously and describe what you will do to forgive them and the date by which you will do it:

1. _____
2. _____
3. _____

LESSON 6:

Discuss the relationship between physical fitness and self-esteem.

LESSON FOCUS:

Complete Discovery Activity 1.3 Service-Learning for Physical Fitness, Health, and Wellness.

LESSON PLAN:

1. Prior to the class, set-up 6-10 circuit training stations that will get students into their training heart rate zone. Provide music that is a fast beat to motivate the students and it is recommended that students can bring in their own music if it is clean and free of inappropriate content.
2. As a warm-up conduct a 10-15 minute instant activity that gets the students moving throughout the gym and prepares them for the main physical activity.
3. After the warm-up discuss and explain "Circuit Training"
4. Divide class into groups of 4-6 students and assign them with a station to begin the activity.
5. Have each station demonstrate the station exercise one at a time so all students can see the proper way to perform the exercises.
6. Each rotation should last for 20-30seconds with enough time for students to travel to the next station. Play music for 20-30 seconds and pause for 10-15 seconds.
7. The circuit training activity should last from 20-30 mins.
8. Distribute and discuss the below Discovery Activity 1.3 for a homework assignment.



Discovery Activity 1.3

Service-Learning for Physical Fitness, Health, and Wellness

People do not exercise regularly for many reasons. Some people may feel that they are too busy. Some people may not enjoy the feeling associated with exercising. Others may not be aware of the benefits derived from being physically active. You can probably think of many other reasons why people lead sedentary lives.

Yet some people would like to participate in regular fitness activities but encounter barriers they find difficult to overcome. For example, some communities may not have any, or few, places in which to exercise. Parks, community centers, and health clubs may be absent. In some high-crime communities, exercising outdoors may be dangerous. Still other communities may lack qualified staff or adequate equipment for exercise to occur in a healthy manner.

What are the barriers to exercising regularly in your college community? Are adequate facilities and equipment available for your campus community to participate in physical activity in a healthy manner? Are the hours that the facility is available consistent with student, staff, and faculty schedules? Are the facilities reserved for athletic teams or intramurals, thereby depriving adequate access to the majority of students? Are the locker rooms and shower areas conducive to engaging in exercise? What changes can be made in your college community to encourage and facilitate more students to engage in regular physical activity?

With three other students, study the environment and policies related to physical activity and exercise. Interview students and staff. Observe the college community as it exercises. Speak with the fitness facility staff and determine hours of operation.

Inventory available exercise equipment. Identify fitness-related policies on your campus. After studying the issue, prepare a written report recommending changes that would permit more of the campus community to engage in regular exercise. Submit your report to the campus administration.
