

Solution Manual for Fitness 5th Edition by Mazzeo ISBN 0840048092 9780840048097

Full link download:

Solution Manual:

<https://testbankpack.com/p/solution-manual-for-fitness-5th-edition-by-mazzeo-isbn-0840048092-9780840048097/>

I. How to Use the Instructor's Manual

Fitness! Fifth Edition has been developed to accompany your physical fitness course that includes aerobic exercise-dance, step/bench training, fitness walking, strength training (primarily using light resistance equipment), flexibility training, beginning yoga, good posture development, and relaxation techniques. It is written for the beginner, progressing to the intermediate or advanced status in both fitness and skill level, within the timeframe of up to 30 class meetings lasting 50 minutes each. This is a minimum of class meetings and class time minutes. (There are enough materials, and methods present to extend this to 45 class meetings each lasting 75 minutes per class session, if a majority of the text and methods are used, and your course offering is for more than a minimum of credit hours.)

The authors of this Fitness! text and Instructor's Manual together have many years of teaching experience, primarily at the university level. The ideas presented here are the time-tested methods for effectively teaching large numbers of students.

Enjoy the timesaving, creative ideas that have been compiled for your convenience. You are invited to use the forms and charts within this **Instructor's Manual** (designated **IM** throughout the remainder of this manual) to more easily facilitate your preparation and continual management of the course, from the first to the last class meeting. This material is only for your personal classroom use.

The various ideas presented within this manual are in an order of probable use. Because of variables present, you have the opportunity to adapt the ideas and order of presentation to your program setting.

II. Lesson Progression for Teaching Using Fitness ! •Fifth Edition

The following is a suggested progression for teaching/facilitating fitness fundamentals through the exercise modalities of aerobic exercise-dance, step/ bench training, fitness walking, strength training, flexibility training, yoga, relaxation, plus as many total fitness basics you choose to present or have time for, bracketed ["Optional"]. This lesson progression is based on 30 one-hour class meetings.

You will notice that as the lessons progress, just the new material is listed on the lesson days. Full workouts continue, using previously presented techniques.

Special Note:

You will continually be referenced to **Section III** of this **Instructor's Manual** for further clarity of lesson presentation methods identified within this 30 day

listed on the same day as they are noted here in

plan. These additional method suggestions are

Section II , and are in the order mentioned for that day.
(Example ► **Note: IM. III. /Day1-30/ #Order**).

DAY 1

- **Before class:** Have photocopies of **IM. IV.C. Responsibilities, IM. V. Syllabus** , and one copy each (used as visual aids), found in Fitness! 5th Edition 's Introduction: **IM. IV.A. Student Information Profile** and **IM. IV.B. Student Physical Activity Readiness Questionnaire (PAR -Q)**. Bring extra pencils.
- **In class:** Introduce yourself and the course.
- **Social interaction:** Arrange yourselves in an alphabetized-circle order (by last name) with A's beginning on the left side of you, finishing with Z's on the right side of you.

- Facilitate filling out **IM. IV.A Student Information Profile** (located in the Introduction of their text). This is for both roster update and attendance purposes. Bring completed to the next class.
- Facilitate filling out **IM. IV.B Student Physical Activity Readiness Questionnaire (PAR-Q)**. Since this identifies persons with limitations, it enables you to provide individualized programming when it is needed.
- Hand out and read aloud **IM.IV.C Responsibilities of Student Participating in any type of Fitness! Class (Aerobics · Step Training · Fitness Walking · Strength Training · Stretching · Yoga · Total Fitness Conditioning · Total Fitness · etcetera)**.
- Sign document. Your reading it and their signing and dating it acknowledging "*understanding*," affixes the responsibility with the student.
- Collect the above form(s), stapling sets together (while students are in the alphabetized circle). If students don't come with Fitness! textbooks Day 1, collect **IM.IV.A & IM.IV.B** Day 2. **Note: You do not have permission to photocopy pages from the Fitness! text.**
- Distribute **IM.V. Course Syllabus**. Discuss all sections for clarity (especially the need for water replacement and bringing a water bottle to each class). **Note:** IM.III./1/1.
- Enumerate **IM.VI. Course Objectives In Detail** (or at beginning of Day 2).
- **Assignments:** Bring completed **Student Information Profile** and **Student Activity Readiness Questionnaire (PAR -Q)** form from the Introduction of your book to next class (if textbooks not brought Day 1.
 - Read Chapters 1 and 2 in text~ the introduction to physical fitness training, motivation, and goal setting.
 - Read "Fluid Replacement Guidelines" section in Chapter 13.
 - Complete the "Goal-Setting Challenge", toward the end of Chapter 1. (Their goal may be 'incorrectly' written at this point, before they have had training on how to write goals).
 - Bring your textbook, a pencil, resistance tube,

and water bottle to each class meeting.
"Street clothes" still appropriate for Day 2.

► REFLECTION #1

- **After class:** Assign a floor space position to each student (for future attendance purposes), using **IX. Attendance Made Easy**. Record individual student's limitations to be aware of on **IX.** (their attendance positions) from the **IV.A & B** forms turned in, or when they are turned in next class.

DAY 2

- **Before class:** Photocopy **IM.VIII. Pre-Test**; first remove> Note to the Instructor at the top of the page. Have established and posted on your office door, one or two small-group office hours, established specifically to update late additions to your class, regarding the filling out of the required paperwork. Take one copy of **IM.VI. Objectives** to class. [Make **Commitment to Fitness** forms for each student to sign. **Note:** IM.III.2.1.]
- **In class:** Read attendance/floor space positions you've assigned. Mark absences after positions are taken. Collect completed **Student Information Profiles** and **Student Physical Activity Readiness Questionnaire (PAR -Q)** forms (alphabetized).
- Assign an attendance position to persons who just added the course and be sure to give a packet of all the paperwork distributed to all students on Day 1. Tell them to sign up for a posted, "small-group update," office hour appointment — ASAP and before the next class meeting—to make up the Day 1 required paperwork they missed.
- Administer **IM.VIII. Knowledge Pre -Test/ Survey of a Fitness! Class**. Collect tests and answer sheets alphabetically. **Note:** IM.III./2/2.
- Enumerate **IM.VI. Course Objectives in Detail**.
- [Ask students to complete the agreement: "**Commitment To Fitness**", and ask a best friend to assist with its success by witnessing and also signing their commitment to be a support to the commitment. **Note:** IM.III./2/1.]

- Explain total fitness principles and definitions:
Note: IM.III./2/3.
- ▶ **REFLECTION #2**
What does fitness mean to you? Write your own definition of fitness.
- Demonstrate and detail the 4 methods of monitoring exercise intensity. Mention ease that the 6-second count provides, by just adding a "0" to the pulse you feel. **Note:** IM.III./2/4.
- Facilitate any questions they have recorded at the conclusion of Chapter 1, in the Goal Setting Challenge #1.
- Invite students to be continually considering all of the motivation and goal setting information presented in Chapter 2 for the first several weeks of class. **Note:** IM.III./2/5.
- ▶ **REFLECTION # 3**
What are the benefits of exercise? What benefits are most important to you?
- **Assignments:** Using **Exercise 1.1 Figuring Resting Heart Rate Average**, begin to record five days of your RHR, for figuring THR on **Exercise 1.3 How to Figure Your Target Heart Rate** for next class meeting.
Note : IM.III./2/6.
- Begin to think about your time priorities. How do you actually mentally and physically spend the 1440 minutes of your day? As an awareness of your activities surface, continually record them on the spaces provided on **Exercise 2.2 Establishing Your 10 -20 Time Priorities**, under Column 1, in Chapter 2.
- ▶ **REFLECTION #4**
- Carefully read Chapter 5—fitness testing procedures. Come dressed in fitness attire next class meeting.
- **After class:** Add any additional important data to **IM.IX Attendance** form, the attendance position of each student, obtained from the **Student Information Profile** and **Student Physical Activity Readiness Questionnaire (PAR-Q)** submitted.

- ▶▶ **Allow no student to physically exercise in your class from this point forward who has not submitted the 3 required bookkeeping forms. This is for your own professional liability.**

DAY 3

- [**Before class:** Here are two options to consider:
1. Contact the University Public Relations office and make arrangements for a photographer to come to your class Day 4 and take two "large proof sheet size" photos of each student; ask cost per each set of two. This fee is paid by each student.
2. Bring a digital camera to class and take 2 photos~ a side view and a back view of each student. Charge each student for the cost (if there is any) for their 2 photos. (Do this at the onset of the class.) **Note:** Having a photographer or another person take the photos can free you up to be sure each student is in correct position.
- **In class:** Attendance by "spot check" of vacant spaces on **IX**. Be sure students are in correct positions. State aloud names of those absent.
- Ask all students who are late additions to the class to see you, at onset of the hour.
Note: IM.III./3/VIP NOTE.
- Perform aerobic capacity fitness assessment using text **Exercise 5.1 Cooper's 3 Mile Walking Only Test (no running)**, **Exercise 5.2 Cooper's 1.5 Mile Run/Walk Test**, or **Exercise 5.3 Cooper's 12 Minute Run/ Walk Test**.
Note: IM.III./3/1-3.
- Record results. This is an alternate means of taking attendance for the day.
- Students place calculated RHR average on space provided on the bottom left corner of Fitness! **Exercise 1.2 Heart Rate Monitoring Week I:**, and on **Exercise 1.3 How to Figure Your Target Heart Rate**, #3 in Chapter 1.
- Figure THR training zone range, **Exercise 1.3**.
Note: IM.III./3/4.
- [Determine your 10 second count from Table 1.1 Target Heart Rate Training Zones, in Chapter 1 of the student text. **Note:** IM.III./3/5.]

- ▶ **REFLECTION #5**

What activities do you enjoy the most? What is it that you enjoy about them? Try thinking about what you enjoyed doing as a child.

- **Assignments** : Begin to record all aerobic workout modalities on **Exercise 5.4 Fitness Journal** , in Chapter 5. This includes allactivity in class and outside of class. As more space is needed to record, write headings on your own notebook paper and continue to record your entries. Remind students at the first class meeting every week to continually be recording all of the monito red activity that is required, to date. **Note:** IM.III./3/6.
- Continue to record RHR two times per week for remainder of the term on **Exercise 1.2 Heart Rate Monitoring, Part I** in Chapter 1.
- Read Chapter 3 Safety First and Chapter 4 Posture and Alignment.
- [Come dressed in clothing that reveals your figure or physique. We'll be taking two posture photos: a side view and a back view. Bring cost to cover these two photos. If it was not paid for earlier (and a fee is assessed), collect fee at time of the photo shoot. **Note:** IM.III./3/7.]
- **After class:** Have all data recorded and filed on each student: limitations; Knowledge Pre-Test score (recorded as +correct/50, or any number up to 50 that you choose to test them on); fitness field test laps / time / and label: VP-P-F-G-E-S. Give each student an estimated "level" of "Beginner" / "Intermediate" / "Advanced" from section **IM.VII. Identifying Student Skill Level & Rate of Progression** . Place all data on each name's attendance square. Take this form to every class for quick reference.

DAY 4

- [**Before class:** Bring visuals necessary for successful posture photo session. **Note:** IM.III/4/1.]
- **In class:** Give results from **VIII. Fitness! Course Knowledge Pre -Test, Physical Fitness Field Test** , and an estimated level ("Beginner" / "Intermediate" / "Advanced") for individual fitness and skill levels at the start of this course one-on-one, during your attendance taking.
- [Posture photo session. **Note:** IM.III./4/2.]

► REFLECTION #6

List pros & cons of increasing physical activity

- Lecture on Chapter 3 Safety First. Emphasize key points in each subtitle that are most important to your program, situation, and students: sensible training; overexertion; variables of illness; missed sessions; locations and environment; shoe selection; gel inserts; proper clothing; fluid replacement; common injuries and conditions; seek answers from professional resources.
- Invite all questions and concerns about any points in Chapter 3. State openness to answering any questions relating to concerns or safety that may arise as course progresses.
- Lecture on good posture/alignment. If you have time, begin by having each student find correct standing posture (Figure 4.5a,b of student textbook). The depth of the details you present will be relevant to your program needs.
- Practice good posture/alignment exercise techniques like Figures 4.6 and 4.7. As you detail good alignment, students assume good posture: standing, lifting, lowering, and carrying. If you have step benches in your classroom, practice proper lifting/ lowering/ and carrying techniques with the benches if they are part of your course. Proper step-training positioning techniques can wait until step training is presented later on.
- Practice good dynamic positions (using space) by practicing any special awareness exercises in student text, plus others you add.
- If you need a "time filler", practice good dynamic positioning using the **Fitness!** "Bounce and Tap Series"(Figure 4.8 a, b, c, d), an excellent way to integrate posture principles (plus agility and coordination) while exercising aerobically using low impact tapping to begin and conclude with high impact hopping. **Note:** IM.III./4/3.
- Provide cool-down by walking the perimeter of the room for 2-3 minutes, if the Bounce 'n Tap Series was performed for an extended time.
- Get out and sit on mats to present Assignments. Have **Fitness!** Notebook with textbook inside and pen at the mats, to take notes in the book.
- **Assignments:** Practice good posture exercises, both static and dynamic, including lifting, lowering, and carrying. Read the first five pages

of Chapter 7, concerning the variety of impact that can be used.

- Ask each student to bring to class a low nutrient/ high calorie food sample that equals 12 calories: 1 very large potato chip; or several multiples of 12 (24/36/48/60) like 1/5th of a candy bar (48 calories) that equals 240 calories. This will be used for a powerful demonstration on calories expenditure and impact(s) used.

- Complete **Exercise 2.2 Establishing Priorities** identifying information requested in columns 2-6. **Note:** IM.III./4/4.

- Review Chapter 2 on Motivation and Goal Setting. Reflect upon the reason(s) you've listed on page 22 in Chapter 2 of textbook, regarding what is motivating you to begin a Fitness course. Design one complete goal script to master this identified reason, using the 4-part procedure at the conclusion of Chapter 2, Exercise 2.3, for Chapter 2. Due Day 6. **Note:** IM.III./4/5.

► REFLECTION #7

“Motivation to Work Out All Year Long”

- Lie on the mats and use any available time remaining for relaxation, facilitating imaging on how to deep breathe. **Note :** IM.III./4/6.

DAY 5

- [**Before class:** Bring a large bag of potato chips to class (using chips as a visual aid) for those who were absent/ forgot assignment.]
- **In class:** Teach by lecture and demonstration/ participation the beginning of Chapter 7 detailing various impact evaluation information: high / low / combo high-low / and moderate impact-plyometrics aerobics. **Note:** IM.III./5/1.
- Detail caloric expenditure from aerobics research; demonstrate expenditure and intake of energy. **Note:** IM.III./5/2.
- Provide cool-down walking for 2-3 minutes.
- Get out and sit on mats to present remainder of the information.
- Highlight chapter conclusion, welcoming their philosophies about exercising.

► REFLECTION #8

How have your health/fitness habits been influenced by your family and friends? Is there someone who could support you in making healthy lifestyle changes?

- **Assignment:** Practice varying aerobic impacts. Read Chapter 6, The Warm-Up, and Chapter 11, The Cool-Down & Flexibility Training.
- Lie on the mats with any available relaxation time. IM.III./5/3.

DAY 6

- **Before class:** bring two large, thin rubber bands to class (office supply type).
- **In class:** Present overview of principles involved in the 4 Program Segments of a Fitness! class: (1) warm-up / stretch; (2) aerobic exercise; (3) strength training isolation exercises; (4) cool-down, flexibility and relaxation. The order of these program segments relate directly to the course goals you have set (primarily cardio-vascular fitness; primarily fat weight loss, etc.).
- Give detailed explanation and demonstration of the methods of warming up and stretching, and cooling down, incorporating flexibility training with relaxation using the exercise techniques in Chapters 6 and 11. **Note:** IM.III./6/1.
- Get out and sit on mats to present what follows.
- Integrate the fitness mindset information now by presenting the idea that there is a way to improve all segments of a fitness program – make improvements faster, safer, and in the most pleasurable way, and that is by incorporating their mind into their physical workout. Present the concept of motivation, identified in Chapter 2. **Note:** IM.III./6/2-5.
- Facilitate and collect each student's 4-part Goal Scripts developed for both Chapters 1 and 2, detailed at the conclusion of Chapter 2. (If more time is needed on this since the full lecture was today, require this assignment to be completed by the beginning of the next class meeting.)
- [Facilitate **Exercise 2.1 What Do You Say When You Talk To Yourself?, Steps 1 -4** in Chapter 2, Motivation. Begin listing information requested in Steps 1 & 2 only. **Note:** IM.III./6/6.]

- **Assignments:** Practice all of the techniques presented today. Continue to assign practicing all of the physical segments of the workout every class, hereafter.

- Read Chapter 7, the principles and techniques for Aerobics Exercise: #1 Aerobics.

- Set goals at the end of Chapters 3, 5, 6, and 11 of the student text and then list them in your **Exercise 5.4 Fitness Journal** .

► **REFLECTION #9**

You are more likely to succeed if you believe that you have personal control. Do you anticipate success? Expecting a positive outcome and believing that you can achieve your goals is referred to optimism. Refer to **Exercise 2.1** to determine whether your self-talk reflects your confidence in achieving your goals. You speak or write goals in the present, using present-tense verbs (I am/ I can), removing all “barrier” verbs (like: I should/ I need to/ I want to/ I will/ I hope).

- Teach Steps 3 and 4 of Total Body Scanning on Fitness! pages 179-182.
- **After class:** Review their 4-part goal scripts for technical correctness by the next class meeting. Compile data on major type of goals students listed on this assignment.

DAY 7

- **[Before class:** Pick up/pay for posture photos if you used University Photographer. Or, take your own developed photo images to class. Have them marked as to the name or attendance position for easy distribution. **Note:** IM.III./7/1.] Take evaluated goal scripts to class.
- **In class:** Explain **IM.X. Cueing Signs** you will be using. [Make a large poster visual to accompany your explanation; keep it permanently at teaching station.]
- Teach aerobics techniques: high-impact aerobics (HIA); low-impact aerobics (LIA); combination high/low impact aerobics (CIA or Combo-Impact); moderate-impact aerobics (MIA/ Plyometrics).
- Continue to present, or review all aerobics moves located in **Aerobics Movement and Pattern Cue s** in **Note:** IM.III./7/2. Include aerobic varieties like funk and sports conditioning (box aerobics, jumping rope, agility ladder use) every class period until the end of the course.

Note: IM.III./7/3.

- Take at least two heart rate readings during aerobic exercise and estimate rates of perceived exertion for all segments of your program. Continue to do this monitoring every class, hereafter .
- [Record readings of monitoring target heart rates and rates of perceived exertion during class on **Exercise 1.2 Heart Rate Monitoring , Part II and III** in Chapter 1, and after class on **Exercise 5.4 Fitness Journal** . **Note:** IM.III./7/4.

► **REFLECTION #10**

Think about your daily activities. Are they aerobic or anaerobic? When you are exercising do you still have energy at the end of your workout or are you unable to do your normal daily activities? If you are totally exhausted, you may want to adjust your intensity.

- [Return posture photos to students and facilitate self-assessment of posture using **Exercise 4.1 Posture Detecting and Correcting: PRE-ASSESSMENT** and Figures 4.3 and 4.4 in Chapter 4. Ask any students who have particular questions regarding their posture photo or assessment, to discuss it individually after class, or during office hours.]
- Return 4-part Goal Scripts to everyone, and review highlights on goal script making. Have them check if their goals for Chapter 3, 5, 6, and 11 are technically correct: present tense verbs in parts 1, 2, and 4; future tense verbs in part 3; using full sentences; and being very specific.
- **Ass ighnments:** Practice all of the techniques learned in class.
 - [Complete posture assessment and bring to class next meeting with your questions and comments.]
 - Set goal for Chapter 7 in your textbook and then record in your Fitness Journal.
 - [Using the form on Fitness! pages 97-98, **Applying What I Have Learned: My Aerobics Routine**, develop a sequence of patterns or an entire routine that you enjoy, using 32/ 64/128 counts of music, and incorporating an exciting variety of steps and upper body movements. Bring this form, completed on both sides, to Day 9 class and be ready to demonstrate your moves to the class. This application of what has been taught can be required, or for extra credit.]

- Read Chapter 10 on Strength Training principles and techniques. Bring 1-2 lb. light hand-held weights and/or a resistance tube if you have one. [Require students to buy one of their own tubes and bring to every class (inform them of this requirement on the Syllabus). Tubes currently cost the student \$5-\$12.00 each (pricing varies with the resistance/color they purchase). For ease of student purchase, bulk order them to be in the campus Pro Shop from Spri™ products. See Acknowledgements for that company's contact information. Note: Some colleges provide these weight-resistance tubes via a checkout system from their equipment room.

DAY 8

- **Before class:** Write a memo to students summarizing all the written monitoring and charting they are to be continually doing on an ongoing basis. (Since a wide variety of "option" opportunities have been given, for you to tailor-make the course to your preference, this update will consist of choices you've made for them to experience.) We usually provide a listing of required assignments on their Syllabus given Day 1; then provide a schedule of all of the assignments, main details to include, and the due dates and distribute it Day 2.

If you (instructor) are providing the weight training equipment, bring commercial resistance bands and tubing to class for student use, and one pair of 1-2 lb. hand-held weights. If you've required students to bring their own resistance tubing, bring a few extras in all weights, for a comparison.

[Photocopy **Working Out (Strength Training) While on the Road** located in Note: IM.III.8.3.]

- **In class:** [Review points of good posture and alignment and discuss how they measured up on their self-assessment.] Make the suggestion that if anyone has a definite high/ low shoulder, they may now choose to carry a 1-2 lb. weight in the hand of the high shoulder, to encourage balancing the spine during exercise.
- Teach information concerning orthotics (text and accompanying Figures 3.1 and 3.2), if the assessment (self or instructor observation) of any students warrants it. **Note:** IM.III./8/1.
- Conclude posture information with key point that good body alignment will be stressed during all

exercise technique taught during course. State that the only way hand-weights will be allowed during aerobic exercise (dance or step) is if the individual can continually maintain controlled, good alignment throughout the workout. No exceptions.

- Perform warm-up stretching for five minutes.
- Teach strength training principles and techniques presented in Chapter 10, in-depth, using Table 10.1 and Figure 10.5, and ACSM Guidelines. Perform exercises for using the preferred equipment and exercises for the ·upper body ·mid section ·lower body. **Note:** IM.III./8/2.
- Facilitate teaching each isolated muscle group using various light weight resistances: bands, tubing, 1-2 lb. hand-held weights (if equipment is present), and your own body as the weight resistance used.
- Provide a supplemental handout detailing, **"Working Out (Strength Training) While on the Road "**. IM.III./8/3.
- Perform cool-down stretching for 5 minutes following strength training exercises.
- Students record strength training they perform on **Exercise 10.1 Recording Form for Strength Training** Fitness! p.157 provides a listing of all strength training exercises in text; p.158 provides the opportunity for students to list their choices of strength training to record, both in class and at home. **Note:** IM.III./8/4.

► REFLECTION # 11

Who is your **physical** fitness role model?
Who is your **total** fitness role model?

- **Assignment:** Practice all techniques presented today.
- Set goals for Chapters 4 and 10. first in your textbook and then in your **Exercise 5.4 Fitness Journal** .
- [Have completed **Exercise 2.1 Motivation: What Do You Say When You Talk To Yourself?** Sections I. & II. from Chapter 2, and bring it to next class. Have them become aware of others "self-speak," and "media talk" during the day asking themselves how much they heard was positive talk and how much was negative?]

DAY 9

In class:

► **REFLECTION #12**

Share strength goals with a classmate and discuss the reasons you are choosing to achieve these goals; then, discuss the methods you are using to achieve these goals.

- Facilitate a full workout session emphasizing good posture during each segment: warm-up and stretching, aerobics, two heart-rate monitoring readings, strength training, cool-down, and concluding with static stretching with brief relaxation techniques, consisting of images, affirmations (self-talk), and breathing that all promote recovery and rejuvenation.
- Explain the importance of selecting the proper music speed when performing exercises to the beat of the music. Note: IM.III./9/1
- [Facilitate the information collected on **Exercise 2.1 Motivation: Self -Talk** form, or the self talk ideas they've thought about, if it was not a written assignment.]
- Discuss the fitness mindset self-talk they've been using and how to now restructure the negative into positive talk.
 - Negative talk is “*barrier*” producing, silently placing a roadblock between you and your achievement because of the questions you ask, or because of the past/ future verbs you are using, or because you are stating what NOT to do instead of what TO do. STRESS these points regarding self-talk, because it is KEY to changing the results one gets.
- [Do Step III of **Exercise 2.1 Motivation: Self-Talk** and have it completed by next class.]
- Ask input regarding their observations of others’ “self-speak” and “media talk”. They are now beginning to realize how they are mentally programmed, and how they can intervene with new beliefs and self-talk, for positive, permanent change to occur.

► **REFLECTION #13**

Seeing results may take time. Be encouraged! Bring in an advertisement promoting a quick fix.

- Discuss positive fitness beliefs - yours and theirs -and how to re-word old worn out beliefs that are disabling to their new, evolving fitness mindset. Remove the words that “feel” painful or negative (which means those promoting anger, sadness, depression, fear, or confusion.

- **Assignment:** [Re-structure negative self-talk and beliefs into positive self-talk and beliefs, Step III. of **Exercise 2.1 Motivation: Self-Talk**. Come with this updated “programming” to next class. Again, this is a powerful assignment!]

DAY 10

- [Before class: Take one copy of **Exercise 2.1 Motivation: Self Talk**, Step IV.

In class:

► **REFLECTION #14**

Are you as active as you are goal setting to be? What are your barriers? Strategies? See “Adding Physical Activity to Your Life

- [Facilitate **Exercise 2.1 Motivation: Self -Talk** Step IV. Making Your Own Reprogramming-For-Improvement Tape On Your Behaviors, Emotions, Attitudes, & Beliefs. If you are aware of modern technology and the various ways one can audio record one’s voice onto our current listening devices, this method can be powerful for your students. Note: IM.III./10/1.]
- Facilitate Eye Accessing information if it was not presented in depth on Day 6. Include how knowing and applying this body of information can help them improve: skills they present in class; athletic performances; academic ability to recall information for exams; management of their emotional state; social relationships~ basically all aspects of their life.
- **Assignment** : Study Chapter 11’s section on the 12-part Yoga Routine, (first half only~ either steps 1-4 or 1-7). Also, read Chapter 12, Stress Management and Relaxation.

DAY 11

- **In class** : present the 12-part beginning Yoga Routine (only steps 1-4 or 1-7), in Chapter 11.
- Teach Chapter 12, Stress Management principles and Relaxation. Note: IM.III./11/1-3.
- **REFLECTION # 15**
Stress assessment: rate your stress level
- Reflect upon your stress outlets. Facilitate the possible coping behaviors we personally enjoy, and consider the triggers that set off the behavior.

Note: IM.III./11/3.

- Facilitate relaxation using the guided imagery technique, Total Body Scanning, for a maximum of three minutes, this first time, accomplishing just Steps 1, 2, and 4 (position, deep breathing, heart rate monitoring, and a must is the stretch alert). **Note:** IM.III./11/4-5.
- Facilitate at least 3 minutes of relaxation every class, hereafter, every time sustained, high - intensity exercise is performed.
- **Assignments :**
 - [Complete **Exercise 12.1 My “Top 10 ” List: The Most Stressful Areas of Life** and submit next class.]
 - Practice relaxation techniques daily when needed and also at bedtime. Continue to assign practicing relaxation techniques every class hereafter.
 - Set goals for Chapter 12 using Exercise 2.3 format.
 - Read Chapter 9 on Fitness Walking. Read specifically about using a pedometer.
 - ▶ Make it a **required purchase** for in- and out-of-class use, or provide pedometers for in-class-use only. Check with Walk4Life™ for any special pricing for your class use. They are very motivational tools to use, with both the novice students desiring both to become fit and to drop body fat, and for those Exercise Science majors who will soon have clients they will be encouraging to become fit, by using them.
 - Find one resource (music/ book/ consultant/ journal/ videotape/ equipment/ facility/ website) that promotes well being through stress management, and bring it to class, to show others. Suggestions for resource examples to give them are on **IM. XIX. Resources** .

DAY 12

- **In class:** Teach Aerobic Exercise: #3 Fitness Walking principles from Chapter 9. Integrate this as an active warm-up or cool-down, throughout the course; encourage fitness walking as an alternate weekly fitness modality. [**Note:** IM.III./12/1.]
- Pedometers are required/made available for all Fitness! classes because they are so extremely

motivational. Teach how to accurately use theirs.

Note: IM.III./12/2.

- Facilitate required **Exercise 9.1 Recording Pedometer Baseline Step Count Then Monitoring Steps and Activity Time for 2 Weeks** on p.133 of the Fitness! text.
- Ensure that all students know how to set and wear their pedometer for accurate counting to take place, before they leave class today.
- Review the Yoga positions 1-4 or 1-7. Check and correct each position of each student, to insure safety in their alignment.
- Provide cool-down, post-stretch, and the complete Total Body Scanning relaxation technique. **Note:** IM.III./12/3.
- [Collect **Exercise 12.1 My “Top 10 ” List.**]
- ▶ **REFLECTION #16**
Create a picture board to visualize your goals (include quotes, pictures of what being “fit” feels and looks like and rewards you will give yourself).
- **Assignments:**
 - Set all of the 5 functions on the pedometer. Begin to count your steps taken daily, for the next 8 days and record steps on **Exercise 9.1 Recording Pedometer Baseline Step Count**. Complete the left side of the form after 8 days. Set a goal 10% higher than your daily average. Continue to record both Steps and Activity Time functions on the pedometer. Finish with the tally at the bottom right of the Exercise. Submit for evaluation (in 4 weeks).
 - Fill out **Figure 12.6 Relaxed/Tensed Control Panel with One Large Dial** (Chapter 12). Be sure to place how they feel today – give today a quantified number. Complete it and bring it to the next class.
 - Read Chapter 8 on bench/step training principles, postures, and these techniques: bench/step directional approaches, and basic steps.
 - Set a goal for Chapter 9 using Exercise 2.3 format, regarding fitness walking and/or pedometer use.
 - If you are not using pedometers in your classes, then use this monitoring: using **Exercise 9.2 Fitness Walking Log** , and record just your fitness pace walking exercise entries that you include in your schedule

everyday for at least 10 minutes. Do this monitoring separate from the Fitness Journal (Exercise 5.4) for at least 3 weeks.

~Also, you will notice that if fitness walking is a **major** aerobic exercise modality in your course, you can also record your pedometer's steps taken and activity time on **Exercise 9. 2**. Your calories burned could be placed in your **Fitness Journal**, if you are monitoring that function on the pedometer. **Note:** IM.III./12/2.]

Day 13

- **[Before class:** Finish reviewing **Exercise 12.1**; note any additional comments students made.] Make arrangements for step/ benches to be available in classroom.
- **In class:** [Return **Exercise 12.1 My “Top 10” List** with any comments that can be helpful to each student, such as “a course in time management or interpersonal communications can be helpful for you”, if these particular stressors were ranked #1 or #2.]
- [Collect **Exercise 10.1 Blank Recording Form for Your Strength Training Program**, or any day hereafter; it can be collected up to Day 28. **Note:** IM.III.13/1.]
- [Check (during attendance-taking) to see if their pedometers are recording ok. Ask to see each student's display screen on each pedometer. Check off students who are on track, monitoring their steps and activity time. Note those who are not on track and ask only them, next class, to see their pedometer's display screen.]
- [Review use of pedometer. Ask for questions.]
- Begin warm-up with a paced-walk around gym with a partner, socializing, to appropriate music. Provide this type of a warm-up for every class session, from here on to the end, except on testing days.
- Teach Chapter 8, Aerobic Exercise: #2 Step Training. Review correct lifting, lowering, and carrying of the bench from Chapter 4. Teach bench/step training principles: definitions and benefits; choosing your bench height; music; proper body alignment and stepping technique; common postural errors to avoid; step technique progression; safety concerns; adjusting your intensity; directional approaches/ bench orientation (omitting all arms today~ hands constantly on hips).
- Perform warm-up/ stretch involving the step/ bench, especially involving the lower body- buttocks, legs, ankles, feet. (Adapt the aerobics warm-up stretching techniques, now to include the bench.)
- Give update suggestions for self-talk affirmations to accompany warm-up stretching, using this new exercise modality (l-o-n-g, w-a-r-m glutes, hamstrings, calves and heel cords/ Achilles tendons).
- Review, and add any new, visual and verbal cueing you will be using.
- Begin teaching bench approaches/orientation for the basic steps: Single Lead Step, Alternating Lead Step (using bench tap, floor tap), and Touch Step (Toe and Heel Taps).
- Provide a cool-down, incorporating the basic step -Touch Step- using both the toe and heel for the touching movement.
- Review Yoga positions 1-4 and facilitate positions 5-8. Repeat, putting them together. Or, review positions 1-7 and facilitate positions 8-12. Repeat, putting them together.
- Discuss their responses regarding how they filled out the **Relaxed/Tensed Control Panel with One Large Dial**, from **Figure 12. 6** in Chapter 12. This technique helps them to develop a healthy response to stress by quantifying it. [Collect.]
- Facilitate relaxation using the guided imagery technique, “Control Panel With One Large Dial” in student textbook on pages 182-184. Facilitate technique, taking up to 5 minutes.
- **Assignments** : Practice all step training techniques presented. Continue to always assign practicing new step training techniques presented every class.

DAY 14

- **[Before class:** Review the responses to **Exercise 12. 6** making any comments that might be helpful to student.]
- **In class:** [Reminder: Warm-up with fitness paced walking with pedometer use, today and the remainder of the course.]

- Continue teaching bench approaches/ orientation for the basic steps.
- As you practice basic steps, begin adding low-range arm movements (elbows kept near waist/sides). All arm movements are listed in the **Note:** IM.III./14/1.
- Add aerobics floor moves intermixed with step training moves.
- [Return **Figure 12.6 Control Panel with One Large Dial ~ Used as a Relaxation Strategy .]**
- Review Yoga routine to date. Complete the 12-Position routine. Or, review the entire routine if all 12 positions have previously been presented.
- Present Colorful Imaging Technique. **Note:** IM.III./14/2.

► REFLECTION #17

- **Assignments:** Practice all new step and arm movements. Review all assigned course reading and the skills presented for mid-term testing/review. (Clarify the type of mid-term testing/review you are using: written, motor skills, both, or just a review of all techniques.) [Provide a copy of **IM.XV.A Fitness! Course Instructor Evaluation Checklist or Student Self-Assessment Check list.** Provide instruction to either practice everything listed, or complete the check sheet and bring it to next class.]

DAY 15

- **Before class:** Copy option(s) you choose to use as midterm examination up to what's been assigned in class to date. Pre-number each written midterm exam hard copy; bring "bubble" answer sheets for written exams.
- **In class:** Because of mid-term testing, give the Assignment first, if students are permitted to leave when their testing is over.
- **Assignment:** Read Chapter 8, Bench/Step Training Basic Step Patterns (up to Combining Basic Steps and Basic Step Patterns).
 - [Facilitate and assign **Exercise 12.2 Creating Your Own Guided Imagery .]** **Note:** IM.III./15/1.

- Mid-term testing/ or review options:
 - Select key questions from the **IM.XVI. Midterm/ Final Examination** and use as the midterm exam. Answers are in the *Instructor's Manual* on the page following the questions.
 - Or, separate final examination into two halves, and give the first half only, as the midterm examination and the second half only, as the final examination.
 - Test performance of motor skills using **IM.XV.A Fitness ! Course Instructor Evaluation or Student Self -Assessment Check Sheet.** **Note:** IM.III./15/2.
 - Alternative: Facilitate **IM.XV.A** now used as a **Student Self -Assessment** of Techniques/ Skills/ Key Knowledge. (No "testing," just a reviewing of all techniques presented; students given time to check off techniques they've personally mastered.) Collect completed **IM.XV.A** at the end of class; names on forms.
- **After class:** Grade and record written exams. Analyze most missed information and re-teach these points during opportune moments, the remainder of the term.

DAY 16

- **Before class:** Establish procedure/ time/ day for makeup of the midterm exam. [Have read students' **IM.XV.A Check Sheet** and make comments.]
- **In class:** Announce office hour(s) that midterm exam can be made up, before next class.
- [Collect **Exercise 12.2 Creating Your Own Guided Imagery .]** **Note:** IM.III./16/1.
- Teach these basic step patterns: V-step, and Bypass Moves.
- Add middle-range arm movements (elbows are kept chest/shoulder high or lower.) Located in **Note:** IM.III./14.1
- **REFLECTION #18** Brainstorm rewards (rewards do not have to cost money... e.g. download music, rent a movie, favorite TV show, etcetera.)
- Review entire 12-Position Yoga Routine. (Repeat this on any class sessions in the future that will

benefit from the stretching, focusing, and relaxing it provides.)

- Present “Healing Images” technique (Fitness! page 186) during relaxation time.

DAY 17

- **Before class:** Have evaluated [Exercises 12.2 Guided Imagery] and [Exercise 10.1 Blank Recording Form for Your Strength Training Program]. Have evaluated and recorded their midterm exams.
- **In class:** Distribute results of mid-term written/skill testing as means of attendance-taking. Go over the information. Personally r re-collect. This secures your tests in order to reuse them for future classes.
- Teach the basic step patterns: Straddle-Up and Straddle-Down.
- Add upper-range arm movements (elbows are shoulder/above-the-shoulder high). Present this arm movement option, but limit the number of upper-range arm movements and repetitions. (See IM.III./14.1.) **Note:** IM.III/17/1.
- [Return Exercise 12.2. Creating Your Own Guided Imagery] and [Exercise 10.1 Blank Recording Form for your Strength Training Program log].
- Review the “Healing Images” relaxation technique or, present “How to Fall Asleep in 3 Seconds” (Fitness! p.187). **Note:** IM.III./17.2.
- **Assignment:** Read Chapter 8, Bench/Step Training Techniques: Combinations of Basic Steps & Basic Step Patterns.

DAY 18

- **In class:** Teach Combinations which: combine Basic Steps and Basic Step Patterns, incorporate the Traveling Patterns that use both the length and width of the bench.
- Add all range-levels of arm movements.

► REFLECTION #19

Think of ways to avoid boredom

- **Assignment:** Read Chapter 8: Repeaters, Intermediate/Advanced Variation, Applying the Techniques, and Transitions.

DAY 19

- **In class:** Teach Repeaters.
- Vary directional approaches for Basic Steps and Basic Step Patterns. Present principles for step training choreography, performing as you lecture.
- Explain schematic of writing out a step pattern and perform the pattern variation, Figure 8.40 Double “T” Step in Chapter 8, under Applying the Techniques, p.118.
- [Collect Exercise 9.2 Fitness Walking Log today, or later.]
- [Collect Exercise 9.1 Recording Pedometer Baseline Step Count Then Monitoring Steps and Activity Time for 2 Weeks , when 22-25 days have passed and chart will be completed with 22 days of entries.]
- [Assignment: Create (choreograph) your own step pattern using Exercise 8.1 Creating Your Own Step Training Combination .]

DAY 20

- **In class:** Teach propulsion steps (with tap step, lunge step, and adding a hop to bypass and traveling moves); propulsion-scissor crossover.
- **Assignments:** [Complete Exercise 8.1 Creating Your Own Step Training Combinations ; bring to next class to demonstrate and then submit.] **Note:** IM.III./20/1.

[Note: Another step training planning page in *Instructor’s Manual* is entitled, XIII. Creating Step -Training Patterns - Planning Pages .

This can be duplicated for student use if more than the one pattern (in their book) is to be submitted; or for instructor use, for ongoing planning of new patterns.

- Set a goal for Chapter 8 using Exercise 2.3 format.

DAY 21

- **In class:** Present ways to vary intensity.
Note: IM.III./21/1.
- [Present student's step-training choreography. Turn in planning page, Exercise 8.1.]
- ▶ **REFLECTION #20**
If there is a detour you find another way.
Brainstorm ideas for overcoming physical activity barriers at

DAY 22

- **In class:** Facilitate a "step and strength" interval program: 3 minutes step / 1 minute strength, using the tubing. Be sure knees are bent during the action phase of the strength interval, to retain high intensity heart rates.
- **Assignment:** Read Chapter 13 on Nutrition.
- ▶ **REFLECTION #21**
How do you feel when you eat a healthy meal? Unhealthy meal? Are your feelings physical or emotional, or both?
- [If applicable, fill out **Exercise 13.1 Vegetarian Meal Planning** and submit it next time.]

DAY 23

- **In class:** [Collect **Exercise 13.1 Vegetarian Meal Planning** from interested students.]
- Step with strength workout.
- Nutrition, fluid replacement guidelines, and eating strategies lecture. **Note:** IM.III./23/1.
- Great strategies to use can include a portion of Chapter 14 on Weight Loss Strategies:
 - ♦ Naturally Slender Eating (taught later)

♦ Control Panel with One Large Dial. Facilitate as assessment **Exercise 14.6 A Powerful Eating Strategy** on p. 231. IM.III./23/2.

- Briefly mention dietary supplements, focusing on the recommendation not to use them, unless prescribed by your physician.
- **Assignments:** [First, complete assessment **Exercise 14.6 A Powerful Eating Strategy**. Then fill out **Exercise 13.2 Monitoring Your Food and Beverage Intake for 1 -to4 Days** for days 1 (and 2) only, as early eating and fluid-replacement monitoring. This is to be turned in next class (or when 1-3 days have passed). **Note:** IM.III./23/3.]
 - [Or, monitor and record your food and beverage intake for 1-4 days on **Exercise 13.2 Monitoring Your Food and Beverage Intake for 1 -4 Days** located in Chapter 13. **Note:** IM.III./23/4.]
- ▶ **REFLECTION #22**
Make one dietary change (drink more water, drink less soda, eat more veggies, etcetera).
- Set goal for Chapter 13, using the Exercise 2.3 model.
- Read Chapter 14, Weight Management.

DAY 24

- **Before class :** Set up appointment times and list them on your one copy of **IM.XIV. A. Body Composition Assessment , Laboratory Sign Up Sheet** , for testing students using the skinfold technique, either in the Exercise Physiology Lab (performed by you and assisted by lab technicians), or a facility on campus that specializes in performing this free service for classes/ students. Place the directions and details on the front side, and the signup sheet of testing dates and times on the back side. If you have more than 24 students, duplicate enough pages for all students to sign up on your one Master Copy on which everyone is to sign-up for an appointed time.
 - Duplicate copies of **IM. XIV. A. Body Composition Assessment Laboratory Sign Up Sheet** (front side only), one copy for every student, as their 'reminder' copy of the directions for the testing procedures, and of the date and time for which they signed up; have

them record their appointment time on their copy, where indicated.

- **In class:** [Collect **Exercise 13.2 Monitoring Your Food and Beverage Intake** (for 1 -2 Days only), if submitted today. Wait to collect until later in the course, if you are having students monitor for 3-4 Days; remember to schedule a 'due' date.]
- [Discuss Eating Disorders, Causes, and ABC Solutions; or assign this reading in Chap. 13.]

► **REFLECTION # 23**

What do you think about when you make your food choices? "Test your calorie IQ"

- Present overview information on body composition and how an assessment is performed. Discuss both the preferred method of measuring skinfold thickness with calipers (the formula in textbook), and using the BMI (body mass index on Fitness! page 222) to determine one's recommended weight. **Note:** IM.III./24/1.
- Invite students to have body composition assessed by measuring skinfold thickness technique; instruct them how to dress for it and where to go to have it performed. Sign up for an appointment during class. **Note:** IM.III./24/2.
- **Assignment:** Keep your appointment at the lab/office for determining your body composition, using the 3-site skinfold thickness measurement technique.

[If a Fitness facility on campus is used: Ask if this is a free service and if it is not, determine if it is a reasonable fee to ask your students to pay. This might determine if it is required or a bonus opportunity.] Keep the Fitness facility's lab form that was filled out with your 3 sites listed and other data measured, and have the technician sign and date your form. This form is **required** to be submitted, along with your textbook pages, for this Assessment to be evaluated and any credit given.

[If Instructor, assisted by lab technicians perform the skinfold measurements: Bring textbook to this appointment . Student's numbers will be recorded right on their textbook pages.]

[Instructor: Record their 3 sites onto your Master Appointment Schedule, as a backup for you, regarding who kept their appointment and their data/ numbers.]

DAY 25

- **Before next class :** Provide a regular class meeting time to be replaced with a lab appointment day, if Instructor and several lab technicians are doing all of the testing on one day. Otherwise the Fitness facility will take care of setting up all of the appointments, according to their availability and scheduling procedures. (Be sure you are aware if there is/is not a fee for this body composition testing service and put this information in the Syllabus.)
Note: IM.III./25/1.

Evaluate **Exercise 13.2 Monitoring Food and Beverage Intake** (for just 1 or 2 days).

- **In class:** Return **Exercise 13.2 Monitoring Food and Beverage Intake** for 1-2 Days.
- Lecture on Body Composition Assessment. Review body lean and body fat highlights.
- Facilitate figuring out the assessment of their own body composition beginning by recording their 3 -site skinfold readings on **Exercise 14.1 Calculating Your Percent Body Fat** , and totaling the 3-site skinfold readings.

Using the appropriate Table 14.1, 2a, or 2b, determine their current percent body fat. Place their percentage on the bottom of **Exercise 14.1** at this location ► _____ % (in the student textbook on page 219).

Note: Only Table 14.1 and 14.2a are located in the student text. Table 14.2b for men aged 40 and over is located in this **Instructor's Manual**. You are encouraged to duplicate this Table 14.2b for any male students/ clients with this demographic (men aged 40 and over). See **IM: XIV.B. Table 14.2.b Percent Fat Estimates for Men Over 40 Calculated from Skinfold Thickness**.

Next, check with Table 14.3 to understand what that percentage refers to--what **classification** level they are-- according to their sex and age.

Record that accompanying classification level ('excellent'-'obese') on the appropriate line in the red box entitled: **My Classification** .

- Present the concepts of "health fitness" and

"high physical fitness" standards and the accompanying classification levels for body composition according to percent body fat.

- Set/ maintain a goal regarding your weight in terms of a recommended percent body fat that is either of a "high physical fitness" standard or the "health fitness" standard (note the key at the bottom of Table 14.3 and the shading of those numbers). Setting less than these fitness standards (for instance 'overweight'-'obesity') are health-risk body weights to avoid. Write this chosen goal number, entitled 'your desired or recommended body fat percentage' (RFP), on both the Goal-Setting Challenge at the bottom of page 220, and on page 221, **Exercise 14.2, #3, Determining Your Recommended Body Weight**, expressing this percentage number in decimal form. Students are now all set to figure their recommended weight.
- **Assignment:** Complete figuring the remainder of this assessment and setting goals (for either maintenance of your current weight, or change) on **Exercise 14.2 Determining Your Recommended Body Weight** and bring to the next class. **Note:** IM.III./25/1&2.
- ▶ **REFLECTION #24**
Have you ever tried to lose weight? Gain weight? Identify your reasons to lose body fat or gain lean weight.

DAY 26

- **Before class:** Bring fat visual aid to class.
- **In class:** Collect **Exercise 14.1 Calculating Your Percent Body Fat , My Classification, Goal-Setting Challenge, and Exercise 14.2 Determining Your Recommended Body Weight (Fitness!, pp.219-221).**
- Principles of Weight Management lecture.
- Facilitate **Exercise 14.5 Calculating Weight Maintenance** (p.226) in class during lecture. Point out to persons using the W4L pedometer, that has the modality that figures kcals they are burning each day, that they can directly see the number of calories they need to eat and burn for maintenance on Figure 14.5 and therefore how to adjust consumption and expenditure, in order to lose fat or gain lean weight.

Discuss the 'Naturally Slender Eating' strategy.
Note: IM.III./26/1.

- Facilitate **Exercise 14.4 Establishing a Weight Wellness Mindset** (pp.223-224) with lecture. Circle bullet ▪ in front of your own responses, as the various choices are identified. Add your own thinking, feeling, and actions, too. This information provides numerous ideas for personal goal setting, the 'updating and replacing' of old, worn-out, programmed thought. **Note:** IM.III./26/2.
- Introduce **IM.XII. Motivational Theme Classes** . **Note:** IM.III./26/3 & 4.
- ▶ **REFLECTION # 25**
What triggers your eating? Social, emotional, situational, thinking, or physiological?
- **Assignments:** If this has not yet been facilitated, students should consider **Exercise 14.6 A Powerful Eating Strategy , using the Control Panel with On e Large Dial** found in Chapter 14 on page 231. Important: students can add their own labels for the numbers by writing in the blank columns and bring entry ideas to next class. When you complete this activity, record these 'felt' numbers, before and after eating/ drinking beverages, on **Exercise 13.2 Monitoring Your Food and Beverage Intake for 1 -4 Days**, under the column 'Eating Dial, Before & After'. Submit this assessment on Day 28, unless submitted earlier with **Exercise 13.2** . **Note:** IM.III./26/ 5.
- Bring completed (both sides of the page) **Exercise 14.4 Establishing a Weight Wellness Mindset** , to next class.
- Set this final goal for Chapter 14 usingthe Exercise 2.3 model.

DAY 27

- **Before class:** Evaluate **Exercise 14.1 Calculating Your Percent Body Fat , My Classification, Goal -Setting Challenge, and Exercise 14.2 Determining Your Recommended Body Weight.** Be sure to correct any math errors or unreasonable goal setting, and make comments regarding what is a healthy and achievable weight in the time frame they've set (at the bottom right corner of the formula (p. 221).
- **In class:** Return **Exercises 14.1 , and 14.2 :**

Calculating Your Percent Body Fat , My Classification, Goal -Setting Challenge, and Determining Your Recommended Body Weight

- [Collect Exercise 14.4 Establishing a Weight Wellness Mindset.]
- Ask for student's new ideas they added to the Exercise 14.6 Powerful Eating Strategy: Control Panel with One Large Dial. Emphasize that this strategy is the best one known for managing one's eating and all of one's fluid consumption.
- Group demonstrations. **Note:** IM.III./27/1.
- **During/ after class:** Videotape or record all sequences and creative theme ideas students portrayed and demonstrated for your own future use. This can save the instructor a lot time developing choreography in the future. ☺

Day 28

- **Before class:** Bring IM.XV.A Fitness! Course Instructor Evaluation Checklist/ Student Self - Assessment Checklist to class, now used for review or for testing motor skills.

[Make each student a copy of the form in IM. XV.B Total Fitness! Course Post Assessment.]

[Review responses on Exercise 14. 4 Establishing a Weight Wellness Mindset and make comments that are helpful and needed.]

- **In class:** [Return Exercise 14.4 Establishing a Weight Wellness Mindset .]
- Options for this class session are:
 - Group demonstrations continued.
 - **IM.XI. Designing Aerobics, Step Training, & Strength Training Circuit Workouts.**
 - Review of all aerobics and step training steps, patterns, and sequences.

Note: A summary listing of all Aerobics Movements and Pattern Cues is located in IM.III./7/2.

Note: A listing of all Step Training

Techniques is located on Figure 8.41 Summary , of the Fitness! text, on page 120.

- Facilitate IM.XV.A Fitness! Course Instructor's Evaluation Checklist & Student Self-Assessment Check list. There are many ways to test and evaluate skills and techniques. **Note:** IM.III/28/1.
- Collect Exercise 13.2 Monitoring Food and Beverage Intake for 1 -4 Days .
- [Assignments: Bring all end-of-chapter goals listed (using Exercise 2.3 Course Goals as a role-model) to the next class. Place them in a paper folder with pockets, and have your name, your number (as listed on the class roster), and the hour of your class meeting, on the outside cover.]
- [Provide IM. XV.B Total Fitness! Course Post Assessment. Complete and bring to class on Day 29. (This can provide lots of ideas for research regarding this population and the activities presented.) Place this in the paper folder also, and submit.]
- To next class, bring all written assignments to be evaluated for a course grade, that have not yet been submitted and evaluated. Place in your folder.

DAY 29

- **Before class:** Take a stop watch for testing procedures.
- **In class:** [If you have pre-tested physical fitness, you can Post-test using the same form, using another colored pen for recording your new results.]
- [Post-test physical fitness (using Cooper's Exercise 5.1, 5.2 or 5.3 in text). Record results of the testing Exercise you performed. Set a specific 2-month goal, on the blank line on the form, listing both the time you are goal setting to achieve, and its accompanying fitness level you are setting to change. **Note:** IM.III./29/1.] [Record this result also on IM. XV. B. Student Total Fitness! Course Post -Assessment , question #3.]
- Collect all assignments that were required to be submitted as part of the course, in the requested paper folder with pockets. Be sure the student's

name, their number (same as the listing on your roster) and class section/ class hour is on the front cover.

[Several ideas need to be considered: If your classes are large and time does not permit a lot of evaluating/grading at this point in the semester, you may want to consider having the students systematically submit their assessments on a regular weekly or bi-weekly basis in the future. Once you have worked with this course, you may then choose to provide a listing with a schedule of due dates given for all of the assignments you are requiring (or providing as suggested options or bonuses), and give this Schedule with the Syllabus on Day 1, or give separately on Day 2.]

- Prepare students for the format to be followed during the last class meeting.
- **After class:** Record physical fitness post-test results on **IM.IX. Attendance Position** , if you are collecting both 'before and after' data.

DAY 30

- **Before class:** Compile data of numbers of changes +/- in physical fitness values assessed and collected.

Remove the answers (in **bold**), from the master copy of the exam to be duplicated. Copy **IM.XVI. Midterm/ Final Examination Test Questions** (selecting only the questions you choose to use). Pre-number each final exam. Bring computer "bubble" answer sheets and extra pencils. Copy **IM.XVII. Fitness! Course and Instructor Evaluation** --only your preferred version: (**XVII.A**) subjective answers or (**XVII.B**) short answers using a rating scale.

- **In class:** Return folders of collected and evaluated assignments. Make positive comments on their individual progress when handing them back.
- Present collected data values of change that was achieved in this class. Encourage life-long participation in **Fitness!** Course concepts. Provide positive closure to the class before distribution of the Final Examination.
- Administer the **Final Examination:** Give computer "bubble" answer sheet forms first; fill

out requested data. Test is taken without the use of the Notebook with textbook inside, using the assessments, or talking during the exam.

- Give pre-numbered test copy to each student and they record that number on their answer computerized sheet. They write nothing on the exam, just on the answer sheet. This secures your exam copies for future use.
- [Provide bonus points for listing (on a prepared or blank sheet of paper given with the exam) their goals they have set for each of the chapters in the **Fitness!** text.]
- Collect Final Examinations and their answer sheets at the same time, one-on-one, when student is finished.
- Mention you will turn in their grades before reading the class's **IM.XVII. A or B Course and Instructor Evaluations**.
- Give the **IM.XVII.A or B Course and Instructor Evaluation** form, one-on-one to each student, after s/he has turned in Final Examination. Ensure that students have 5-10 minutes to complete this evaluation. When leaving, student places completed (anonymous) evaluation form in a large manila envelope that has been placed near the exit.
- **After class:** After evaluating and recording test scores, figuring grades, and turning in the grades you've issued, read and record all of your **IM.XVII.A/B Course and Instructor Evaluations** . Immediately use the constructive criticism to improve the **Fitness!** course and your teaching methods. Since direct comments and suggestions are given on the **IM.XVII.A** subjective evaluation instrument, for personal growth and improvement, this type of form is usually more constructive and helpful to you individually. However, most universities prefer that **IM.XVII.B** is given, in order to statistically analyze all student's Course/Instructor Evaluations for the purpose of continually measuring the quality of instruction their Department or School is providing.
- **Note:** IM.III./1-30/1.