

## **BAA Exercise for Life 12**

District Name: Kamloops/Thompson  
District Number: #73  
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Date Developed: March 2005  
School Name: Valleyview Secondary  
Principal's Name: Laura Graham  
Board/Authority Approval Date: 2006/05/29  
Board/Authority Signature:  
Course Name: Exercise for Life  
Grade Level of Course: Grade 12  
Number of course credits: 4  
Number of hours of instruction: 120 hours  
Prerequisite(s): Exercise for Life 11

### **Course Synopsis**

This course is designed to introduce students to various exercise programs. The programs offered are low impact in nature and provide students with the knowledge to continue an active lifestyle well after the course is complete. The course is divided into 10 areas: Strength, Mind and Body, Swedish ball, Pilates, Community exploration, Speed walking, Choreography, Dance, Health science, and Self Defense.

### **Rationale**

In our fast paced and technological society it is easy to lead a sedentary life style. Transportation is readily available and computers are becoming increasingly popular. As a result we have seen a trend in decreased activity among teenagers. This course offers opportunities for students to experience and explore a wide variety of low impact exercises. These exercises can be done on an individual basis at home and so the program encourages the participant to continue a healthy active lifestyle after completion of this course. The atmosphere in this course will be non competitive as students progress at their own pace. Students will explore Strength training through the use of Weights, Pilates, and Swedish ball. They will learn various forms of Yoga, Massage and Meditation to counter the stresses of everyday life. Flexibility and Balance will be covered throughout the units and a walking program will be introduced. Students will apply the concepts of health science throughout this course and will be exposed to various fitness facilities. Self Defense techniques will also be taught as well as various components of Dance. This course will enable students to help themselves adopt a healthy lifestyle and continue this throughout their lives.

## **Organizational Structure**

<b>UNIT</b>	<b>TITLE</b>	<b>TIME</b>
Unit 1	Strength	15 hours
Unit 2	Mind and Body	25 hours
Unit 3	Swedish Ball	15 hours
Unit 4	Pilates	10 hours
Unit 5	Community Exploration	10 hours
Unit 6	Walking Program	10 hours
Unit 7	Choreography	10 hours
Unit 8	Dance	15 hours
Unit 9	Health Science	5 hours
Unit 10	Self Defense	5 hours

## **Unit Descriptions**

### **Unit 1: Strength**

Time: 15 hours

Students will become familiar with numerous ways to achieve a stronger and healthier body. They will learn how to safely use equipment and lifting techniques to achieve a balanced self.

#### **Curriculum organizer – Circuit training**

It is expected students will:

Learn to safely operate equipment in the weight room

Learn the difference between strength and endurance training

Understand the philosophy behind “circuit training”

Learn to keep their Heart Rate in the Target Zone

#### **Curriculum organizer – Free Weights**

It is expected students will:

Apply safety techniques when lifting free weights

Learn to breathe properly as they move the weights

Learn many new ways to strengthen opposing muscle groups

Learn the FITT principle of lifting weights

**Curriculum organizer – Tae Bo**

It is expected students will:

Learn a variety of kicks

Learn the different punches and techniques for delivering them

Stay within their range of motion when performing moves so to protect their back

Learn to choreograph kicking and punching routines

**Curriculum organizer – Bottoms only**

It is expected students will:

Learn to do Lunges and squats safely and with the correct technique

Apply various techniques to strengthen “Legs and Butt”

Use Tubing and Dynabands to strengthen lower body

Use steps and stairs to tone lower body

**Unit 2: Mind and body**

Time: 25 hours

A Healthy body can only be achieved if we also have a healthy mind. We want to free the mind of stress and negative feelings and create peace and hope. Students will learn various methods that will allow them to deal with stress and create a healthier mind.

**Curriculum organizer – Yoga**

It is expected students will:

Learn the various poses (asana) based on the three human postures, standing, sitting, and lying.

Learn to have control over their breathing (pranayama)

Learn the sun and the moon salutation

Explore the relationship between yoga and building stamina, flexibility, and strength.

Learn the difference between the various forms of yoga with the emphasis of Iyengar Yoga on body alignment and attention to detail.

Learn the triangular series

Learn the Warrior poses

### **Curriculum organizer – Meditation and relaxation**

It is expected students will:

Understand positive and negative stress and learn to recognize stress

Learn and practice relaxation and meditation techniques to reduce stress

Learn various asanas and practice pranayama to reduce stress

Keep their mind alert and focused during meditation by applying techniques such as breath count, affirmations, and visualization.

Apply the corpse pose to enhance physical relaxation through progressive muscle relaxation.

### **Curriculum organizer – Massage**

It is expected students will:

Learn and apply the techniques of Swedish massage: effleurage, friction, petrissage

Understand the benefits of massage as it relates to circulation, tissue healing, and stimulation of the nervous system

Experience the reduction in tension and stress when Swedish massage is practiced.

### **Curriculum organizer – Nutrition**

It is expected students will:

Keep a food log over the course of a week

Analyse their food intake by using a nutritional web site

Be introduced to various nutrition bars and learn to read ingredients

Talk to a nutritionist and become aware of the various cleansing diets and fad diets

### **Curriculum organizer – Self Awareness**

It is expected students will:

Develop a positive self image and an understanding of their abilities and limitations

Understand the benefits of exercise and healthy lifestyle

Take personal responsibility for their own fitness

Watch for fitness level improvements and increase intensity to keep growing

Be aware of the positive effects that exercise will have on their mind, body and spirit

Design a Health plan that includes nutrition, exercise and stress reduction.

### **Unit 3: Swedish Ball**

Time: 15 hours

Swedish Ball provides students training without the need to go to a gym. The balls are easily portable and multifunctional and provide an unstable base allowing more than one muscle group to be active at any one time.

### **Curriculum organizer – Posture**

It is expected students will:

Learn to find their neutral positions in the supine, prone, and sitting postures by activating lower abdominal and pelvic stabilizing muscles

Learn safety techniques for all exercises to protect their spine

### **Curriculum organizer – Core Stability**

It is expected students will:

Learn to identify the “core” muscle groups

Learn the various ball exercises to improve core stability

Progress through the stages of difficulty as core stability improves

Learn a variety of balancing exercises

### **Curriculum organizer – Spinal mobility and strength**

It is expected students will:

Learn a variety of stretches using the ball to improve flexibility

Learn exercises on the ball that strengthen the muscles along the spinal cord

Use free weights along with the ball to enhance strength further

### **Unit 4: Pilates**

Time: 10 hours

The Pilates method of body conditioning is a unique system of stretching and strengthening exercises. It strengthens and tones muscles, improves posture, provides flexibility and balance, and develops correct breathing and mental focus. Pilates works the deepest muscles in the body creating a strong core. It teaches quality of movement rather than quantity.

### **Curriculum organizer – Pilates Principles**

It is expected students will:

Learn to initiate all exercises from the muscles in the abdominal, lower back, hips, and buttocks. This is called your power house

Learn to scoop their belly, pressing navel the spine

Learn to integrate muscle isolations

Learn to anchor properly

Learn to control muscles without tension

Learn to breathe properly through each exercise, inhaling at the beginning of a movement and exhaling throughout its completion.

Learn to breathe the Pilates way called “thoracic breathing” allowing the breath into the back and lower ribs as the abdominals stay contracted.

### **Curriculum organizer – Pilates Matt Work**

It is expected students will:

Learn the Pilates exercise sequence of the mat

Be able to identify beginner to advanced levels of each exercise and complete them according to individual ability

Perform the standing arm series

Perform the teaser series

### **Unit 5: Community awareness      Time: 10 hours**

This section of the course will allow students to become familiar with various fitness facilities in Kamloops. A tour will be provided to the students of each fitness center as well as various fitness classes will be offered. This will allow students to get comfortable with a facility as it can be intimidating when exploring on ones own. Instructors will also be invited to our class to provide new instruction.

### **Curriculum organizer – Community fitness centers**

It is expected students will:

Identify facilities in town that offer the various fitness programs

Understand the different philosophies of each center

Explore each center and try out various classes

Learn the cost of memberships and classes available for their age group

### **Curriculum organizer – Guest instructors**

It is expected students will:

Meet and feel comfortable with community fitness instructors

See the various teaching styles of guest instructors

Participate in guest instructor's classes which can include Yoga, Tae bo, Swedish ball, Pilates, Tai-chi, Meditation and Relaxation.

**Curriculum organizer – Support Networks**

It is expected students will:

Be able to contact the various support networks if they have any questions or concerns regarding fitness and diet.

**Unit 6: Walking for Life** Time: 10 hours

Achieving mental and physical fitness can be achieved in a variety of ways. The most accessible and economical way is through a walking program. A walking program will strengthen muscle groups, increase bone density, and build cardiovascular endurance without putting a lot of stress on joints.

**Curriculum organizer – Principles of a walking program**

It is expected students will:

Learn to maintain and monitor their Target Heart Rate for a minimum of 20 minutes

Learn to distinguish between an Aerobic and an Anaerobic activity

Be taught the “pick-up” principle that leaves no person walking by themselves

Apply a warm up and cool down period before and after walking

**Curriculum organizer – Community awareness**

It is expected students will:

Learn about the various walking programs offered in Kamloops

Explore various walking trails in town

Meet fitness enthusiasts that promote walking for Fitness



### **Curriculum organizer – Journal keeping**

It is expected students will:

Set short and long term goals

Monitor their progress over a two week period by keeping a fitness journal

### **Unit 7: Choreography**

Time 10 hours

In groups, students will choreograph a balanced 60 minute fitness class including warm-up, Swedish ball, muscular strength and endurance, flexibility and relaxation. In their class, they must include tips on correct alignment, posture, and a mini-lecture that focuses on pertinent physiological or nutritional information. Students must create a hard copy of their routine listing the purpose and benefits of the exercises taught.

### **Curriculum organizer – Warm up**

It is expected students will:

Prepare the body's systems for the upcoming workout

Include 5 – 10 minutes of active but light large muscle movements through their full range of motion done at a moderate rate

Include stretching at the end of the warm-up focusing on the major muscle groups that will be used in their routine

### **Curriculum organizer – Swedish Ball**

It is expected students will:

Create a routine that focuses on core stability on the ball

Introduce various balancing exercises including four point and two point balancing

Create a balanced routine by introducing exercises that work opposing muscle groups

Challenge students by showing various difficulties of each exercise

### **Curriculum organizer – Muscular Strength and Endurance**

It is expected students will:

Design a resistance training program for muscular endurance where each exercise is repeated 8 – 12 times

Demonstrate proper technique and be aware of correct body alignment

Plan the routine so opposing muscle groups are exercised

### **Curriculum organizer – Flexibility and Relaxation**

It is expected students will:

Create a very relaxed atmosphere for participants

Perform stretches to improve flexibility and hold these for approximately 30 seconds

Stretch muscles that were primarily used during the class and muscles relating to good health and posture

Focus on slow and deep breathing

### **Unit 8: Dance      Time: 15 hours**

Students will explore various forms of dance including Hip hop, Jazz and Country. They will learn various routines in these disciplines and choreograph short combinations in groups.

### **Curriculum organizer- Hip Hop**

It is expected students will:

Learn to isolate body parts

Put combinations of hip hop steps together as to create a routine

Select music appropriate for that style of dance and choreograph a short routine in groups

### **Curriculum organizer- Jazz**

It is expected students will:

Learn the various terminology of Jazz dance

Apply the techniques of jazz by following short combinations of moves

Work on the flexibility needed to perform jazz dance

Learn a short Jazz routine and perform it in class

### **Curriculum organizer- Country**

It is expected students will:

Learn a variety of line dances

Choreograph a short line dance in groups and perform it

## **Unit 9: Health Science      Time 5 hours**

In order to fully understand and appreciate the various aspects of physical fitness, it is imperative that students learn some basic anatomy and physiology. They will learn the benefits of regular physical activity as it relates to these components.

### **Curriculum organizer-muscles and bones**

It is expected students will:

Learn the location of the major muscles and bones by completing worksheets

Learn to identify which exercises work which muscles.

Learn how a muscles contracts and responds to training

Learn about medical conditions that affect muscles and bones (eg. Osteoporosis)

### **Curriculum organizer-heart and lungs**

It is expected students will:

Learn how to take their Heart Rate

Learn the difference between resting, target and recovery heart rate

Learn to exercise at 60% of their maximum heart rate

Learn the effects of exercise on heart and lung function and capacity

**Unit 10: Self Defense**      Time 5 hours

**Curriculum organizer-techniques**

It is expected students will:

Learn to use verbal and spatial skill to prevent assaults

Learn to execute various techniques to stop an attacker and escape safely

Learn to strike proper targets

Learn various counter attacks

**Curriculum organizer-prevention**

It is expected students will:

Learn to recognize a dangerous situation

Learn to make Choices that will keep them away from possible dangerous situations

**Instructional Components**

Direct instruction by teacher and guest instructors

Direct instruction by students

Indirect instruction

Independent instruction

Video

## **Assessment components**

Assessment of students in this course will fall into three categories:

Affective domain (40 - 60%): Daily assessment will take place and be evaluated on a scale of 0-5 marks. Assessment will be based on effort, attitude, cooperation, enthusiasm, leadership, encouragement of others, and taking responsibility. A teacher rating scale as well as self rating scale will be used.

Cognitive domain (20 – 30%): Students will be keeping a journal for the nutrition unit as well as the walking unit. They will be evaluated on choreographing various routines in Dance, Ball and Strength. They will complete worksheets in anatomy.

Psychomotor domain (20-40%): Assessment will take place on a continuous basis on a scale from 0-5. Progress of students will be evaluated in the following areas: using correct breathing technique, being able to show the various asanas in Yoga, monitoring posture and safety techniques, demonstrating beginner to advanced levels of exercises on the Ball and in Pilates, applying proper lifting techniques, and demonstrating self defense moves.

## **Learning Resources**

Videos:       Stott Pilates  
                  Windsor Pilates  
                  Yoga  
                  Ball  
                  Self Defense

Books:         Yoga, The path to Holistic Health, Dorling Kindersley, 2001  
  
                  Swiss Ball, Maureen Flett, PRC Publishing, 2003  
  
                  The Pilates Body, Brooke Siler, Broadway books, 2000  
  
                  Complete guide to Pilates Yoga Meditation Stress Release, Parragon  
                  Publishing, 2003  
  
                  The Yoga handbook, Sumukhi finney, D&S Books Ltd, 2004

Websites:     [www.healthhandyoga.com](http://www.healthhandyoga.com)  
                  [www.dietitians/wellness.com](http://www.dietitians/wellness.com)

Community Facilities:

YMCA  
Ladies Only  
Golds Gym  
A Pace of her Own  
Curves for women  
Gung Fu and kickboxing center  
McCarthur Island  
Centennial trail

Guest Instructors:

Martina Schnelle	Yoga/Relaxation
Tyson Bartell	Yoga/Meditation
Colleen Toman	Yoga
Diane Berry	Pilates
Marjorie Corrigan	Pilates
Mike Bosa	Self Defense
Sharon Hopkins	Tai Chi
Susie Dubeau	Latin Dance
Jo Berry	Motivational speaker/walking unit
Interior Health	Nutritionist
Wayne Porterfield	Massage Therapist