



Basic Physical Activity Program

2007-2008

**FITNESS FOR LIFE
INSTRUCTOR HANDBOOK**

Table of Contents

Introduction	3
Program goals	3
FFL Course Information	4
FFL Course Descriptions	5
Expectation of Students	6
Expectation of Instructors	6
Grading	6
Behavioral Modification	6
Assessment of Physical Fitness	7
Example Syllabus	8
Example Physical Activity Contract	10

INTRODUCTION

The University of Georgia Basic Physical Education *FITNESS FOR LIFE* (FFL) classes are designed to enhance fitness levels, convey knowledge and promote understanding which will facilitate an awareness and interest in life-long physical activity and wellness. It is the desire of the Department of Kinesiology to maintain the highest standards of learning and instruction in the FFL classes.

The FFL classes are an introductory class. While FFL Teaching Assistants possess a wide range of experiences and backgrounds, the need for consistency within the FFL program is paramount. The FFL program is committed to the concept of exercise promotion; consequently, the program emphasizes balance among the topics presented in the class.

The Department of Kinesiology recognizes the versatility of its Teaching Assistants. This handbook was developed to enhance the consistency with the FFL classes. A consistent and effective program will ensure that students taking a FFL class will be exposed to the same material and similar experiences, regardless of the instructor and the activity.

To assist Teaching Assistants and to maintain consistency throughout the FFL program, this instructor handbook includes guidance for: 1) overall program goals, 2) program delivery, 3) class format, and 4) student and instructor expectations. This handbook also includes standardization of: 1) the knowledge component of fitness, 2) grading procedures, and 3) fitness testing. To complement the varied interests and backgrounds of FFL Teaching Assistants, this handbook is offered. Helpful suggestions are welcome.

PROGRAM GOALS

The overall purpose of the *FITNESS FOR LIFE* program is to promote lifelong physical activity and fitness for the enhancement of health and wellbeing.

The program goals for students in the FFL class are:

- To examine one's personal attitude toward exercise.
- Understand the role of physical activity in human health.
- To develop a value for exercise as an integral part of life.
- Understand the principles for development and maintenance of aerobic fitness, muscular strength, muscular endurance, flexibility, and for controlling and maintaining a health body weight.
- To assess the physical fitness status of each student.

- To develop and participate in a specially designed exercise program designed to meet the student's individual needs and interests and to document through testing its effect on health and physical fitness.

There are two program components, each one necessary for a complete and effective program to promote physical activity. The two components are:

- I. Fitness content knowledge – WebCT based fitness knowledge component.
- II. Fitness related activities – Pre testing of health related components of physical fitness. Fitness related activities related to the FFL class. Post testing of health related components of physical fitness.

FITNESS FOF LIFE COURSE INFORMATION

The FFL classes are 1 credit hour classes. Class time is devoted to designated fitness activities and mini lectures on key fitness concepts. Students will complete a fitness knowledge component using an online learning environment (WebCT) program. Students will work through eight assignments online using either a personal or university computer with internet access. ***It is critical, to the accomplishment of program goals, that the instructor link the knowledge component and the exercise component.*** It is suggested that you accomplish the link with mini talks to the entire class and personal interactions using the stages of change model. The combination of fitness knowledge and exercise is designed to help the student establish and maintain a healthy lifestyle as an adult. The FFL classes are:

- PEDB 1900 FITNESS FOR LIFE: AEROBICS
- PEDB 1910 FITNESS FOR LIFE: SPINNING
- PEDB 1920 FITNESS FOR LIFE: BODY CONDITIONING
- PEDB 1930 FITNESS FOR LIFE: JOGGING
- PEDB 1940 FITNESS FOR LIFE: SWIMMING
- PEDB 1950 FITNESS FOR LIFE: WALKING
- PEDB 1960 FITNESS FOR LIFE: WEIGHT MANAGEMENT

Each FFL class will conduct fitness testing at the beginning and at the end of each semester. Each class will also promote flexibility, muscular strength and endurance development, and cardiovascular efficiency during an appropriate fitness activity.

Regardless of initial fitness level, students can be accommodated in each class; however, students must possess adequate swimming skills to remain in PEDB 1940 FITNESS FOR LIFE: SWIMMING class. The FITNESS FOR LIFE: SWIMMING class is not designed to teach beginning swimming.

Individuals who have been sedentary or with low fitness levels may choose PEDB 1950 FITNESS FOR LIFE: WALKING or PEDB 1960 FITNESS FOR LIFE: WEIGHT MANAGEMENT instead of the more vigorous FITNESS FOR LIFE activities.

FFL COURSE DESCRIPTIONS

PEDB 1900 FFL: AEROBICS - The FFL Aerobics class includes low impact aerobic dance activities and step aerobics. Routines include floor exercises and routines of continuous movement.

PEDB 1910 FFL: SPINNING - The FFL Spinning class focuses on specialized stationary cycling routines. Flexibility and muscular strength and endurance exercises are also incorporated into the class's activity.

PEDB 1920 FFL: BODY CONDITIONING - The FFL Body conditioning class focuses on group warm-up, circuit weight training, cardiovascular conditioning using the indoor track or aerobic machines, and individual flexibility cool-down exercises.

PEDB 1930 FFL: JOGGING – The FFL Jogging class focuses on individual improvement in cardiovascular fitness by regular and progressive runs. Distance and times of runs are gradually increased as the semester progresses. Flexibility and muscular strength and endurance exercises are also incorporated into the class's activity.

PEDB 1940 FFL: SWIMMING – The FFL Swimming class focuses on individual improvement in cardiovascular fitness by regular and progressive swims. Distance and times for swims are gradually increased as the semester progresses. Flexibility and muscular strength and endurance exercises are also incorporated into the class's activity.

PEDB 1950 FFL: WALKING – The FFL Walking class focuses on individual improvement in cardiovascular fitness by regular and progressive walks. Distance and times for walks are gradually increased as the semester progresses. Fitness walking techniques are covered. Flexibility and muscular strength and endurance exercises are also incorporated into the class's activity.

PEDB 1960 FFL: WEIGHT MANAGEMENT – The FFL Weight Management class focuses on individual improvement in cardiovascular fitness by regular and progressive exercise. Additionally, the class develops skills and knowledge to help students achieve and maintain a recommended body weight.

EXPECTATIONS OF STUDENTS

The first day of class provides the instructor with an opportunity to outline their expectations for students in the class. Instructors can establish a serious, purposeful, and motivational climate that facilitates student progress on the first day of class. Instructors can explain and detail expectations of students with regard to course requirements including course format, attendance, dress, grading, etc.

EXPECTATIONS OF INSTRUCTORS

As class instructors have expectations of students, there are also some “common sense” expectations of the class instructor. Instructors should provide a positive role model image to their students. Instructors are expected to dress out and participate with the class when appropriate. It is not a positive reflection on the instructor or the department if the instructor sends the class out for a workout and the instructor sits in front of the building or in their office waiting for their students to return. Finally, instructors are expected to present a professional image and should consider their dress and appearance.

GRADING

All PEDB courses at UGA are graded as “S” (Satisfactory) or “U” (Unsatisfactory). To determine the level of performance to attain an “S” grade, a point system is used.

100 points possible
60 points to earn an “S”

WebCT Knowledge Component	40 points
Attendance (10 points deducted for each absence)	40 points
Instructor decision (performance contracts, goals etc.)*	20 points

* An example of a Physical Activity Contract is provided on page 10. You are encouraged to create your own based on the course you are teaching.

BEHAVIOR MODIFICATION

Instructors should follow the behavior modification principals outlined in the FFL text (chapter 1). The Behavior Change Model (or the Transtheoretical Model) can help students adopt a healthy lifestyle. Knowing the stage of change of each student provides the instructor the opportunity to use specific strategies to move individual students to the next exercise stage of change. Following a specific behavior change theory across the curriculum will improve the ability of the department to accomplish its mission to promote the habit of lifelong physical activity. Use of behavioral contracts and goal setting are strongly encouraged. A detailed overview of the Transtheoretical Model can be found at <http://www.uri.edu/research/cprc/transtheoretical.htm>

ASSESSMENT OF PHYSICAL FITNESS

The emphasis of the FFL program is to inform students how to take control of their fitness and lifestyle habits. All FFL classes conduct pre and post fitness assessments. One of the goals of the FFL program is to provide each student the opportunity to develop their own personal fitness and wellness program. Evaluating their current fitness levels aids students in developing a sound personal fitness and wellness program.

Assess the health related components - cardiorespiratory endurance, muscular strength and endurance, muscular flexibility, and body composition (BMI) - of physical fitness. Select fitness test (from chapter 2 of the FFL text) appropriate to the activity you are teaching. Cards are provided in the Basic office to record pre and post test results.

Physical fitness for students centers on an understanding of the health-related fitness components and concepts of fitness and appreciating the importance of being physically active. The purpose of the fitness assessment is to identify areas of concern and to help students to establish personal fitness goals. Fitness assessments should not be used for assigning grades for students. However, contracts for realistic fitness gains are recommended as part of your evaluation plan. Test results should be shared privately with students and used as a tool to develop personal goals. Fitness should be presented as a positive experience in which students feel socially and emotionally comfortable and able to overcome challenges on a personal level.

A sample syllabus is provided as a guide.

**UGA DEPARTMENT OF KINESIOLOGY
COURSE SYLLABUS**

**PEDB 1950 – WALKING
ONE SEMESTER HOUR**

Instructor: Mr. Michael Smith, Ramsey Center, Room 373, 542-4456, E-Mail: mso@uga.edu. Office hours: 8:30-9:30 AM, M/T/W/TH.

Course Description: The FFL Walking class focuses on individual improvement in cardiovascular fitness by regular and progressive walks. Distance and times for walks are gradually increased as the semester progresses. Fitness walking techniques are covered. Flexibility and muscular strength and endurance exercises are also incorporated into the class's activity.

Student Objectives:

1. To examine one's personal attitude toward exercise.
2. To understand the role of physical activity in human health.
3. To develop a value for exercise as an integral part of life.
4. To understand the principles for development and maintenance of aerobic fitness, muscular strength, muscular endurance, flexibility, and for controlling and maintaining a health body weight.
5. To guide the student in designing a personal exercise program to promote better health, physical fitness, and increased quality of life.

Class Policies and Procedures:

1. Students desiring to withdraw from this class must do so by midterm.
2. Students should carefully read the "Clearance for Safe Exercise Participation" form provided by the instructor. Students with medical conditions should discuss them with the instructor. The instructor will determine whether medical conditions require waiver or physician clearance.
3. I encourage you to read the policy on academic honesty in the College Catalog. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.
4. Athletic clothing and tennis shoes are required. Shorts and T-shirts are recommended.
5. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Attendance: Regular attendance and class participation are required and are important factors in your final grade. Ten points are deducted for each absence. More than four absences will result in a grade of unsatisfactory. Absences due to illness should be verified by a physician or the Student Health Center, or by talking with the instructor and getting approval in advance.

Textbook: Hoeger, W.W. and S.A. Hoeger. (2005). Fitness and Wellness. 6th Edition.

Thomson/Waldsworth, Belmont, CA.

WebCT Topic Outline: (This class is ten weeks long and will end on October 31)

Week 1	Introduction to the course	
Week 2	The Importance of Fitness and Wellness	Chapter 1
Week 3	Assessment of Physical Fitness	Chapter 2
Week 4	Exercise Prescription	Chapter 3
Week 5	Evaluating Fitness Activities	Chapter 4
Week 6	Nutrition for Wellness	Chapter 5
Week 7	Weight Management	Chapter 6
Week 8	Stress Management and Assessment	Chapter 7
Week 9	Healthy Lifestyle Approach	Chapter 8
Week 10	Closure to course	

Course Evaluation: The following criteria will be used to evaluate and grade the student's performance in this class. A combined score of 60 is required to receive a grade of satisfactory.

<u>ASSESSMENT</u>	<u>POINTS</u>
Attendance	40 points
WebCT Knowledge Component Assignment	40 points
Physical Activity Contract	20 points

Refer to the course content page on the WebCT program for a description of the knowledge component assignments. Regular attendance/participation in class activities and completion of online assignments are important factors in your grade. Consistent, regular attendance is also important for you to derive the maximum physical and cognitive benefits from this course and to promote lifetime physical activity.

Physical Activity Contract

Goal: Over the course of the semester, I will improve my fitness level through an individual exercise program. I will try to enjoy the fitness activities I participate in. The health related component of fitness that I have selected to improve is:

_____.

My objective:

To reach my goal, I will:

- 1.
- 2.
- 3.

Activities I will do to support this goal

- 1.
- 2.
- 3.

What are the barriers to this goal and what strategy will I use to overcome it:

- 1.
- 2.
- 3.

Evaluation (during week nine of the class):

Signature: _____ Date: _____

Instructor Signature: _____