1. Catalog Description
   a. Course Level: KSS 3000
   b. Title: Fitness Concepts for Teachers
   c. Meeting Times and Credit 1-0-1
   d. Term: F, S, Su
   e. Short Title: Fitness/Teachers
   f. Course Description: A study of fitness concepts and their applications for practicing and future teachers of all disciplines. Interdisciplinary fitness concepts will be introduced to be used across the curriculum.
   g. Prerequisites: None
   h. Restrictions: Kinesiology and Sports Studies Majors are excluded.

2. Objectives of the Course
   A. Upon completion of this course the student will be able to:
      1. Identify and understand the benefits of an active lifestyle.
      2. Understand human body systems as they relate to fitness and an active lifestyle.
      3. Identify and understand physical fitness concepts and practices.
      4. Integrate fitness concepts into the student’s major discipline in a variety of appropriate avenues.
      5. Present role models for his/her students in the area of lifelong fitness, effective stress management and regular and appropriate exercise.

3. Course Outline
   A. Benefits of an active lifestyle 3 weeks
      1. Physical
         a. Reduced risk of disease
         b. Greater functional capacity
         c. Improved body composition
      2. Emotional and Mental
         a. Stress reduction
         b. Improved cognitive function
         c. Enhanced self esteem
3. Economic
   a. Reduced health care costs
   b. Decreased absenteeism
   c. Increased productivity

B. Guidelines for an active lifestyle 4 weeks
   1. Aerobic Fitness
      a. Appropriate activity
      b. Activity options and accessibility
      c. Basic considerations for beginners
      d. Assessment
   2. Muscular fitness and flexibility
      a. Appropriate activity
      b. Activity options and accessibility
      c. Basic considerations for beginners
      d. Assessment
   3. Body composition/weight management through physical activity
      a. Role of physical activity for weight management
      b. Changes through the lifespan
      c. Myths and misconceptions
      d. Assessment
   4. Nutrition for physical activity
      a. Role of nutrition in fitness and performance
      b. Assessment

C. Integrating fitness concepts in P-12 curriculum 6 weeks
   1. Elementary level - examples
      a. Geography – map painted on playground of United States (fitness activities to move from one location to another as per lesson)
      b. Math – counting pulse/heart rate
      c. Reading – students report on fitness pictures from magazines/newspapers
      d. Diversity – fitness/exercise must be appropriate
      e. Science – learning anatomy of heart and explaining how fitness affects the heart muscle
      f. Other – as appropriate
   2. Middle level - examples
      a. Math – target heart rate (multiplication, percentages, zone levels)
      b. Science – effects of altitude on exercise, oxygen uptake
      c. Respect/Diversity – different children have different levels of fitness
      d. Technology/Competency – heart rate monitors
      e. Other – as appropriate
3. Secondary level - examples
   a. English – fitness/wellness newsletter
   b. Math – keep journal of caloric intake and calories used during exercise (math formula for fitness)
   c. Multicultural/Diversity – Olympics, fitness levels and skills for different sports
   d. Technology – downloadable heart rate monitors
   e. Other – as appropriate

D. Current issues  2 weeks
   1. Teachers as role models
   2. Use of new technology for fitness development/assessment
   3. Sedentary lifestyle: effects of media and technology
   4. Fitness research findings

3. Evaluation of Student Learning
   A. In class writing assignments: 10%
   B. Class activities/participation: 20%
   C. Weekly journal: 15%
   D. Laboratory assignments: 15%
   E. Exams: 40%

4. Rationale
   A. The purpose for “Fitness Concepts for Teachers” is to educate future teachers to integrate fitness concepts into the curriculum and into their own lifestyle. The state of Illinois requires students in teacher certification programs to be competent in the areas of Health and Physical Development and to have knowledge in human body systems, physical fitness concepts and practices and interrelationships between fitness and body systems. This course provides a comprehensive overview of recommendations in the areas of health related physical fitness, interdisciplinary approaches to fitness and current fitness issues pertinent to the P-12 setting. Based on current debates on adolescent fitness (Healthy People 2000) and growing emphasis on program accountability, this course will give teacher preparation students the opportunity to learn self-application and pertinent fitness concepts.

   B. Course Level: The subject matter and extent of classroom discussion will be most beneficial to students with at least sophomore standing.

   C. Similarities to existing courses: There are a few similarities to Fitness for Life (KSS 2850), but this course is written specifically for students
pursuing a teaching certificate and it introduces numerous interdisciplinary fitness concepts to be used in the classroom setting.

5. Implementation

   A. Faculty members to whom the course may be initially assigned: Kinesiology and Sports Studies faculty with public school teaching experience


   C. Additional costs: None

   D. Term to be first offered: Fall, 2002

6. Community College Transfer: This course is a 3000 level course. A community college course will not be equivalent.

7. Date Approved by Department: February 9, 2001

8. Date Approved by College: October 22, 2001

9. Date Approved by CAA: November 29, 2001