

LESSON 13: CARDIO KICKBOXING WORKOUT 2

Grade-Level Outcomes

Primary Outcomes

Assessment & program planning: Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)

Fitness knowledge: Calculates target heart rate and applies that information to personal fitness plan. (S3.H10.L1)

Fitness activities: Demonstrates competency in 1 or more specialized health-related fitness activities. (S1.H3.L1)

Embedded Outcome

Physical activity knowledge: Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

Lesson Objectives

The learner will:

- maintain MVPA throughout the cardio kickboxing routine by checking heart rate.
- participate safely by moving with correct form and in self-space.
- discuss the benefits of group exercise.

Equipment and Materials

Upbeat music or video

Introduction

Nice work on your binders so far. I have made comments for you and you can pick them up after class. Today is our last group fitness cardio day. You will do the mile for cardio assessment two classes from now. You will be checking in again on your health-related fitness to see if you have maintained or improved any of your scores. It has been a short unit, but you can use the Fitnessgram as a good self-check. Now back to cardio kickboxing. What are some of the basic moves you learned last class?

Instructional Task: Quick Review and Vocabulary

■ PRACTICE TASK

Students sit with their binders and review what they have learned about the FITT principles and how to use them when designing a fitness plan. One student in each group takes notes on the discussion.

EMBEDDED OUTCOME: S3.H5.L1 Discuss the differences in how working adults often stay active versus high school and college students. Factors to consider include life choices, accessibility, and finances.

Guiding questions for students:

- Why might our choice in physical activities change as we age?
- What are some of the changes in barriers and resources? Physiological changes? Other changes?

Following the discussion, review the homework assignment that will be due at the end of module.

What to Look For

- Students are engaged in the discussion.
- Students are providing appropriate examples.

Instructional Task: Kickboxing Routine

■ PRACTICE TASK

Prepare students to participate in a kickboxing routine. Again, there are many DVDs or routines on YouTube, and some can be downloaded. Using video allows you to move around the class and provide cues and feedback as well as model for students. You can create your own routine as well—just be sure you include a warm-up, workout phase, and cool-down.

Be sure to stop the class a few times for students to check their heart rates, or prompt students to check if they are in their THR zones.

Refinements

- Check the height of the kick and adjust if needed.
- Remind students to restrain jabs and punches (not overextending joints) for safety.
- Perform kicks and punches in a controlled manner—tighten muscles.

Guiding questions for students:

- Are you in your target heart rate zone?
- Are you working at a moderate or vigorous rate?
- How does your heart rate change during different segments of the routine?

Student Choices/Differentiation

- Students may choose step aerobics, Tae Bo, cardio HITT routines, or circuit training.
- Students may move at a slower rate.
- Students may perform kicks at lower levels or make other needed adjustments to the moves.

What to Look For

- Students are participating safely.
- Students are using correct form.
- Students are working in their target heart rate zones.
- Students can adjust the intensity level of their workouts.

Formal and Informal Assessments

- Task 1 discussion notes

Closure

- Think about the importance of health-related fitness across your lifespan. You have thought about it as a college student and developed a fitness plan. The next step is to think about it as a professional in your career.
- How can you stay healthy and physically active as an adult working full time?
- What are the benefits of group exercise?
- What other types of group exercise would interest you? Be sure to think critically about your homework.
- What will a typical work day look like for you?
- When will you work out or otherwise be physically active?
- What type of physical activity do you think you will participate in as an adult?

Reflection

- Could students differentiate between how adults typically stay active and how teenagers and college students stay active?
- Were students able to adjust the intensity of their workouts to stay within their target heart rate zones?
- Do students understand how heart rate can be used for intensity and overload?

Homework

- Students create a fitness program for an employee in their chosen field. If the student isn't sure of that field yet, offer a couple of real-life career scenarios. They select one scenario and create a plan to help that person be physically active based on information given, such as what the person likes, how much time is available for exercise, and what resources are available.
- Students must consider the physical activity guidelines and FITT principles for this assignment.
- Homework is due at the end of the module.

Resources

Internet keyboard search: "cardio kickboxing workout," "cardio kickboxing"