

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: 52-05-52

REVISED: February/2000

TITLE: **PHYSICAL FITNESS/OLDER ADULTS**

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 movement to maintain and increase range of motion, build muscular strength, and enhance coordination and balance. The course provides exercises that contribute to sound physical, mental, and emotional well-being. This course outline contains SCANS related instructional activities and lesson plans.

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
www.lausd.k12.ca.us/lausd/offices/dace

A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make them aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There all information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to produce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

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, 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. 6-8

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. 20

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 SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES 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. 6-8
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. 20
<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

The contributions of MIRIAM AMSTER, ARLENE TORLUEMKE and THERESA WILLIAMS are gratefully acknowledged for the revision of 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/Older Adults Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. INTRODUCTION</p> <p>Understand goals and objectives of a physical fitness program.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 1. Discuss mastery of prescribed movements as a goal of a physical fitness program. 2. Discuss improving coordination as a goal of a physical fitness program. 3. Discuss improving flexibility as a goal of a physical fitness program. 4. Discuss improved health as a goal of a physical fitness program. 5. Discuss greater mobility as a goal of a physical fitness program. 6. Discuss how a holistic approach to physical, mental, and emotional well-being can be a long-term goal of a physical fitness program. 7. Discuss unique terms used to describe exercise. 8. Discuss improved muscular strength as a goal of a physical fitness program. 9. Discuss improved stamina in the performance of activities of daily living as a goal of a physical fitness program. 10. Discuss the positive aspects of a physical fitness program for older adults. 11. Discuss student responsibility for attaining medical clearance before enrolling in the class. <p>Competencies Resources: Time Interpersonal: Participates as Member of a Team Information: Acquires and Evaluates Information/ Interprets and Communicates Information Systems: Understands Systems</p> <p>Foundation Skills Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/ Self-Management</p>

<p>B. HEALTH AND EXERCISE</p> <p>Understand the relationship between health and exercise.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 1. Describe how self-esteem is improved through exercise. 2. Describe how the mind and body are energized through exercise. 3. Describe the health risks of inactivity. 4. Describe how tension, anxiety and depression can be countered through exercise. 5. Describe how regular exercise improves digestion and elimination. 6. Describe how regular exercise promotes lean body mass while burning fat, and lowers overall blood cholesterol. 7. Describe how exercise can prevent bone loss. 8. Exercise to tone and strengthen muscle groups. 9. Exercise to improve circulation. 10. Exercise to improve pulmonary capacity. 11. Exercise to control weight. 12. Exercise to increase kinesthetic awareness. 13. Exercise to increase coordination. 14. Exercise to improve balance. 15. Exercise to increase stamina. 16. Exercise to lower blood pressure. <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 Skills Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/ Self-Management/Self-Esteem</p>
<p>C. SAFETY FACTORS</p> <p>Understand the importance of designing a safe and effective exercise program.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 1. Describe one's own physical capabilities and limitations. 2. Discuss the importance of proper hydration. 3. Identify movements or positions which might be injurious to older adults. 4. Discuss the importance of proper room ventilation when exercising. 5. Practice correct breathing while exercising. 6. Discuss the importance of proper footwear and weather appropriate clothing. 7. Practice correct body alignment while exercising. 8. Perform warm-up and cool-down exercises. 9. Modify group exercises to your own needs. 10. Emphasize the importance of increasing the intensity and duration of the exercise program gradually. <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 Skills Basic Skills: Listening/ Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/ Self-Management/Self-Esteem</p>

<p>D. COMPONENTS OF EXERCISE</p> <p>Understand the components of a sound exercise program.</p> <p>(6 hours)</p>	<ol style="list-style-type: none"> 1. Describe the progression from simple to complex movements as a component of a sound exercise program. 2. Describe increased repetitions of movement as a component of a sound exercise program. 3. Identify the five components of a sound exercise program as warm-up/cool down, flexibility, muscle toners, balance and cardiovascular/pulmonary (aerobics), and cool-down/relaxation. <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</p>
<p>E. TYPES OF EXERCISE</p> <p>Recognize various exercises in a comprehensive fitness program.</p> <p>(36 hours)</p>	<ol style="list-style-type: none"> 1. Describe warm-ups as part of a comprehensive fitness program. 2. Describe stretches as part of a comprehensive fitness program. 3. Describe calisthenics as part of a comprehensive fitness program. 4. Describe aerobics as a possible part of a comprehensive fitness program. 5. Discuss the importance of recording heart rate before beginning aerobics. 6. Discuss the importance of recording heart rate after completing aerobics. 7. Discuss the need for a cool down after aerobics. 8. Discuss relaxation as a part of a comprehensive fitness program. 9. Describe various components of relaxation, such as deep breathing, sequential muscle relaxation, basic stretches, and visualization and imagery. 10. Describe rhythmic folk dances, modern dance, jazz dance, and line dance. 11. Describe rhythmic exercises as part of a comprehensive fitness program. 12. Describe modified exercise as a possible part of a fitness program. 13. Discuss the need of modifying exercises for the individual needs of the wheel chair user. 14. Describe tai chi and yoga. 15. Identify various games that stimulate body and mind, such as ball toss, bowling, and horseshoes. <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</p> <p>Foundation Skills Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/ Self-Management</p>

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of SCANS Competencies

- 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.

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)

- 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 Foundation Skills

- Basic Skills**
- 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**
- 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**
- 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.

LESSON PLANNING

Warm Up/Review

An initial lesson stage in which content from previous lessons is reviewed and/or a brainstorming or interactive task gets the students thinking about a new topic.

Introduction

An initial lesson stage in which the teacher states the objective of the lesson and tells students what they will be doing. This should occur after the warm-up stage of the lesson.

Presentation

An initial lesson stage in which the teacher explains, models and drills the new information, language functions, or language forms which students will be using in that lesson. Any presentation of a new learning objective should be preceded by an introduction.

Comprehension Check

An essential part of the presentation stage in which the teacher confirms student understanding of what has just been taught before going on to the practice stage.

Guided Practice

A mid-lesson stage in which students begin to use the new language in a short, controlled activity. This should occur after the presentation stage of the lesson and before the communicative practice.

Communicative Practice

A mid-lesson stage in which students use the language they have been practicing to complete a communicative task, usually in pairs or groups. This should occur after the guided practice stage of the lesson.

Evaluation

A final lesson stage in which students demonstrate their knowledge of what they have learned by showing, explaining, analyzing or reflecting on what they have learned during the lesson.

Application

A final lesson stage in which students extend their knowledge of the lesson's material to a new situation or apply their knowledge to complete a new and different activity.

SAMPLE LESSON PLAN #1
for the
Physical Fitness/Older Adults Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY
B. HEALTH AND EXERCISE Understand the relationship between health and exercise.	8. Exercise to tone and strengthen muscle groups. 13. Exercise to increase coordination. 14. Exercise to improve balance.

SAMPLE LESSON PLAN:

LESSON OBJECTIVE: Students will be able to demonstrate and perform the five components of an exercise program.

Equipment: free weights, dyna-bands, balls, cassettes and tape player

Approximate time: 2 hours

STAGE OF LESSON	LESSON PLAN	SCANS FOCUS
INTRODUCTION (15 minutes)	1. Greetings, students sign in, individual work with teacher (one-on-one), students work on specific exercises for personal needs; handouts on exercise topics available	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
GUIDED GROUP PRACTICE: WARM-UP EXERCISES (10 minutes)	1. Rhythmic Movements: head to toe warm-up; teacher demonstrates in front of class, explains the correct technique involved in the performance of exercises.	
STRETCHES/ FLEXIBILITY (15 minutes)	1. Martial arts warm-ups, Yoga/Tai Chi, Floor/Wall Series/Postural Alignment	
COORDINATION/ BALANCE EXERCISES (10 minutes)	1. Walk-the-Line 2. Weight bearing exercises (hand on chair back, lift one knee, hold to specific count- switch sides, then repeat without holding chair)	

<p>AEROBIC EXERCISES WITH WEIGHTS/BALLS</p> <p>(15 minutes)</p>	<ol style="list-style-type: none"> 1. Series of aerobic moves: box aerobics, creative moves, heart/pulse rate reading
<p>WATER BREAK</p> <p>(5 minutes)</p>	<ol style="list-style-type: none"> 1. Encourage proper hydration.
<p>MUSCLE TONERS/ STRENGTHENERS</p> <p>(25 minutes)</p>	<ol style="list-style-type: none"> 1. Lower body series (leg/buttocks, abdominals), dyna-band series, hand-held weights series
<p>RELAXATION/ COOL DOWN</p> <p>(15 minutes)</p>	<ol style="list-style-type: none"> 1. Floor stretches, breathing exercises, overall stretch 2. Return pads, mats, etc.
<p>EVALUATION/ COMPREHENSION CHECK</p> <p>(10 minutes)</p>	<ol style="list-style-type: none"> 1. Students will self-evaluate. 2. Teacher obtains student feedback and assists in correcting student's form.

SAMPLE LESSON PLAN #2
for the Physical Fitness/Older Adults Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY
C. SAFETY FACTORS Understand the importance of designing a safe and effective exercise program.	5. Practice correct breathing while exercising. 8. Perform warm-up and cool down exercises. 9. Modify group exercises to your own needs.

SAMPLE LESSON PLAN:

LESSON OBJECTIVE: Students will be able to increase upper body workout (range of motion, muscular strength and stamina) with the addition of a new dyna-band stretching exercise.

Equipment: cassette player, tapes, dyna-bands, chairs, sign-in table

Approximate time: 90 minutes

STAGE OF LESSON	LESSON PLAN	SCANS FOCUS
INTRODUCTION (15 minutes)	<ol style="list-style-type: none"> Students enter the classroom, sign-in, take a dyna-band, set up their chair and begin to stretch individually, or walk around the perimeter of the room. Students gather and listen to announcements (e.g., a short introduction of the new exercise, updates of research that relates to exercise, health and aging) 	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
GUIDED GROUP PRACTICE- WARM UP (5 minutes)	<ol style="list-style-type: none"> Students will participate in a head-to-toe warm-up that begins with a focus on breathing technique. 	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
STANDING EXERCISES (25 minutes)	<ol style="list-style-type: none"> Students will focus on joint rotation and mobility, kinesthetic awareness, balance and coordination. 	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>WEIGHT BEARING EXERCISES</p> <p>(10 minutes)</p>	<p>1. Students will use Dyna-bands as a form of weight resistant exercise to improve muscle strength, flexibility, upper body strength/posture, and to help increase bone density.</p>
<p>SEATED EXERCISES</p> <p>(15 minutes)</p>	<p>1. Students will participate in upper and lower body stretching, toning, joint rotations, and flexibility moves.</p>
<p>COOL DOWN</p> <p>(5 minutes)</p>	<p>1. Students will practice slow stretches and breathing exercises.</p>
<p>EVALUATION/ COMPREHENSION CHECK</p> <p>(15 minutes)</p>	<p>1. Students will assess their progress in today's class session via group and individual discussion.</p>

BASICS OF AEROBOX

Presented by Earl Wood and Miriam Amster

This plan is designed as an in-service training session. Our purpose is to demonstrate a new total-body exercise, called Aerobox. The boxer's workout is effective exercise for most people; however, the movements are slowed down considerably for non-athletes. We have discovered that Senior Citizens enjoy this form of aerobic exercise and improve their physical well-being and increase their self confidence in the process. This program is suitable as the basis for a teacher to create an exercise for his/her community.

I. Equipment and Clothing

- A. Loose clothing that you can move in easily
- B. Non-skid footwear such as cross-training or aerobic exercise shoes
- C. Towel (necessary if exercise achieves its goal)
- D. Bottle of water
- E. Jump rope

II. Warm-up

- A. Stretching (arms, legs, neck and shoulders)
- B. Bouncing like a ball (jumping on toes and dangling hands and arms)
- C. Skipping rope (may be an exercise in itself)
- D. Punching the imaginary light bag
- E. Flurry

III. Demonstration of Proper Form

- A. Stance
- B. Right and left jab ("Sting like a bee")
- C. Right and left straight (Suzie-Q")
- D. Right and left hook
- E. Right and left upper-cut
- F. Combination punches
- G. Jumping rope

IV. Defensive Moves- 8 repeats each side

- A. Blocking a jab
- B. Side-stepping a jab
- C. Blocking hooks
- D. Ducking a jab
- E. Riding a jab (known as sliding)

V. Offensive Moves- 8 repeats each side

- A. Jab
- B. Straight
- C. Hook
- D. Upper-cut

VI. Advanced Offensive- 8 repeats each side

- A. Block jabs and counter-punch
- B. Duck and counter-punch
- C. Ride a punch and counter-punch
- D. Combination (left, right and then hook)

VII. Cool Down

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

RESOURCE BOOKS

Fitness: General

American College of Sports Medicine. ACSM fitness book. Chicago, IL: Leisure Press, 1992.

American College of Sports Medicine. Guidelines for Exercise Testing and Prescription, 4th Edition. Philadelphia, PA: Lea & Febiger, 1991.

Balch, James F. and Balch, Phyllis A. Prescription for Nutritional Healing, Second Edition, Garden City Park, NY: Avery Publishing Group, 1997.

Chopra, Deepak. Ageless Body, Timeless Mind, The Quantum Alternative to Growing Old. New York, NY: Harmony Books, 1993.

Exercise: A Guide From The National Institute On Aging, Publication No. Nih 98-4258; Toll Free Information Line: 800-222-2225; Internet: <http://www.nih.gov/nia>.

Howley, E., & B. Franks. Health Fitness Instructor's Handbook, 2nd Edition. Champaign, IL: Human Kinetics, 1992.

Kraftsow, Gary. Yoga for Wellness. New York, NY: Penguin Putnam Inc., 1999.

McArdle, W. Exercise Physiology. Malvern, PA: Lea & Febiger, 1991.

NBC News. Four Weeks to Fitness with Dr. Art Eulene, 1997, National Broadcasting Company, Inc. and ACOR Programs, Inc. 1-800-428-4488, key code VR6FT.

Penner, Diane. Elderfit, A Health and Fitness Guide for Older Adults. Reston, VA: The American Alliance for Health, Physical Education Recreation, and Dance, 1990.

Schmidt, R. Motor Learning and Performance. Champaign, IL: Human Kinetics Publishing, 1991.

Sobel, Dava and Klein, Arthur. Arthritis: What Exercises Work. New York, NY: St. Martin's Press, 1999.

250 Tips for Making Life with Arthritis Easier, Mariett, GA: Longstreet Press, Inc., 1997.

Fitness: Seniors (General)

Alexander, D. Fitness in a Chair: A Complete Well-Rounded Alternative for the Lazy, the Busy and the Movement-Impaired (Including Aerobics). Los Angeles, CA : Dorleac-MacLeish.

A Research Source Book and Bibliography in Aging and Health, Exercise, Recreation and Dance. Waldorf, MD: AAHPERD, 1992.

Clark, J. Full Life Fitness: A Complete Exercise Program for Mature Adults. Champaign, IL: Human Kinetics, 1992.

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

RESOURCE BOOKS

Fitness: Seniors (General)

Clark, J. Seniorcise: A Simple Guide to Fitness for the Elderly and Disabled. Sarasota, FL: Pineapple Press, 1988.

Pardini, A & C. Mahoney. A Resource Guide for Fitness Programs for Older Persons. Washington, DC: U.S. Department of Health and Human Services, 1989.

Pep Up Your Life: A Fitness Book for Seniors. Washington, DC: American Association of Retired Persons, 1992.

Switkes, Betty. Senior-cise: Exercise and Dance in a Chair. Washington, DC: Senior-cise Penthouse Suite, 1982.

Disabled And Impairments

Basmajian, J. & S. Wolf. Therapeutic Exercise, 5th Edition. Baltimore, MD: Williams & Wilkins, 1990.

Brasile, F. Wheelchair Sports: A New Perspective on Integration.

Gordon, N. Arthritis: Your Complete Exercise Guide. Champaign, IL: Human Kinetics, 1993.

Gordon, N. Diabetes: Your Complete Exercise Guide. Champaign, IL: Human Kinetics, 1993.

Huley, O. Safe Therapeutic Exercise for the Frail Elderly: An Introduction. New York, NY: Center for the Study of Aging, 1987.

Kisner, C. & Colby, L. Therapeutic Exercise: Foundation and Techniques, 2nd Edition. Philadelphia, PA: Davis, 1990.

Lazarus, B., et al. The Provisions of Physical Activity to Elderly Patients.

Penner, D. Elder Fit: A Health and Fitness Guide for Older Adults. Reston, VA: American Alliance of Health, Physical Education, Recreation and Dance, 1990.

Rimmer, J. Fitness and Rehabilitation Programs for Special Populations. Madison, WI: Brown & Benchmark, 1993.

Specific Activities

Beal, R. (Ed.) Dance for the Older Adults. Reston, VA: AAHPERD, 1988.

Pappas Gaines, M. Fantastic Water Workouts: Low Impact Exercises. Champaign, IL: Human Kinetics, 1993.

Balance And Falling

Perkins-Carpenter, B. How to Prevent Falls: A Comprehensive Guide to Better Balance, 2nd Edition. Rochester, NY: Senior Fitness Productions, 1991.

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

MULTI-MEDIA

Approved Exercises for Senior Citizens. (Three audio tapes and booklets) Stacey Keach Productions, 1984.

Jackie Sorenson's Prime of Your Life Aerobic Program. (Audiocassette or video)

Chair Dancing, Aerobic Fitness While Seated on a Chair.

The Smile Program. (Video and Book) Los Angeles Community Adult School.

Angela Lansbury's: Positive Moves, A Personal Plan for Fitness and Well-Being at Any Age, 1988, Running Time: Approximately 50 minutes; Woodknapp Video, 140 East 45th Street, New York, New York 10017.

Rita Moreno: Now You Can!, 1989, Running Time: Approximately 60 minutes; Woodknapp Video, 5900 Wilshire Boulevard, Los Angeles, CA 90036.

Kathy Smith: March to Fitness, 1993, Running Time: Approximately 40 minutes; Body Division, 75 Rockefeller Plaza, New York, NY, 10019.

Denise Austin: TrimWalk, Indoor, 1994, Running Time: Approximately 58 minutes; PPI Entertainment Group, 88 St. Francis Street, Newark.

Richard Simmons: Love To Stretch, 1998, Running Time: 23 minutes; Good Times Home Video, 16 East 40th Street, New York, NY 10016.

Boxout, With Sugar Ray Leonard, 1993, Running Time, Approximately 60 minutes; PolyGram Video, New York, NY.

Approved Exercises for Senior Citizens, 1984, Three Audio Cassettes and Illustrated Booklet; Stacey Keach Productions, 5216 Laurel Canyon Boulevard, North Hollywood, CA 91607.

The Complete Guide to Exercise Videos, Collage Exercise Video Specialists, 5390 Main Street, NE, Minneapolis, MN 55421-1128 OR: www.collagevideo.com: Toll free: 1-800-433-6769 (includes a variety of videos designed specifically for seniors)

RESOURCE PERSONS

Subject area specialist

Mentor teachers

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Demonstration and participation
- B. Lecture and discussion
- C. Props and equipment (player and music tapes, dyna-bands, weights and floor mats.)
- D. Individualized instruction
- E. Printed materials
- F. Guest presenters
- G. Multi-sensory presentation

EVALUATION

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

MODEL STANDARDS for PROGRAMS for OLDER ADULTS

Program Standards for Programs for Older Adults

Programs are designed to meet the varied needs of the aging population in California ranging from retraining for a second or third career to assistance with activities of daily living. The goal of the older adult program is to educate individuals by providing lifelong learning opportunities.

Program standards for older adult programs need to be examined from the viewpoint of determining what elements are essential, and how these are to be included in all older adult educational programs.

Program Standard 1

The focus of the program is for older adults.

Program Standard 2

Program meets the needs of the subpopulations within the older adult category.

Program 3

There is a collaboration and coordination of program offerings among all providers of older adult programs.

Program Standard 4

Student enrollment and participation are voluntary in older adult classes.

Program Standard 5

Program is directed and coordinated by faculty and administrators who meet the state and/or local requirements.

Program Standard 6

Program reflects the diversity of the community including ethnic, racial, economic, language, linguistic, religious, educational, and sexual orientations or gender differences. Programs and instructors are sensitive to individual differences and the ways they affect the learning process.

Program Standard 7

Program has sound repetition policy to ensure fairness, equity, and equal access for older adult students.

Program Standard 8

Courses are advertised and marketed specifically for older adults.

Program Standard 9

Classes are attended primarily by older adults.

Program Standard 10

There is a long term planning process for older adult programs that is a component of program evaluation.

Program Standard 11

Program includes standards for curriculum, instruction, and student assessment.

Curricular Standards for Programs For Older Adults

The standards outlined in this section are designed to provide direction to those involved in overall program planning, specifically, program coordinators, curriculum committees, and governing boards. Curriculum provides the structure that defines and supports instruction. These standards specify the instructional areas to be addressed as well as measures of successful implementation.

Curricular Standard 1

Curriculum for school districts and community colleges conforms to state law and statutes contained in the California Educational Code; regulations stipulated in the California Code of Regulations, Title V; Title XXII; and policies and guidelines established by the California Department of Education and the Chancellor's Office California Community Colleges. Other providers of older adult programs may use these standards as a guideline.

MODEL STANDARDS for PROGRAMS for OLDER ADULTS (continued)

Curricular Standard 2

Curriculum meets all requirements of the local state course approval processes. Programs for older adults may be offered through local school districts and community colleges in the following categories and topic areas: Community Involvement, Creative Expression, Personal and Social Identity, Employment and Training, Health Physical and Mental, Life Transitions, and Resources and Entitlements.

Curricular Standard 3

Curriculum is developed around student needs by utilizing multiple resources such as research, community needs assessment, advisory committees, and long term planning.

Curricular Standard 4

Curriculum has a logical scope and sequence to target the developmental stages of older adults.

Curricular Standard 5

Curriculum planning takes into consideration the variety of physical and mental abilities of the older adult population being served and their motivation for participation.

Curricular Standard 6

Curriculum is educational with a series of learning activities with scope and sequence that foster learning of objectives in an organized plan to create a change in attitude or behavior.

Curricular Standard 7

Course outlines are written for each course to identify purpose, goals and objectives, learning activities, methodologies, instructional strategies, evaluation, length of course, and repetition policy.

Curricular Standard 8

Course outlines are updated as part of an ongoing process.

Instructional Standards for Programs for Older Adults

The standards outlined in this section are designed as a guide for instructors in developing effective lesson planning and delivery of instruction for older adult programs.

Instructional Standard 1

Instructional Activities require that students take an active role in the learning process, transferring critical thinking to real problem solving situations in life.

Instructional Standard 2

Instructional strategies used in the classroom are developed to address varied learning styles and special needs of older adults.

Instructional Standard 3

Instruction provides older adults with opportunities to enhance their individual growth.

Instructional Standard 4

Incorporate educational technologies to improve quality of classroom instruction.

Instructional Standard 5

Communication tasks in the classroom encourage cooperative learning to enhance competence.

Instructional Standard 6

The learning environment is conducive to facilitating instruction for older adults.

MODEL STANDARDS for PROGRAMS for OLDER ADULTS (continued)

Student Assessment Standards for Programs for Older Adults

Student assessment is built into each course of study. The three major components are: Initial Assessment, Formative (On Going) Assessment, and Summative (Final) Assessment. The following standards show multiple measures used in the assessment process.

Student Assessment Standard 1

Initial assessment is conducted prior to enrollment for students in classes requiring specific competencies relevant to course objectives. Assessment may be conducted by the instructor or staff member of an outside agency, or may be a self assessment. Ultimately, enrollment in classes is voluntary.

Student Assessment Standard 2

Formative assessment is on-going. It measures student progress toward skill attainment and completion of course objectives. Results of these periodic assessments are shared with learner.

Student Assessment Standard 3

Summative, or final assessment of course competency attainment is the basis of recommendation for course repetition, advancement to the next course level or completion of course objectives.

Statement for Civil Rights

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