

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: **52-05-55**

NEW: October/2003

TITLE: **PHYSICAL FITNESS, FOR OLDER ADULTS/PRINCIPLES OF AQUATICS**

DEPARTMENT: Programs for Older Adults

CREDITS: 0*

HOURS: 60

APPORTIONMENT NO.: 08.085.501

COURSE DESCRIPTION:

This competency-based course is designed for the older adult and offers instruction in the principles of aquatic exercise designed to maintain and increase flexibility, muscle tone, breathing capacity, coordination, and balance. This course provides water exercises that are flowing, smooth and gentle on the body as well as contribute to improved physical and psychological well-being. This course outline contains a SCANS related instructional lesson plan.

PREREQUISITES:

None

*This is a non-credit course and may be repeated to learn specific competencies.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
adultinstruction.org

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

Location

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 6-10

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

p. 22

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS (continued)

| Course Outline Components | Location |
|--|----------|
| UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT | Cover |
| <i>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</i> | pp. 6-10 |
| Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit. | |
| EVALUATION PROCEDURES | p. 22 |
| <i>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</i> | |
| Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructor's monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests. | |
| REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT | Cover |
| <i>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</i> | |

ACKNOWLEDGMENTS

Appreciation is expressed to YVONNE BEACHLEY, EUGENIA MARUCA MEDINA and ARLENE TORLUEMKE for their work in developing this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency-based.

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CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Physical Fitness, For Older Adults/Principles of Aquatics Course

| COMPETENCY AREAS AND STATEMENTS | MINIMAL COMPETENCIES |
|--|---|
| <p>A. INTRODUCTION</p> <p>Understand goals and objectives of an aquatics program.</p> <p>(6 hours)</p> | <ol style="list-style-type: none"> 1. Discuss the benefits of water exercise. 2. Discuss reducing risk of heart disease as a goal of an aquatics program. 3. Discuss improving balance and coordination as a goal of an aquatics program. 4. Discuss improving flexibility as a goal of an aquatics program. 5. Discuss greater mobility as a goal of an aquatics program. 6. Discuss improved health as a goal of an aquatics program. 7. Discuss weight control as a goal of an aquatics program. 8. Identify the specific benefits of exercise in water: <ol style="list-style-type: none"> a. Less stress to joints b. Reduced risk of injury c. Stress reduction d. Adds buoyancy challenge to maintain control of body position in water. 9. Discuss unique terms used in aquatics. 10. Discuss improved muscular strength as a goal of an aquatics program. 11. Discuss the positive aspects of an aquatics program. 12. Discuss student responsibility for attaining medical clearance before enrolling in the class. 13. Discuss proper attire for an aquatics program. <p>COMPETENCIES Resources: Allocates Time Interpersonal: Participates as Member of a Team Information: Acquires and Evaluates Information/Interprets and Communicates Information Systems: Understands systems</p> <p>FOUNDATION Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/Self-Management</p> |
| <p>B. HEALTH AND AQUATICS</p> <p>Understand the relationship between health and aquatics.</p> | <ol style="list-style-type: none"> 1. Describe how aquatics can assist the mind and body to relax. 2. Describe how a healthy body and calm mind create a sense of well-being. 3. Describe how buoyancy challenges the student to maintain control of body position in water. 4. Describe how the mind and body are balanced and energized through aquatic exercise. 5. Describe the risks of inactivity. 6. Describe how tension, anxiety and depression can be countered through aquatics. |

7. Describe how regular participation in an aquatics program can help build healthy bones, muscles and joints.
8. Describe how regular participation in an aquatics program can lower blood sugar levels and reduce risk of developing diabetes.
9. Describe how regular participation in an aquatics program can help reduce swelling(as in the joints with arthritis) as a result of hydrostatic pressure.
10. Describe how aquatic exercise can promote lean body mass while burning fat, and lowers overall blood cholesterol.
11. Describe how aquatic exercise aids movement without falling.
12. Practice aquatics to improve circulation.
13. Practice aquatics to improve pulmonary capacity.
14. Practice aquatics to control weight.
15. Practice aquatics to increase kinesthetic awareness.
16. Practice aquatics to increase coordination.
17. Practice aquatics to improve balance.
18. Practice aquatics to lower blood pressure.
19. Practice aquatics to reduce risk of colon cancer.
20. Practice aquatics to increase vitality.
21. Practice aquatics to improve efficiency of lungs and respiratory system.
22. Practice aquatics to mitigate effects of osteoporosis.
23. Practice aquatics to mitigate effects of arthritis.

COMPETENCIES

Resources: Time/Human Resources

Interpersonal: Participates as Member of a Team

Information: Acquires and Evaluates Information/Interprets and Communicates Information

Systems: Understands Systems/Monitors and Corrects Performance

FOUNDATION

Foundation Skills

Basic Skills: Listening/Speaking

Thinking Skills: Decision Making

Personal Qualities: Sociability/Self-Management/Self-esteem

(6 hours)

C. SAFETY FACTORS

Understand the importance of designing a safe and effective aquatics program.

1. Describe one's own physical capabilities and limitations.
2. Discuss the importance of doctor's approval or recommendation prior to beginning an aquatics program.
3. Discuss the importance of proper hydration.
4. Identify movements that might be injurious to older adults.
5. Discuss ways to modify movements to meet individual need.
6. Discuss the importance of mastering the movement at your own pace.
7. Discuss the importance of proper water temperature and chlorine levels.
8. Discuss importance of sunscreen, aqua shoes, eye protection and optional hat/visor.
9. Discuss pool rules.
10. Identify potential hazards, such as slippery pool deck, and level of water height on body.
11. Discuss class safety precautions.
12. Identify pool stairs.

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|--|---|
| <p>(6 hours)</p> | <ol style="list-style-type: none"> 13. Demonstrate proper pool entrance and exit safety. 14. Identify swimmers/non-swimmers. 15. Emphasize the importance of increasing the intensity and duration of the aquatics program gradually. 16. Describe water level against student as an indicator of intensity of movement (higher level= increased intensity). 17. Describe the importance of warm-up and cool-down exercises. 18. Describe the importance of proper breathing technique. 19. Describe the importance of proper posture. 20. Identify lifeguard location and protocol for emergency procedures. <p>COMPETENCIES Resources: Time/human Resources Interpersonal: Participates as Member of a Team Information: Acquires and Evaluates Information/Interprets and Communicates Information Systems: Understands Systems/Monitors and Corrects Performance</p> <p>FOUNDATION Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/Self-Management/Self-Esteem</p> |
| <p>D. PRINCIPLES OF AQUATICS</p> <p>Understand the components of a safe aquatic program.</p> <p>(12 hours)</p> | <ol style="list-style-type: none"> 1. Describe the transition from gravity to buoyancy in water in aquatics. 2. Describe buoyancy as it allows for loss of leverage. 3. Describe breath control methods used in aquatics, including deep diaphragmatic (belly breathing). 4. Describe how the chest area becomes the center of the body in aquatics. 5. Discuss water as creating an unstable and dynamic environment. 6. Describe the difficulty in isolating individual muscle work in aquatics. 7. Define specific terminology used in identifying movements, or positions of the body: <ol style="list-style-type: none"> a. supine-face up b. prone-face down c. vertical-perpendicular to pool ground. 8. Demonstrate safe props/equipment to use in Aquatics: <ol style="list-style-type: none"> a. noodle-styrofoam long styrofoam cylinder b. hand buoy-styrofoam barbell c. gloves-webbed for resistance work d. tubing-rubber with handles for resistance work. e. medicine balls-sand filled balls that can be submerged in water. <p>Competencies Information: Acquires and Evaluates Information/Interprets and Communicates Information Systems: Understands Systems</p> <p>Foundation Skills Basic Skills: Reading/Listening/Speaking Thinking Skills: Problem Solving Personal Qualities: Sociability/Self-management</p> |

E. APPLICATION OF PRINCIPLES OF AQUATICS

Recognize the major types of movements that may be included in a safe Aquatics program.

1. Describe warm-ups and cool down as part of a comprehensive aquatics program.
2. Describe breathing techniques as part of an aquatics program.
3. Describe deep diaphragmatic breathing (belly breathing) as an integral part of an aquatics program.
4. Describe modified movements as a part of safe aquatics program.
5. Discuss the need to modify movements to meet individual need.
6. Demonstrate a version of the following aquatic movements:
 - a. rebound-pushing off ground water makes one bounce
 - b. drag-resistance on water as one moves any part of body or whole body
 - c. cross country ski-straddle walking (heel to toe) forwards/backwards
 - d. moguls-knees side to side with crunch (feet off ground)
 - e. march-exaggerated with arm swing and knee lift (majorette)
 - f. wooden soldier-no bending of elbows or knees as one lifts legs and stretches out arms
 - g. turtle neck-tucking chin towards back
 - h. head rotation-press chin down toward chest and move head right to left
 - i. side bend or tilt-from waist
 - j. baseball swing-using arms
 - k. pelvic circles-knees slightly bent
 - l. pelvic tilts-from vertical or from prone position
 - m. golf swing-hands come shoulder height to swing down into water
 - n. shoulder blade pinch-retraction of shoulders
 - o. shrugs-moving shoulders up to ears, then releasing
 - p. overhead reach-arms move overhead
 - q. overhead to touch down- just to touch surface of water
 - r. frog leap-arms move from surface of water downward as feet push off ground to meet arms between legs
 - s. arm waves-arms overhead wave
 - t. scissors-arms or legs as either cross towards the center of body (can be done in front/back of body)
 - u. breast stroke
 - v. crawl swim
 - w. jacks-jumping jacks with drag or rebound
 - x. slide-stepping sideways
 - y. kicks-front, side, modified crescent(bent knee), roundhouse
 - z. squats-slight bending of knees and straightening
 - aa. toe curls- from standing or prone position
 - bb. flamingo stance-one legged stance with leg off ground in bent position front/side
 - cc. bicycles- feet off ground, arms resting on noodle or pool deck

- dd. rocking horse-rock front leg/back leg. one leg is off the ground at all times
- ee. hamstring curls-heels to the rear(alternating)with knees pointed to bottom of pool
- ff. cossack shuffle or karate kicks
- gg. pull ups-hands on deck or wall-working triceps. movement as if one is getting out of pool.
- hh. push off- (working chest) push away from wall as one tightens chest
- ii. punches-jab, cross, hook, upper cut
- jj. crunches- from supine position, arms resting on noodle or buoys
- kk. suspended position- feet off ground, feet pointing to ground, body submerged to shoulder height. (many movements can be done from this position).
- ll. hopscotch
- mm. jog
- nn. pendulum-rock from side to side as one leg is off ground with arms moving in same direction as leg on ground.
- oo. mambo-side step leaning to that same side and coming back to meet stationary leg
- pp. cha cha cha- right leg moving forward/back to place and three little marches in place
- qq. swivel- twist with knees tucked into chest and arms on noodle.

COMPETENCIES:

Resources: Allocates Time/Human Resources
 Interpersonal: Participates as Member of Team
 Information: Acquires and Evaluates Information/Interprets and Communicates Information
 Systems: Understands Systems/ Monitors and Corrects Performance

FOUNDATION SKILLS:

Basic Skills: Listening/Speaking
 Thinking Skills: Decision Making
 Personal Qualities: Sociability/Self-Management

(32 hours)

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

- Resources**
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
 - Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
 - Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
 - Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.
- Information**
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
 - Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
 - Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
 - Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.
- Interpersonal**
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
 - Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
 - Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
 - Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
 - Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
 - Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.
- Systems**
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
 - Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
 - Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.
- Technology**
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
 - Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
 - Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)***

Definitions of SCANS Foundation Skills

- | | |
|---------------------------|---|
| Basic Skills | <ul style="list-style-type: none">• Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.• Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.• Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.• Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.• Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.• Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed. |
| Thinking Skills | <ul style="list-style-type: none">• Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.• Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.• Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.• Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.• Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.• Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions. |
| Personal Qualities | <ul style="list-style-type: none">• Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.• Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.• Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.• Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”• Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action. |

CBE
Competency-Based Education

CAREER PREPARATION STANDARDS/SCANS SKILLS
for the Physical Fitness, For Older Adults/Principles of Aquatics Course

| CAREER PREPARATION STANDARDS | EXPECTED STUDENT PROFICIENCIES |
|--|--|
| <p>1. PERSONAL SKILLS</p> <p>Understand how personal skill development- including positive attitude, honesty, self-confidence, time management, and other positive traits- affect employability.</p> | <ol style="list-style-type: none"> 1. Demonstrate an understanding of classroom policies and procedures. 2. Discuss importance of the following personal skills in the classroom environment: <ol style="list-style-type: none"> a. positive attitude b. self-confidence c. honesty d. perseverance e. self-management/work ethic f. pride in product/work g. dependability 3. Establish goals for self-improvement and further education/training. 4. Prioritize tasks and meet deadlines. |
| <p>2. INTERPERSONAL SKILLS</p> <p>Understand principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiation.</p> | <ol style="list-style-type: none"> 1. Identify and discuss behaviors of an effective team. 2. Explain the central importance of mutual respect in interpersonal relations. 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the classroom and work environment. 4. Work cooperatively, share responsibilities, accept supervision and assume leadership roles. 5. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups. |
| <p>3. THINKING and PROBLEM-SOLVING</p> <p>Understand the importance of good academic skills, critical thinking, and problem solving skills in the workplace.</p> | <ol style="list-style-type: none"> 1. Recognize the importance of good academic skills in information technology and implement a plan for self-improvement as need. 2. Use mathematical concepts in application of skills, techniques and operations. 3. Read, write, and give directions. 4. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving. <ol style="list-style-type: none"> a. Work as a team member in solving problems. b. Diagnose the problem, its urgency, and its causes. c. Identify alternatives and their consequences. d. Explore possible solutions. e. Compare/contrast the advantages and disadvantages of alternatives. f. Determine appropriate action(s). g. Implement action(s). h. Evaluate results of action(s) taken. |

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| <p>4. COMMUNICATION SKILLS</p> <p>Understand principles of effective communication.</p> | <ol style="list-style-type: none">1. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.2. Demonstrate active listening through oral and written feedback.3. Give and receive feedback. |
| <p>5. OCCUPATIONAL SAFETY</p> <p>Understand occupational safety issues, including avoidance of physical hazards.</p> | <ol style="list-style-type: none">1. Discuss and implement good safety practices, including the following:<ol style="list-style-type: none">a. personalb. labc. fired. electricale. equipment |

SAMPLE LESSON PLAN
for the Physical Fitness, For Older Adults/Principles of Aquatics Course

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY |
|---------------------------|--------------------|
|---------------------------|--------------------|

B. HEALTH AND EXERCISE

Understand the relationship between health and exercise.

1. Exercise to improve mobility.
2. Exercise to gain muscular strength.
3. Exercise to increase stamina and endurance.
4. Exercise to increase flexibility.

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| SAMPLE LESSON PLAN |
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LENGTH OF LESSON: 90 minutes

LESSON OBJECTIVE: Students will be able to understand the concepts of interval work and turbulence work.

EQUIPMENT AND MATERIALS NEEDED: “noodles” and/or buoys.

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| SCANS FOCUS |
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Competencies:
 Resources: Time/Human Resources/Materials and Facilities
 Interpersonal: Participates as Member of a team/Negotiates/Works with Diversity
 Information: Acquires and Evaluates Information/Organizes and Maintains Information/ Interprets and Communicates Information

Foundation Skills:
 Basic Skills:
 Reading/Writing/Listening/ Speaking Thinking Skills:
 Creative Thinking/decision Making/Problem Solving/Seeing Things in the Mind’s Eye/ Knowing How to Learn/ Reasoning
 Personal Qualities: Self-esteem/Sociability/Self-management

SAMPLE LESSON PLAN

| STAGE OF LESSON | LESSON PLAN |
|---|--|
| <p>WARM UP</p> <p>(10 minutes)</p> | <ol style="list-style-type: none"> 1. Instructor will introduce and demonstrate movement and position of hands. 2. Instructor will specify how movements are intensified with speed. 3. Instructor will demonstrate proper alignment. 4. Instructor explains how to modify movements to suit individual needs. 5. Instructor will demonstrate proper breathing technique. |
| <p>INTRODUCTION</p> <p>(15 minutes)</p> | <ol style="list-style-type: none"> 1. Instructor greets students and asks them to sign-in. 2. Students and teacher set up pool equipment. 3. Instructor speaks to students regarding special needs or progress. 4. Instructor makes announcements and distributes any handouts related to health issues or specific exercises. 5. Instructor provides an explanation of pool safety and safety precautions. |
| <p>PRESENTATION</p> <p>(30 minutes)</p> | <ol style="list-style-type: none"> 1. Instructor will give a brief description and demonstration of turbulence work and interval work. 2. Instructor will demonstrate the following movements: pendulum, scissors, cross country ski. 3. Instructor will demonstrate proper alignment for each exercise. 4. Instructor and students will perform each of these movements. 5. Students will perform locomotive(repetitive) moves to do in place(or traveling) in one minute timed intervals. |
| <p>COMPREHENSION CHECK</p> <p>(5 minutes)</p> | <ol style="list-style-type: none"> 1. Students will demonstrate pendulum, cross country ski and scissors. 2. Instructor will time a heart rate check. |
| <p>GUIDED PRACTICE</p> <p>(15 minutes)</p> | <ol style="list-style-type: none"> 1. Instructor and students will perform a series of movements that incorporate the newly defined and demonstrated movements(e.g. scissors, pendulum, cross-country). 2. Instructor will intersperse locomotive(repetitive) movements that are performed in place with those performed while traveling in a series of one minute timed intervals. |
| <p>RELAXATION/COOL DOWN</p> <p>(10 minutes)</p> | <ol style="list-style-type: none"> 1. Instructor will lead cool down stretches and breathing exercises. 2. Students will check heart rate to instructor's timing. |

SAMPLE LESSON PLAN (continued)

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| COMPREHENSION CHECK (5 minutes) | <ol style="list-style-type: none">1. Students will report heart rate to instructor.2. Students will describe perceived exertion to instructor. |
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SAMPLE LESSON PLAN
for the Physical Fitness, For Older Adults/Principles of Aquatics Course

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY |
|---|--|
| <p>B. HEALTH AND EXERCISE</p> <p>Understand the relationship between health and exercise.</p> | <ol style="list-style-type: none"> 1. Exercise to improve mobility. 2. Exercise to gain muscular strength. 3. Exercise to increase stamina and endurance. 4. Exercise to increase flexibility. |

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| SAMPLE LESSON PLAN |
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| <p>LENGTH OF LESSON: 90 minutes</p> <p>LESSON OBJECTIVE: Students will be able to understand the concepts of Aqua Kickboxing.</p> <p>EQUIPMENT AND MATERIALS NEEDED: “noodles” and/or buoys.</p> | <table border="1" style="width: 100%;"> <tr> <th style="text-align: center;">SCANS FOCUS</th> </tr> <tr> <td style="padding: 5px;"> <p>Competencies: Resources: Time/Human Resources/Materials and Facilities Interpersonal: Participates as Member of a team/Negotiates/Works with Diversity Information: Acquires and Evaluates Information/Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Foundation Skills: Basic Skills: Reading/Writing/Listening/ Speaking Thinking Skills: Creative Thinking/decision Making/Problem Solving/Seeing Things in the Mind’s Eye/ Knowing How to Learn/ Reasoning Personal Qualities: Self-esteem/Sociability/Self-management</p> </td> </tr> </table> | SCANS FOCUS | <p>Competencies: Resources: Time/Human Resources/Materials and Facilities Interpersonal: Participates as Member of a team/Negotiates/Works with Diversity Information: Acquires and Evaluates Information/Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Foundation Skills: Basic Skills: Reading/Writing/Listening/ Speaking Thinking Skills: Creative Thinking/decision Making/Problem Solving/Seeing Things in the Mind’s Eye/ Knowing How to Learn/ Reasoning Personal Qualities: Self-esteem/Sociability/Self-management</p> |
|---|--|-------------|---|
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SAMPLE LESSON PLAN

| STAGE OF LESSON | LESSON PLAN |
|---|--|
| <p>INTRODUCTION</p> <p>(15 minutes)</p> | <ol style="list-style-type: none"> 1. Instructor greets students and asks them to sign-in. 2. Students and teacher set up pool equipment. 3. Instructor speaks to students regarding special needs or progress. 4. Instructor makes announcements and distributes any handouts related to health issues or specific exercises. 5. Instructor provides an explanation of pool safety and safety precautions. |
| <p>STANDING WARM-UPS</p> <p>(10 minutes)</p> | <ol style="list-style-type: none"> 1. Instructor will lead students through side steps, walking (full stride) and marching. 2. Instructor will demonstrate static stretches for upper and lower body. 3. Students will demonstrate static stretches. |
| <p>PRESENTATION</p> <p>(30 minutes)</p> | <ol style="list-style-type: none"> 1. Instructor will give a proper stances in the water. 2. Instructor will demonstrate proper form for the following stances: <ol style="list-style-type: none"> a. center b. left leg forward c. right leg forward 3. Instructor will discuss the following safety precautions for Aqua Kickboxing: <ol style="list-style-type: none"> a. hyperextension of joints (particularly of joint and elbow) with uncontrolled kicks and punches b. torque on supporting knee c. joint laxity d. protracted scapulae e. repetitive movements (no more than 8 repeating/rebounding kicks on one leg) 4. Instructor will lead students through basic combinations of punches and kicks. 5. Students will practices the punches/kicks using boxer's shuffle, speed bag and/or plyometric switches for transitions. 6. Students will complete the following series as a cardio-booster: Concentric circle jog (alternating clock-wise/counter clock-wise) using the following steps: <ol style="list-style-type: none"> a. side steps b. forward jog c. backward jogs |
| <p>COMPREHENSION CHECK</p> <p>(5 minutes)</p> | <ol style="list-style-type: none"> 1. Students will demonstrate 2-3 cardio-booster movements. 2. Instructor will time a heart rate check. |

SAMPLE LESSON PLAN

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| <p>GUIDED PRACTICE</p> <p>(15 minutes)</p> | <ol style="list-style-type: none">1. Students will use hand buoys/barbells to perform various toning exercises for the shoulders, arms, back and abdominals.2. Students will practice the following exercises:<ol style="list-style-type: none">a. bicept curlb. tricep areasc. chest pressd. upright rowe. crunchesf. bicycles |
| <p>RELAXATION/COOL DOWN</p> <p>(10 minutes)</p> | <ol style="list-style-type: none">1. Instructor will lead cool down stretches and breathing exercises.2. Students will check heart rate to instructor's timing. |
| <p>COMPREHENSION CHECK</p> <p>(5 minutes)</p> | <ol style="list-style-type: none">1. Students will report heart rate to instructor.2. Students will describe perceived exertion to instructor. |

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Ivens, Pauline. Hydro-Fit: LiquidMechanics Wave Webs, 1999.

Sanders, Mary. YMCA Water Fitnessfor Health. Pu Human Kinetics Pu, Inc., 2002.

Warasila, Connie. Sara's CityWorkout: Aquatic Exercise Certification Book.

VIDEOS:

Argo, Carol. Deep Noodle Workout, 1999.

Argo, Carol. Strong, Stretched & Centered.

Argo, Carol. Water Tai Chi.

Argo, Carol. Water Yoga.

Argo, Carol. Water Pilates.

Heuser, Dale. Aqua Interval, 2000.

Heuser, Dale. Noodle Me Silly, 2000

Westfall, Karen. Aqua Attack, 2000.

Westfall, Karen. Senior Splash, 1995.

Westfall, Karen. Water Works, 2000.

PERIODICALS

Water Exercise, IDEA Press, 1996.

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Demonstrations
- B. Lecture and discussion
- C. Individualized instruction
- D. Interactive activities
- E. Guest presenters
- E. Multi-sensory presentation

EVALUATION

- A. Class participation
- B. The student will be measured by completing a program of exercise based upon his/her capabilities.
- C. Students will be capable of maintaining their own individualized fitness program

Statement For Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
