Aerobic Dance
10th Grade
10-Day Unit Plan
30 Students
50 Minuet Class Periods

By. Tina Strauss
**Purpose of Unit**

**Overview**

In this unit students will be able to explore an area of fitness most students this age don’t get to experience. Aerobics is a popular form of physical activity for adults and being exposed to this early in life will give students the knowledge for use in the future.

“Aerobic dance is a fun way to get fit. It combines fat-burning aerobic movements, muscle-building exercises, and stretching into routines that are performed to music” (Aerobic Dance, 1997, Online). It is usually offered at three intensity levels: low, intermediate and high. Low impact is usually for beginners. It is performed at a lower intensity and at a slower pace. At the intermediate-level dancers start to receive the benefits of dance aerobics. Their lungs and heart become stronger and more efficient. At the high-level intensity dancers work extremely hard and this also helps the heart and lungs become for efficient and stronger.

Dr. Kenneth H. Cooper was the founder of aerobics. It was developed to prevent coronary heart disease. In 1969, Jackie Sorensen developed aerobic dance. It is a series of dance routines to improve cardiovascular fitness. Aerobic dance grew rapidly throughout the years and by 1978 is had grown to an estimated 6 million to 19 million in 1982 and 22 million participants in 1987. (Unknown, 2004, Aerobic Dance History)

Aerobics are a fun way to participate in physical activity with a group or individually. The cost is relatively low; little to no equipment is necessary in order to participate. In the 1980’s the aerobic world was mostly comprised of females about 9/10 participants (Aerobics and Fitness, unknown). Aerobics continues, now more than ever, to grow. The popularity is beginning to even out between male and female participants.
Importance

Aerobic dance is a type of exercise that has many benefits for the body. The first area that benefits is overall wellness. It includes five dimensions: physical, social, emotional, intellectual, occupational and spiritual. The physical dimension of wellness includes developing cardiovascular endurance, muscular endurance, body composition, strength and flexibility. By exploring the physical dimension it encourages you to gain knowledge about nutrition, food and self-care, including appropriate use of the medical system. Second is the social dimension of wellness. It emphasizes common welfare of your community, independence, as well as interdependence, with others and nature and pursuit of harmony within your family. Third is awareness and acceptance of your emotions and feelings. Realistically assessing your limitations, developing autonomy and the ability to cope effectively with stress are also part of developing this dimension. The intellectual dimension encourages creative, stimulation mental activities. An intellectually well person will use the resources available to expand knowledge and improve skills. Occupational is being prepared for work in which you will gain personal satisfaction and find enrichment in life. The last aspect of wellness is spiritual. It involves seeking meaning and purpose in human existence. It includes an appreciation of the depth and expanse of life and natural forces. All of these dimensions are foundational for a health. They build off of each other. I one suffers they all suffer, that is why it is important to mind to each area. (Personal Fitness Packet HES 100)

There are many reasons to participate in physical exercise. Clearly everyone does not know the benefits. “The hazards of being inactive are clear, physical inactivity is a nationwide problem” (Surgeon General’s Report, Online). “Nearly half of American
youth ages 12-21 are not vigorously active on a regular basis” (CDC, 1999, Online).

There are many benefits, which include building and maintaining healthy bones, muscles and joints. Helps controls weight, builds lean muscle and reduces fat. Regular exercise has been shown to lower cholesterol, lower blood pressure, and helps relieve stress.

In 2002 the American Heart Association reported that diseases of the cardiovascular system was the number one cause of death in the United States, accounting for approximately 38% (or 1 in every 2.6) of all deaths (American Heart Association, 2003). There are many factors that increase the chances of developing heart or cardiovascular disease. The non-controllable risk factors include gender, age, race/ethnicity and heredity. The controllable risk factors include obesity, stress, diabetes, lack of social support and anger. The Big Four Risk Factors include smoking, high blood pressure, high cholesterol and lack of exercise. All of these are factors that can be controlled with regular exercise.

Regular exercise can help protect you from heart disease and stroke, high blood pressure, non insulin-dependent diabetes, obesity, back pain, osteoporosis, and can improve your overall well-being (Unknown, 2005).
General Behavioral Objectives

Psychomotor

- Develop/improve cardiovascular endurance.
- Increase muscular endurance/strength.
- Increase flexibility.
- Demonstrate basic aerobic dance patterns.
- Develop a dance routine.

Cognitive

- Know the benefits of exercise.
- Know the benefits of aerobics.
- Know why aerobic dance is used.

Affective

- Appreciate aerobic dance as another form of physical activity.
- Work together to develop a dance routine.
- Be respectful of each other and the equipment.

Listing of Skills (Mood, Musker & Rink, 2003)

- Step – a series of steps taken to make an aerobic dance pattern.
  - Basic Step
  - A-Step
  - V-Step
  - Step Touch
  - Knee Up
  - Grapevine
  - Leg lifts
  - Kicks
  - Repeaters
  - Mambo
  - Box Step
- Rhythm – moving to the beat of the music.
- Coordination – putting a series of movement together and performing them fluidly.
Aerobic Skill Progression (Aerobics Made Easy …, 2004)

1. Basic Step

Your lead foot steps straight forward, then your other foot steps forward. Next, your lead foot will step straight back, then your other foot steps back. Repeat pattern.

Extension 1: Introduce step as described above. Practice the pattern without the use of the steps.

Extension 2: Using the step, practice the pattern.

Extension 3: Perform step to music. Can use step or not.

2. A-Step

Your lead foot steps forward and in, then your other foot steps forward and in. Your lead foot steps back and out, then your other foot steps back and out – you’re making an “A” with your feet.

Extension 1: Introduce step as described above. Practice the pattern without the use of the steps.

Extension 2: Using the step, practice the pattern.

Extension 3: Perform step to music. Can use step or not.

3. V-Step

Your lead foot steps forward and out, then your other foot steps forward and out. Your lead foot steps back in, then your other foot steps back in - you're making a "V" with your feet. Sometimes the lead leg is alternated for each four-count (right step-out, step-out, right step-back, step-back, then left step-out, step-out, left step-back, step-back).

Extension 1: Introduce step as described above. Practice the pattern without the use of the steps.

Extension 2: Using the step, practice the pattern.

Extension 3: Perform step to music. Can use step or not.
4. **Step-Touch**

This is one of the most versatile moves in aerobics. You just put one foot out to the side and bring the other foot up to touch it, then take that foot, put it out to the side and touch it with the first foot. Step-touch, step-touch, back and forth, back and forth. Step-touches can also be done by stepping forward-touch, back-touch. A step touch can become an L-Step - step-touch, then you turn to face inside and step your first foot to the side again for another step-touch (your feet are making an L-shaped pattern). Step-touches are transitional steps, moving you to another pattern or changing into another step altogether.

**Extension 1:** Introduce step as described above. Practice the pattern without the use of the steps.

**Extension 2:** Using the step, practice the pattern.

**Extension 3:** Perform step to music. Can use step or not.

5. **Knee Up**

It's the same idea as the Hamstring Curl, only your lifting your knee towards your waist (or as high as you can lift it easily). Same count.

**Extension 1:** Introduce step as described above. Practice the pattern without the use of the steps.

**Extension 2:** Using the step, practice the pattern.

**Extension 3:** Perform step to music. Can use step or not.

6. **Grapevine**

Your lead foot steps to the outside (that means your right foot goes right, or if your left foot's leading, your left foot goes left), then your other foot crosses behind. Your lead foot steps to the side again and the other foot steps up to meet (touch) it. Step-cross, step-touch. Then you go back the other way. The second foot becomes the lead foot and the other foot crosses behind.

**Extension 1:** Introduce step as described above. Practice the pattern without the use of the steps.

**Extension 2:** Using the step, practice the pattern.

**Extension 3:** Perform step to music. Can use step or not.
7. **Leg Lifts**

Stand on one leg and lift your other leg out to the side. It doesn't have to be very high.

**Extension 1:** Introduce step as described above. Practice the pattern without the use of the steps.

**Extension 2:** Using the step, practice the pattern.

**Extension 3:** Perform step to music. Can use step or not.

8. **Kicks**

Take a step with one foot and kick with the other one. You don't have to kick very high. Somewhere between ankle and mid-calf height is fine.

**Extension 1:** Introduce step as described above. Practice the pattern without the use of the steps.

**Extension 2:** Using the step, practice the pattern.

**Extension 3:** Perform step to music. Can use step or not.

9. **Repeaters**

Many moves - kicks, leg lifts, etc. - can be done as repeaters. Usually a move is repeated three times, but depending on the music and the mood of the instructor, it can be five (or any other number deemed appropriate).

**Extension 1:** Introduce step as described above. Practice the pattern without the use of the steps.

**Extension 2:** Using the step, practice the pattern.

**Extension 3:** Perform step to music. Can use step or not.

10. **Mambo**

Step forward and back, forward and back, with the same foot until the instructor tells you to do something else.

**Extension 1:** Introduce step as described above. Practice the pattern without the use of the steps.

**Extension 2:** Using the step, practice the pattern.
Extension 3: Perform step to music. Can use step or not.

11. **Box Step or Jazz Square**

Cross in front with your lead foot. Step out to the side with your other foot. Step straight back with your lead foot (your other foot should be out of the way, since it has stepped to the side). Now take your other foot and cross in front of your lead foot - cross-front, step-side, step-back, cross-front. Your lead foot ends in back, but you take it around and cross in front again to begin the pattern a second time.

**Extension 1:** Introduce step as described above. Practice the pattern without the use of the steps.

**Extension 2:** Using the step, practice the pattern.

**Extension 3:** Perform step to music. Can use step or not.
Health and Safety Precautions

There are few precautions that need to be addressed compared to other activities. There are a few things to keep in mind:

• Proper athletic shoes should be worn. They should support your feet and have cushion to absorb impact. Avoid running shoes, they have a high heel and can cause ankle sprains.

• Athletic socks should be worn. They will help absorb impact.

• Proper clothing – light weigh and allows freedom of movement

• Clean/ dry floor

• Be aware of your body during activity. Avoid hitting others and know where equipment and supplies are.

• Have a proper warm-up and cool down. Avoid jumping into high intensity activity, this is when injuries occur.

• Drink plenty of water.

• Maintain good posture at all times.

• Avoid the use of ankle or wrist weights. They can add unwanted stress to joints.

• Pre- activity physical, before doing any physical activity it is always recommended to check with your doctor. This way you can avoid any health problems.
# Block Plan

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Introduce Aerobics</td>
<td>- Go through part 2 of study guide and finish.</td>
<td>- Warm up with previous days activities.</td>
<td>- Warm up with previous activities.</td>
<td>- Warm up with previous activities.</td>
</tr>
<tr>
<td></td>
<td>- Go through part one of the study guide.</td>
<td>- Warm up with steps learned on day 1.</td>
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<tr>
<td><strong>Middle</strong></td>
<td>Learn basic steps.</td>
<td>Learn more complex steps.</td>
<td>Learn balance and kick moves.</td>
<td>Learn complex movements.</td>
<td>Learn how to use the step.</td>
</tr>
<tr>
<td>MT1</td>
<td>- Basic Step</td>
<td>MT1</td>
<td>MT1</td>
<td>MT1</td>
<td>MT1</td>
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<tr>
<td>MT2</td>
<td>- A- Step</td>
<td>MT2</td>
<td>MT2</td>
<td>MT2</td>
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<tr>
<td>MT3</td>
<td>- V- Step</td>
<td>MT3</td>
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<td>MT3</td>
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<tr>
<td>AA</td>
<td>- Put all together and introduce movement to music</td>
<td>- Knee ups add arms</td>
<td>- Kicks add arms</td>
<td>- Box Step</td>
<td>- Day one steps.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MT3</td>
<td>AA</td>
<td>AA</td>
<td>MT1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Grapevine AA</td>
<td>- Put together and have students think ways to put to motion for a workout.</td>
<td>- Work in small groups and them come together as a group and perform to music.</td>
<td>MT1 - Day one steps.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Put all movements to music.</td>
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<td>MT2 - Day 2 steps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use different types of music and tempos.</td>
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<td></td>
<td>MT3 - Day 3 steps</td>
</tr>
<tr>
<td><strong>End</strong></td>
<td>- Review and answer any question.</td>
<td>- Review day 2 steps and day 1.</td>
<td>- Have students discuss a popular aerobic video series that uses kicking and leg lifts.</td>
<td>- Have students demonstrate the activities they learned today for the class.</td>
<td>- Discuss how this is a different way to do aerobics</td>
</tr>
<tr>
<td></td>
<td>- Talk about what is up and coming.</td>
<td>- Assignment is to use study guide and complete the crossword</td>
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<tr>
<td></td>
<td>- Tell them that day 7, 8, 9 will be peer teaching. They have to put together a 15 min aerobic workout for the class.</td>
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### Block Plan Continued

<table>
<thead>
<tr>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong>&lt;br&gt;- Discuss Home Aerobics</td>
<td><strong>Beginning</strong>&lt;br&gt;Announcements</td>
<td><strong>Beginning</strong>&lt;br&gt;Announcements</td>
<td><strong>Beginning</strong>&lt;br&gt;Announcements</td>
<td><strong>Beginning</strong>&lt;br&gt;- Answer any questions.</td>
</tr>
<tr>
<td><strong>Middle</strong>&lt;br&gt;- Aerobic Video&lt;br&gt;- Two different types</td>
<td><strong>Middle</strong>&lt;br&gt;- Peer Teaching</td>
<td><strong>Middle</strong>&lt;br&gt;- Peer Teaching</td>
<td><strong>Middle</strong>&lt;br&gt;- Peer Teaching</td>
<td><strong>Middle</strong>&lt;br&gt;- Take test</td>
</tr>
<tr>
<td><strong>End</strong>&lt;br&gt;Discuss how this could be used at home.</td>
<td><strong>End</strong>&lt;br&gt;- Review strengths and weaknesses of performances</td>
<td><strong>End</strong>&lt;br&gt;- Review strengths and weaknesses of performances</td>
<td><strong>End</strong>&lt;br&gt;- Review strengths and weaknesses of performances - Test tomorrow</td>
<td><strong>End</strong>&lt;br&gt;- wrap up unit.</td>
</tr>
</tbody>
</table>

### Special Activities and Alternative Plans

In the event that the teacher cannot be there, use that do to use a home video as the leader. This is a great way to introduce home aerobic workouts and still allows students to participate in aerobics.

If there is a loss of teaching space, this may be a day where you incorporated other forms of aerobics other than dance, such as walking/running or stations. Weather should not be an issue, because most dance aerobics is done indoors.

Three alternatives include:

- **Aerobics Video**: Such as Tae Bo
- **Walking**: Speed Walking 2 Mile Test
- **Stations**: this lesson would be a combination of many skills. This lesson would focus on the use of pedometers and monitoring your heart rate. (See Lesson Plan Attached)
**Equipment, Supplies, Space Requirements** (Aerobic Dance, 1997)

- Proper foot wear (shoes designed for aerobic dance are recommended)
- Light weight, well ventilated clothing
- Spacious area or room
- Floor surface that provides cushion and stability
- Motivating music
- Sound System
- Tape player
- Music 120-135 beats per minute
- Exercise video tape if at home, or various aerobic shows on TV

**Motivational Techniques**

There are a variety of ways to motivate students during class.
- You can use give critical cues to the class as a whole and correct behavior or movement.
- Give critical cues to an individual to help students.
- Give positive reinforcement to promote a certain movement.
- Demonstrate proper form and have students repeat.
- Have partners and have them evaluate each other.
- Presentation of dance move to the class.
**Teacher Behavior**

Direct teaching will be used for the first five days of this unit. During this unit the teacher will be in charge of leading the class, unless otherwise noted. They have to be able to tell and show the students what movement is expected. This may take practice. It will require students to mirror you and observing from the distance. It is very easy to get lost if someone is not constantly directing them. Hopefully by the middle to end of the 10-day unit students will feel comfortable doing the activities without someone leading them.

The last five days of this unit indirect teaching will be used. Students will be developing their own dance routine and lead for the class. During that time the teacher will have to evaluate the students’ routines. The teacher will get the class organized for the day’s activities, but little teaching will take place.
Evaluation of Student Learning

Psychomotor Evaluation

Name _____________________  Date __________

Aerobics Worksheet

1. Find Target Heart Rate
   220 – ___ (your age) = ______
   Work in 70- 85 % of THR
   70% THR = _____  85% THR = _____

2. Endless Relay
   Heart Rate at end: _____
   Steps Taken: _______

3. Stations: Check off each lap, record your heart rate and steps taken, after each one
   minuet station.
   Lap 1 ___  Heart Rate after Push-ups: _______  Steps Taken: _______
   Lap 2 ___  Heart Rate after Jump Rope: _______  Steps Taken: _______
   Lap 3 ___  Heart Rate after Mini Hurdles: _______  Steps Taken: _______
   Lap 4 ___  Heart Rate after Cones: _______  Steps Taken: _______
   Lap 5 ___  Heart Rate after Sit-ups: _______  Steps Taken: _______

4. Ladders
   Heart Rate at end: ______
   Steps Taken: ______

5. Relay Game
   Heart Rate at end: ______
   Steps Taken: ______

FINAL TOTAL of STEPS TAKEN: _________

Questions: Answer the following question.

6. Where you able to stay in your Target Heart Rate Zone? If so with what activities
   where you able to maintain your THRZ?

7. What was your favorite activity today?

8. How could you improve this class session?
Student Led Aerobic Dance Routine

Student Name________________________

Grading Criteria

• Routine 3-5 minutes in length. ______/ 5
• Appropriate Music (words and tempo) ______/ 5
• Every student led an activity. ______/ 5
• Use 5 or more different dance steps. ______/ 5
• Used a clear, loud voice while teaching ______/ 5
• Prepared and organized ______/ 5

Total Points_________/30
Cognitive Assessment

Name ________________________

Date ________

Score:    ____ /30

Aerobics Test

Multiple Choice
Circle the letter of the most correct answer. (1 point each)

1. What does the term aerobic mean?
   a. “without oxygen”  c. “without carbon dioxide”
   b. “with oxygen”    d. “with carbon dioxide”

2. Aerobic activity involves an exercise routine that uses _______.
   a. large equipment  c. large muscle groups
   b. small muscle groups  d. expensive equipment

3. A person can do aerobics _________.
   a. in their home  c. at health clubs
   b. at work  d. All of the above

4. Benefits include all of the following, except:
   a. Reduces blood pressure  c. Unhealthy weight
   b. Enhances bone health  d. Lowers cholesterol

5. Which of the following are types of aerobics?
   a. High – impact  c. Endurance
   b. Flexibility  d. All of the above

True/ False
Write + for True and 0 for False. (1 point each)

6. _____ Aerobics develops overall fitness.
7. _____ Shoes are not the most important piece of equipment in aerobics.
8. _____ Cool – Down should last 5-7 minutes.
9. _____ You should always avoid ballistic stretching.
10. _____ You should wear light weight ventilated clothing made of cotton fabrics.
Matching
Write the correct letter in the blank in next to the correct number that correlates. (1 point each)

11. _____ Cool Down                       a. The capacity of your heart, blood vessels and lungs to function efficiently during vigorous sustained activity such as running, swimming or cycling.
12. _____ Target Heart Rate               b. The tapering-off period after completion of the main conditioning bout.
13. _____ Body Composition                c. This is a form of aerobics that is described as low impact and high intensity.
14. _____ Step Aerobics                   d. The relative amounts of the structural components of the body – muscle, bone and fat.
15. _____ Cardiovascular Endurance       e. A heartbeat rate per minute during exercise that produces significant cardio respiratory benefits.

Short Answer
Answer each of the following questions as complete as possible. (3 points each)

16. Name three psychological effects of aerobics.

17. Explain three components of a typical aerobics class and the time for each.

18. Name three safety concerns for aerobics.

19. List three types of equipment you could use for aerobics.

20. List all three of the four types of aerobics and a brief description of each.
**Affective Assessment**

- Everyday students will receive points for participation, good effort to demonstrate skills correctly, and use of equipment properly. Students can earn up to five points daily. If they fail to participate, demonstrate effort in performing skills or use equipment properly they will lose points. One point for every rule infraction or what the teacher feels is appropriate.

**Reference**


Unknown. (Unknown). Personal Fitness Packet HES 100. Gustavus Adolphus College Health and Exercise Science Department: St. Peter, MN.


Aerobics Fitness Lesson Plan

Grade: 10th, boys and girls
Number of Students: 30
Unit: Aerobics
Focus: Aerobic Fitness

Performance Objectives: By the end of this lesson, students should be able to:

Psychomotor:
1. Complete all the activities.
2. Learn how to use their pedometer.

Cognitive:
1. Accurately take and record heart rate.
2. Learn how to use pedometer and record step count.
3. Apply pedometer results to life (# of miles covered in class, steps/daily)

Affective:
1. Respect each other and be able to work as a team.
2. Demonstrate willingness to participate.
3. Help others by using positive suggestions and only constructive criticism.
4. Treat all equipment with respect and pedometer properly.

Equipment:
- 30 Pedometers
- Prize
- 30 Jump Ropes
- 10 Mini Hurdles
- 8-10 Cones
- 2 ladders
- 2 Bats
- 30 Pencils (or bring their own)
- 30 Worksheets (per class)

Safety Tips:
- Proper shoes must be worn.
- Use all equipment properly.
- Respect each other.
- Drink H2O
- Rest Breaks

Assessment Measures

Psychomotor:
- 1. Students will complete the task sheet regarding fitness stations and THR.

Cognitive:
- 1. Students will demonstrate how to take their heart rate and record their heart rate on the task sheet.
- 2. Students will demonstrate proper use of their pedometer by recording their step count to the task sheet.
- 3. As a class we will evaluate and discuss how to apply pedometer results to life at the end of the lesson.

Affective:
- 1. Through teacher observation, students will demonstrate respect for each other.
- 2. Through teacher observation and by evidence of completing their task sheet, students will demonstrate willingness to participate.
- 3. Through teacher observation, students will use positive criticism only.
- 4. Through teacher observation, students will treat all equipment with respect and use it properly.

Future Suggestions:
### LESSON

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Cue Words</th>
<th>Organization</th>
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</thead>
<tbody>
<tr>
<td>0-5 min.</td>
<td>- Change for class and arrive in gym. - Take attendance</td>
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<tr>
<td>5-10</td>
<td><strong>Beginning</strong>&lt;br&gt;&lt;br&gt;<strong>Anticipatory Set (Pedometer Orientation)</strong>&lt;br&gt;- How many of you have used pedometers before?&lt;br&gt;- Pedometers have become a very popular and are easy to use.&lt;br&gt;- Well, they are a fun way to see how many steps you take while moving around. I think you will be surprised at how many steps we will take today.&lt;br&gt;- Get pedometers, learn how to use them and learn how to wear them (in front of pants between bellybutton and hip).&lt;br&gt;- The person with the most steps at the end of class will win a prize. So try to accumulate as many steps as possible by continually moving.&lt;br&gt;- Explain and pass out worksheet.</td>
<td>x x x x x</td>
<td>Squads</td>
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<td></td>
<td><strong>Introduction Activity</strong>&lt;br&gt;Form two groups and have half on one group on the end line and the other half on the other end line.</td>
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<td>Endless Relays</td>
</tr>
<tr>
<td></td>
<td>- Endless Relays&lt;br&gt;  - Jog&lt;br&gt;  - Jog backward&lt;br&gt;  - Gallop&lt;br&gt;  - Skip&lt;br&gt;  - Skip backward&lt;br&gt;  - Slide to the right&lt;br&gt;  - Slide to the left&lt;br&gt;  - Karaoke&lt;br&gt;  - Hop on right foot switch ½ way through to left foot&lt;br&gt;  - Jump</td>
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<tr>
<td>10-20</td>
<td><strong>TAKE HEART RATE</strong>&lt;br&gt;- Question? …&lt;br&gt;- Wear in front.&lt;br&gt;- Between bellybutton and ASIS.&lt;br&gt;- Try to get as many steps as you can.&lt;br&gt;- Two groups, ½ on this end and ½ on the other.&lt;br&gt;- Jog&lt;br&gt;- Jog backward&lt;br&gt;- Gallop&lt;br&gt;- Skip&lt;br&gt;- Skip backward&lt;br&gt;- Slide right&lt;br&gt;- Slide left&lt;br&gt;- Karaoke&lt;br&gt;- Hop R then L switch ½ way down.&lt;br&gt;- Jump&lt;br&gt;- TAKE HEART RATE and record.</td>
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Middle
M.T. 1
Fitness Stations
Give directions:
We are going to alternate between one minuet
stations and jogging around the track. First we
will start with jogging a lap. Then move to
station one (push ups). After you complete the
1 min of station work you will take your heart
rate for 10 sec and add a zero on the end and
record you heart rate before jogging. We will
alternate between stations and jogging a lap.

Stations
1. Push ups
2. Jump rope
3. Mini hurdles (jog over with high
   knees, then jump over, then back to
   jog)
4. Cones (run up, shuffle sideways
   facing in, back pedal, finally karaoke
   facing out.) Repeat sequence for min.
5. Sit ups
   • 1 min. stations
   • Jog a lap around the
     track/gym between each station.

TAKE HEART RATE after every 1 min.
station and record you heart rate and steps
taken on the sheet.

Take water and rest breaks.

M.T. 2
Ladders
Introduction to ladder use.
• One foot forward
• Two feet forward
• Hop-scotch
• Bunny hop
• Up 2, back 1
• Sideways going right (one foot)
• Sideways going left (one foot)

TAKE HEART RATE. Record heart rate
and steps taken.

Water and Rest Break

Track & Stations

| t | t | t |
| t | s1 | t |
| t | s5 | s2 | t |
| t | s4 | s3 | t |
| t | t |

Ladders

HHHHHHH xxx
T
HHHHHHH xxx
x = students
T = teacher
HHHH = ladder

-water and record.

-take heart rate
<table>
<thead>
<tr>
<th>Application Activity</th>
<th>Relay Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relay Games</strong></td>
<td></td>
</tr>
<tr>
<td>- Relay Obstacle Course (2 teams)</td>
<td>xxx xxx</td>
</tr>
<tr>
<td>- Form 2 teams and give directions, complete relay and jog in place when done. Once all have completed raise your hands and then wait for my cue to take your heart rate.</td>
<td>l l</td>
</tr>
<tr>
<td>- Spin bat on forehead 5 times</td>
<td>c c</td>
</tr>
<tr>
<td>- Run through zigzag cones</td>
<td>c c</td>
</tr>
<tr>
<td>- Jump rope 10 times</td>
<td>c c</td>
</tr>
<tr>
<td>- Jump over mini hurdles</td>
<td>c c</td>
</tr>
<tr>
<td>- Do 10 push ups</td>
<td>c c</td>
</tr>
<tr>
<td>- Go through the ladder with two feet in each square.</td>
<td>U k k U</td>
</tr>
<tr>
<td>- Skip backwards to start and clap teammate’s hand so they can go.</td>
<td>k k</td>
</tr>
<tr>
<td>- Take heart rate and record.</td>
<td>n k k n</td>
</tr>
<tr>
<td></td>
<td>n k k n</td>
</tr>
<tr>
<td></td>
<td>n n n</td>
</tr>
<tr>
<td></td>
<td>n H H n</td>
</tr>
<tr>
<td></td>
<td>H H</td>
</tr>
<tr>
<td></td>
<td>P H H P</td>
</tr>
<tr>
<td></td>
<td>l = bat</td>
</tr>
<tr>
<td></td>
<td>c = cones</td>
</tr>
<tr>
<td></td>
<td>U = jump rope</td>
</tr>
<tr>
<td></td>
<td>n = mini hurdles</td>
</tr>
<tr>
<td></td>
<td>P = push ups</td>
</tr>
<tr>
<td></td>
<td>H = ladder</td>
</tr>
<tr>
<td></td>
<td>k = skip</td>
</tr>
</tbody>
</table>

**TAKE HEART RATE and record.**

<table>
<thead>
<tr>
<th>45-50 min</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>- When I say go, I want you to come up to me and I will record your final steps and you will turn in your pedometer. Then you will silently, without talking, will finish your worksheet and questions and wait until everyone is finished. Once everyone is finished I will announce the winner.</td>
<td>-read directions</td>
</tr>
<tr>
<td>- Announce the pedometer winning of the day and give them their prize.</td>
<td>No Particular Formation.</td>
</tr>
<tr>
<td>- Ask some of the questions aloud and get some feed back about the day.</td>
<td></td>
</tr>
<tr>
<td>- What was your favorite activity?</td>
<td></td>
</tr>
<tr>
<td>- Were you surprised about the number of steps you took?</td>
<td></td>
</tr>
<tr>
<td>- How could you use a pedometer everyday?</td>
<td></td>
</tr>
<tr>
<td>- Why is a pedometer a good fitness measuring device?</td>
<td></td>
</tr>
</tbody>
</table>
Name _____________________  Date __________

**Aerobics Worksheet**

1. **Find Target Heart Rate**
   
   \[220 - \text{your age} = \text{THR}\]
   
   Work in 70-85% of THR
   
   \[70\% \text{ THR} = \text{___} \quad 85\% \text{ THR} = \text{___}\]

2. **Endless Relay**
   
   Heart Rate at end: _____
   
   Steps Taken: _______

3. **Stations:** Check off each lap, record your heart rate and steps taken, after each one minuet station.

   - Lap 1 ____ Heart Rate after Push-ups: _______ Steps Taken: _______
   - Lap 2 ____ Heart Rate after Jump Rope: _______ Steps Taken: _______
   - Lap 3 ____ Heart Rate after Mini Hurdles: _______ Steps Taken: _______
   - Lap 4 ____ Heart Rate after Cones: _______ Steps Taken: _______
   - Lap 5 ____ Heart Rate after Sit-ups: _______ Steps Taken: _______

4. **Ladders**

5. **Relay Game**

   Heart Rate at end: _______ Heart Rate at end: _______
   
   Steps Taken: _______ Steps Taken: _______

**FINAL TOTAL of STEPS TAKEN:** _______

**Questions:** Answer the following question.

6. Where you able to stay in your Target Heart Rate Zone? If so with what activities where you able to maintain your THRZ?

7. What was your favorite activity today?

8. How could you improve this class session?
Aerobics Study Guide

What does aerobic mean?
- The term aerobic means "with oxygen." During an aerobic workout, the cardiovascular system (heart, lungs and blood vessels) increases the amount of oxygen in muscles as physical activity increases.
- Aerobic activity involves an exercise routine that uses large muscle groups, is maintained for a sustained period of time and is rhythmic in nature.

History of Aerobics
- Aerobic dance was first introduced by Jacki Sorenson in 1969. She combined vigorous dance steps and exercises performed to popular music in a group setting.
- Aerobic dance soon became one of the fastest growing leisure activities in the United States.
- Aerobic dance has evolved from rigid dance movements marketed for females only to freestyle routines that incorporate dance, sport and exercise movements for everyone.
- In 1990 step aerobics was introduced for the first time. By 1996 participation in step aerobics exceeded participation in high and low impact aerobics.
- Today aerobics has become a multi million dollar industry, and had more than 25 million participants.
- A person can do aerobics virtually anywhere. There are now aerobic workouts on DVD or tapes for home use. Health clubs and gyms now offer countless aerobic classes with all kinds of different variations to meet the fitness needs of all participants.

Benefits of aerobics:
- Develops overall fitness
- Improves all the health related fitness components (muscular strength and endurance, flexibility, cardiovascular fitness and body composition).
- Rhythmic movements develop and increase coordination and balance.
- A group exercise offers social interactions that no other activities do. This is appealing to many participants.
- Other physical benefit include:
  - Decreased risk of Cardiovascular disease
  - Reduced blood pressure
  - Lower cholesterol
  - Enhanced bone health
  - Healthier weight
- Other psychological effects:
  - Reduces depression
  - Improves self esteem
  - Reduces stress
  - Improves overall quality of life
Facility:
The ideal setting for aerobics includes:
- Good ventilation with a room temperature if 60-70 degrees.
- A floor that absorbs shock while providing adequate foot traction. A hard wood floor is ideal for aerobics.
- There should be enough space for each participant to move comfortably.
- Acoustics that allow the instructors voice to be heard over music.
- For large groups, a raised platform for the instructor so all participants can see.
- Mirrors so participants are able to correct themselves.
- Other settings include:
  - Shallow or deep pools with proper safety considerations
  - Outdoor courses for walking and in-line skating

Equipment Needed:
The equipment needed will vary depending on the type of class and facility. Most health clubs and gyms will provide equipment.
- Sound System with a collection of CD’s and tapes
- Wireless microphone for the instructor
- Steps, benches, slides and mats
- Rubber bands, hand weights, ankle weights
- Stability balls
- Jump ropes
- Boxing gloves
- Spinning cycles
- Water aerobics equipment- noodles, water mitts, and water steps

Personal Equipment:
- Light weight ventilated clothing made of cotton fabrics
- Shoes that fit properly, are in good condition, and fit the needs of the class as well as the participants.
- Good shoes are well cushioned, offer good stability and traction, flexible and light weight
- Cushioned athletic socks can help absorb shock and additional protection for feet and ankles

Types of Aerobics:
These are very basic, general categories that the majority of aerobics classes offered will fall under.

- **Low-impact:** aerobics classes always keep one foot on the ground. There is no jumping or pounding to hurt joints. This is a good thing for anybody but especially for those who have a lot of excess weight and can't or shouldn't jump around.
- **High-impact:** aerobics involve some jumping movements and are appropriate for more advanced exercisers than beginners.
**Step aerobics:** are done on a raised platform (adjustable) using a variety of moves designed to take advantage of the stepping-up movement. Step aerobics can be low-impact or high-impact.

**Water aerobics:** are simply aerobics done in the water. They are very low-impact and, due to the buoyancy of the water, are very good for overweight people. It is not necessary to know how to swim to do water aerobics as they are usually done in waist-high water.

Components/Routine of a typical aerobics class:

- **Warm-up and prestretch- 10 minutes:** The purpose of this is to increase blood flow to the muscles and increase the rate of oxygen to the muscles to get the body ready for exercise. The warm-up includes movements that are rhythmic, full range of motion that warm-up all the large muscle groups.
- **Aerobic Activity- 20 to 30 minutes:** This is the core part of the class. This component varies with each class. This segment is performed at an intensity of 50 to 85 percent of the target heart rate.
- **Cool-Down- 2 to 5 minutes:** The purpose of the cool down is to gradually lower the heart rate and prevent excess pooling of blood in lower extremities. Cool downs include slow rhythmic movements and contraction of the leg muscles to return blood to the heart.
- **Strength Work- 5 to 10 minutes:** This is often referred to as “abs.” This segment builds core muscles of the stomach and back. These muscles help to improve posture and help to perform aerobic movements properly.
- **Final Stretch- 5 to 10 minutes:** This improves overall flexibility. Stretching after vigorous exercise is often easier and more beneficial than before. Stretches should be held for 10 to 30 seconds. All major muscles groups should be stretched.

Considerations:

- The instructor should always use cue words. It is important to always cue when movements are changing so that transitions are done smoothly. Cues will allow participants to learn more quickly, keep rhythm and prevent injury.
- Music should be appropriate for the class and add variation and excitement to keep participants motivated and excited.
- The instructor should always be aware of their participants so they can slow classes down for beginners. Also so they can provide positive feedback to keep their participants motivated.

Safety Concerns:

- Avoid ballistic stretching
- Screen participants for medical problems
- Encourage proper body alignment to prevent injury
- Require proper shoes
- Be aware of class placement to avoid collisions
Be cautious of lateral movements
Avoid rapid change in directions.

Glossary:

Aerobics:
A variety of vigorous exercise routines and activities performed to music.

Body composition:
The relative amounts of the structural components of the body - muscle, bone and fat.

Cardiovascular Endurance:
The capacity of your heart, blood vessels and lungs to function efficiently during vigorous sustained activity such as running, swimming or cycling.

Cool Down:
The tapering-off period after completion of the main conditioning bout, including activities such as slow jogging, walking, and stretching the major muscle groups.

Muscular Endurance:
The ability of muscles to function harmoniously and efficiently, resulting in smooth coordinated muscular movement. This is a reflection of general athletic skill.

Step Aerobics:
This is a form of aerobics that is described as low impact and high intensity. It involves stepping on and off a bench ranging in height from four to twelve inches using a variety of step and arm combinations to music.

Target Heart Rate:
A heartbeat rate (or pulse rate) per minute during exercise that produces significant cardio respiratory benefits.

Warm-up:
This is the portion of your exercise workout that prepares your body for a more vigorous exercise bout. Generally walking, stretching, major muscle groups, and exercises that stimulate the heart, lungs and muscles moderately and progressively are done during the warm-up period.