



PE-119B: INTERMEDIATE FITNESS WALKING

Effective Term

Fall 2023

BOT Approval Date

01/12/2023

Discipline

PE - Physical Ed

Course Number

119B

Course Title

Intermediate Fitness Walking

Short Title

Interm Fitness Walk

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Activity Units**

2.00

Total Units

2.00

Hours**Activity Contact Hours**

64-72

Out of Class Hours Activity

32-36

Total Contact Hours

64 - 72

Total Out of Class Hours

32 - 36

Total Student Learning Hours

96 - 108

Distance Education

No

Catalog Description

This course will provide students the opportunity to participate using the number-one exercise in the United States - exercise walking. This course will incorporate intermediate walking fitness skills that will improve aerobic capacities and strength endurance by using faster paced walking techniques. Other components include nutritional evaluation, target heart rate zones, flexibility and body fat composition.

Codes**TOP Code (CB 03)**

0835.10 - Physical Fitness and Body Movement

**CIP Code**

31.0501 - Health and Physical Education/Fitness, General.

Student Accountability Model (SAM) Priority Code (CB 09)

E - Non-Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Physical Education (Masters Required)	Or
Kinesiology (Masters Required)	End

GE Information**Check GE Types Requested**

AA/AS E - Lifelong Learning and Self-Development

CSU Area(s)**Approved CSU Area**

E1

IGETC Area(s)**Learning Objectives****Learning Objectives**

Learning Objective
1. Analyze current fitness levels by completing fitness appraisals.
2. Apply the information derived from a nutritional analysis in developing a personalized eating plan which incorporates behavioral modification and proper nutritional information.
3. Identify common technique errors and understand how to correct these errors.
4. Demonstrate correct stretching, walking, and strength techniques and apply these techniques within their daily regimen of activity.
5. Exhibit improved muscular strength, cardiorespiratory endurance and flexibility.
6. Assess the effectiveness of using target heart rate zones to improve cardiovascular fitness when incorporated into their personal workout regimen.
7. Integrate proper safety procedures into fitness walking activities.

Learning Outcome Information**Course Learning Outcomes**

Learning Outcome
1. Students will demonstrate improved strength and muscle endurance.
2. Students will demonstrate improved aerobic capacity.
3. Student will demonstrate improved body composition and flexibility.
5. Students will incorporate and encourage diverse perspectives.

6. Students will engage in multiple and simultaneous outcomes and activities.

8. Students will embrace all individuals by providing access, adapting to a variety of fitness levels, and ensuring all our students feel that their unique differences are appreciated.

Program Learning Outcomes

Learning Outcome

Apply the principles of exercise testing and prescription to customize the principles of exercise, nutrition, and behavioral modification to create a long-term sustainable healthy lifestyle.

Design and perform a safe and appropriate exercise program to increase and measure the five components of fitness (cardiovascular endurance, muscle strength, muscle endurance, flexibility, body composition) for diverse populations.

Explore the anatomical, biomechanical and physiological components of human movement.

Institutional Learning Outcomes

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Civic

Personal

and Professional Responsibility

Content

Course Activity Content

I. Introduction

A. Health status appraisal

B. Safety/basic first aid

C. Exercise myths and fallacies

D. Fitness appraisals

E. Social Factors determine health

F. Creative fitness options to meet the needs of a variety of socio-economic barriers for marginalized communities (African-Americans, Blacks, Latin-X, Hispanic).

G. Unification and Community Wholeness

H. Breaking down barriers to fitness such as access to equipment or fitness instruction; access to time or resources necessary to fitness instruction, or perception of these resources as unavailable.

II. Overall Fitness

A. Definition

B. Benefits

1. prevents osteoporosis

2. manages diabetes

3. fights arthritis

4. reduces injuries

5. heart health

6. weight reduction

7. emotional well being

III. Equipment

A. Shoes

B. Socks

C. Comfortable clothes

D. Reflective gear

E. Pedometer

- F. heart rate monitor strap
- E. Accessories
 - 1. hand weights
 - 2. resistance cords
 - 3. walking poles
 - 4. weight vests
- IV. Nutrition
 - A. Basic nutritional information
 - B. Personalized nutritional analysis
 - B. Development of an individual meal plan
 - C. Behavior modification
 - D. How to eat healthy on a budget
- VI. Walking Programs
 - A. 6-week dynamic walking program
 - B. 18-week marathon training program
 - C. Treadmill training programs
 - D. Healthy Heart Zone Program
- I. Fitness Appraisal
 - A. Pre, mid and post assessments
 - 1. V02 measurement
 - 2. Body composition
 - 3. Flexibility
 - 4. Strength
- II. Use of Heart Rate Monitors
 - A. Personalized heart rate zones
 - B. Specific workouts centered around reaching heart rate zones
 - C. Use of specific charts depicting basic target heart rates
- III. Walking Activities
 - A. Stretching
 - B. Correct gait vs the misused gait
 - C. Frequency, duration & intensity
 - D. Cross training exercises
 - E. Race walking

Methods of Instruction

Method

Class participation

Integration

Class participation in various workouts to improve strength, flexibility and cardiovascular endurance.

Method

Demonstrations

Integration

Demonstrations will teach the proper stretching and walking techniques and workouts with the additional use of DVDs or videos.

Method

Discussion

Integration

Discussion regarding the application of the basic concepts related to nutritional fitness, cardiovascular fitness and the heart rate training zone.

Method

Lecture

Integration

Lecture will introduce the major muscle groups, stretching techniques, walking technique and target heart rate zones involved in specific exercises.

Method

Lecture

Integration

The lecture component will convey specific expectations regarding the development of muscular strength, cardiovascular endurance and flexibility.

Method

Lecture and discussion

Integration

Lecture and discussion topics will cover health and nutritional issues which include basic nutrition, behavior modification related to food choices and cultural issues related to health and wellness.

Method

Written handouts

Integration

Provided written handouts will further explain and describe nutrition, the major muscle groups, walking techniques and target heart rate zones.

Method

In-class Exercises

Integration

Describe social factors that are determinants of health, such as poverty, childhood upbringing, food security, poor health conditions, and accessibility.

Methods of Evaluation**Method**

Class participation

Integration

Class participation will be based on the student's successful participation in work out sessions which include different walking workouts, exercise circuits, strength building circuits and fitness assessments.



Method

Class Participation

Integration

Discussion board assignments will illustrate students understanding of health related topics and their ability to evaluate and contribute to classmates line of reasoning based on a rubric.

Integration

Improvement will be measured throughout the semester by engaging in fitness assessments. Fitness Assessment will include: one mile walk, muscular strength push-up and sit up test, muscular endurance plank and wall sit test, sit and reach for mobility and body composition test.

Method

Measure and evaluate

Integration

The individual nutritional analysis will measure students knowledge and application of nutritional information while evaluating their present dietary intake and and developing a plan to improve their diet.

Method

Written assignments

Integration

Written assignments will reflect students' knowledge base and research regarding heart rate training zone, basic health issues and nutritional analysis.

Method

Written exams

Integration

Written exams will evaluate the students' knowledge of basic muscle anatomy, basic walking technique, safety, cardiovascular health, stress management, current health issues, equipment and benefits of fitness walking.

Method

Class Participation

Integration

Students will collaborate in small groups and share social factors that may have created a burden in their overall wellness.

Assignments**Assignment Type**

Other

In-class and/or outside of class

In-class



Formative or Summative

Summative

Assignment

1. Using the 5 Target Heart Rate Zones accomplish the 5 X 5 workout: Begin at Zone 3, the basement of your personal zone 3; every 5 minutes increase your heart rate by 5 beats for 35 minutes. For the next 30 minutes reduce your heart rate by 5 beats each 5 minutes.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Fad Diet Research Paper: Choose a Diet from the list or one of your own choices to research: Atkins, South Beach, Zone, Weight Watchers, Anabolic, Nutrisystem, Fat-Flush, Eat Clean, DASH diet, Low Glycemic Index, Raw Foods, Paleo, Whole 30, Keto. Examine the diet and write a short paper (1-2 pages) answering the following questions. Describe what you found out about this diet. Assignment must be typed. In class presentation: In 2-3 minutes presentation, tell why you would or would not try this type of diet. Give a few factors or key topics about the diet that stand out or make this interesting. Include in your paper the following information based on your research. Grading: This assignment will be worth 50 points. Each question answered is worth 5 points.

- Name of Diet

- Tell the basic concepts behind the diet. How does it work?
- Is there a celebrity who endorses this diet?
- What types of foods are eaten?
- How much does it cost to start this diet?
- What types of foods are restricted?
- Pro's of this diet
- Con's of this diet
- Is exercise recommended?
- Would you consider this a "good" diet? Why or Why not?

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Peer Assessment Fitness Station Performance Checklist: In groups of two-three, the students will create a fitness station emphasizing one of the five fitness components (Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, Body Composition) and describe how the F.I.T.T. principle applies to this component.

Students will work in groups of 2-3 to develop a fitness station focusing on one of the five fitness components. Your activity station must include the following:

- ✓ A fun, creative activity that will keep participants involved for 2 minutes
- ✓ Explanation of the key characteristics of the component
- ✓ Explanation of the F.I.T.T. principle
- ✓ A fun title for the station
- ✓ Easy to follow written directions for activity
- ✓ Involvement from all participants in the group

Course Materials

Textbooks

Lee Scott, Michele Stanten, "The Walking Solution." 2021 Human Kinetics 9781492575009

Class Size Information

Class Size

32

Class Size Category

G - Large lab 32

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion is infused into this course by offering instruction and fitness programs that meet a variety of fitness levels based off ability, gender and age.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To promote diverse learning for an equitable course instructors will use the following teaching strategies: offering modifications based off fitness abilities, providing engaging workouts/instruction that are inclusive to all genders/ages, providing evaluation tools for all fitness abilities.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course will incorporate student-to-student interaction by group workouts and discussions. Students will work in groups and provide peer discussion about proper exercise form and body alignment.

Explain how the course will incorporate instructor-to-student interaction.

This course will incorporate instructor-to-student interaction by fitness lectures, exercise demonstrations, and feedback/motivation during fitness activities. Instructors will teach and model the healthy heart rate zone program.

Explain how the course will incorporate student-to-content interaction.

This course will incorporate student-to-content interaction by performing exercises correctly and fitness assessment improvement.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course will incorporate student-to-self interaction by providing them a realistic description of their current fitness levels and body analysis. This will be tested through the fitness assessment.



Key: 2505