

FITNESS ASSESSMENT AND PROGRAM PLANNING

LESSON 10: STEP AEROBICS WORKOUT 3

Grade-Level Outcomes

Primary Outcomes

Assessment & program planning: Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)

Fitness knowledge: Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)

Fitness activities: Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

Embedded Outcome

Physical activity knowledge: Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

Lesson Objectives

The learner will:

- perform the step aerobics routine with correct form and alignment.
- perform the step aerobics routine within his or her THR zone.
- participate safely in the aerobic routine by monitoring his or her heart rate and slowing down or modifying activity as needed.
- review FITT principles and plan development.

Equipment and Materials

- 1 stepper per student
- Upbeat music (step aerobics) or video

Introduction

Overall, you did well on the resistance training quiz. Let's review a few points that need clarification. Today is another day of cardio. After we review the fitness plans you created for yourself as a college student, you will participate in your third day of step aerobics. Next week you will be doing cardio kickboxing on your cardio days. These are group exercise activities. What other group exercise activities are available? What types of classes are offered at your college or in the community? If you don't want to do group exercise, what else can you do for aerobic activity? Let's discuss your plans based on your college selection.

Instructional Task: Homework Review

■ PRACTICE TASK

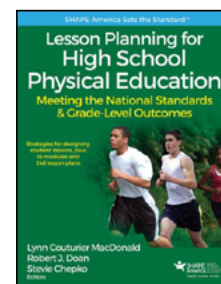
Students get into small groups and share with each other their college fitness plans. Have them look at what was similar, what was different, and what they liked about others' plans that they had not thought of. Each group then shares briefly with the class.

Collect the fitness plans.

Refinement

Different groups could share what they did for one of the health-related fitness concepts. For example, a few groups would discuss what they planned for cardio, a few groups for muscle fitness, a few for flexibility, and so on.

Lesson excerpted from
Lesson Planning for High School Physical Education: Meeting the National Standards & Grade-Level Outcomes
by Lynn Couturier MacDonald, Robert Doan, and Stevie Chepko



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Student Choices/Differentiation

Students choose groups.

What to Look For

- Students are able to use the FITT principle for each health-related fitness concept.
- Students are aware of other ways to become or stay fit besides going to the gym.
- Students looked up the physical activity opportunities at their selected colleges.

Instructional Task: Step Aerobics

■ PRACTICE TASK

Today is a new cardio stepper routine. It has many of the same moves, but it is slightly shorter. We have less time today because of the class discussion.

Again, this routine can be one you created, or you can use a routine from a DVD or YouTube.

Pause and have students take a 15-second heart rate at different points in the routine.

Refinements

- Check foot placement on the step, and remind students to step in the center.
- Posture should be upright during the routine.

EMBEDDED OUTCOME: S.3.H5.I.1 Lead a discussion on risks and safety factors that may affect physical activity throughout the lifespan:

- How might age affect a person's preference to participate in a group exercise activity such as step aerobics?
- What other factors may contribute to participation in group exercise such as step aerobics?

Guiding questions for students:

- Are you getting a good aerobic workout?
- Are you in your target heart rate zone?
- If you are not, what do you need to do?

Student Choices/Differentiation

- Students may perform the exercises on the floor without using the stepper.
- Students may perform at a slower rate.
- Students may use a wall for stability.

What to Look For

- Students are able to stay on beat.
- Students are working at a moderate level.
- Students are performing the moves properly with correct form and alignment.

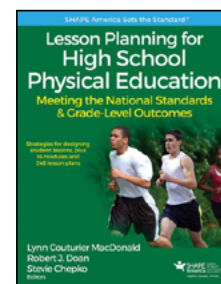
Formal and Informal Assessments

College fitness plans

Closure

- What did you like so far about the activities in cardio and muscle fitness?
- What would you like to try in the future?
- Do you think you are getting more fit?
- Do you think you are working on all your health-related fitness concepts?
- Next class, we will be starting kickboxing and will be back in the weight room after that. What are other ways you can work on your health-related fitness without having to go to a gym or group exercise class?

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Reflection

- Did students complete their fitness plans?
- Do they understand the FITT and training principles?
- Did students monitor their heart rates to stay in their target heart rate zones?
- Can students think of other ways to stay physically active outside the gym?

Homework

For next class, think about and write up the following:

- What is your dream job?
- What are your career plans?
- For the career you have chosen, what are the physical requirements to perform the job well?
- Is the job mostly sedentary (desk job) or is it active? Explain.
- What type of skills do you need?
- How can maintaining a healthy lifestyle benefit you in your chosen career?

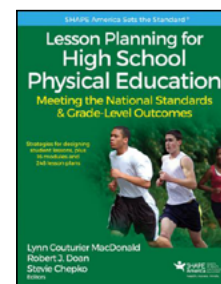
Resources

Kennedy-Armbruster, C., & Yoke, M. (2009). *Methods of group exercise instruction*. 2nd ed. Champaign, IL: Human Kinetics.

Jenny Ford Fitness: <http://jennyford.com>. There are many other step aerobics instructors and videos out there. This is just one suggestion of many.

Internet keyword search: "step aerobics," "step aerobic routines"

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