

LESSON 6: STEP AEROBICS WORKOUT 1 AND TARGET HEART RATE ZONE

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 skills in health-related fitness activities. (S1.H3.L1)

Embedded Outcome

Safety: Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Lesson Objectives

The learner will:

- perform the step aerobics routine with correct form and alignment.
- perform the step aerobics routine within his or her target heart rate zone.
- participate safely in the routine by monitoring heart rate and slowing down or modifying activity as needed.

Equipment and Materials

- 1 stepper per student
- Upbeat music (step aerobics) or video

Introduction

Let's talk about your cardio/flexibility plans (share common feedback). For the next several lessons, we will participate in muscle fitness activities two days a week and in cardiorespiratory activities three days a week. You will be given a variety of activities to participate in related to maintaining or improving your health-related fitness. You will continue to use the FITT principles in class. You also will create a plan for yourself as a college student based on your own Fitnessgram and Activitygram scores. Today, we will focus on cardio. We will be doing a step aerobics routine. The goal during the step aerobics is to stay within your target heart rate zone.

Instructional Task: Determining Target Heart Rate Zone

■ PRACTICE TASK

Students lie quietly for 2 minutes and then take their resting heart rates. Students use the Karvonen formula to find their moderate target heart rate zone (50 percent to 70 percent) and their vigorous target heart rate zone (70 percent to 85 percent).

Extension

Students find their 10-second target heart rate zones by dividing lower and upper limits by 6.

Guiding questions for students:

- What does heart rate tell us?
- Why do we want a low resting heart rate?
- Target heart rate can be used to measure what part of the FITT principles for exercise?

Student Choices/Differentiation

Students may work with a partner when using the formula to calculate moderate target heart rate zone.

What to Look For

- Student calculations are correct.
- Students can articulate why knowing resting and target heart rates are important.

Instructional Task: Step Aerobics

■ PRACTICE TASK

Have students sit at the steppers.

Discuss safety and possible modifications.

Students participate in a beginning step aerobics routine that includes a warm-up, a combo-move workout phase, and a cool-down. Use a DVD or play a routine from YouTube that has good basic moves and simple workout combos that are easy to learn (45 minutes). You could also create your own routine for students to follow.

EMBEDDED OUTCOME: S4.H5.I.1. Reinforce safe practices when engaging in aerobic activity and specifically step aerobics.

After the basic warm-up phase, pause and have students take a 15-second heart rate and record it.

After each of the three combos, pause and have students take a 15-second heart rate and record it on their target heart rate (THR) zone sheet.

After the cool-down, have students take a 15-second heart rate and record it.

Note: You can create and teach your own routine with a good warm-up, workout phase, and cool-down. Be sure you have appropriate step music and know how to cue.

Using a link or video is helpful because then you can participate (model) with students as well as move around and help students individually and provide feedback and prompts.

If you are using a video, make sure you know the routine and have at least watched or gone through it once.

Refinement

Watch for foot placement and body alignment on the stepper.

Guiding questions for students:

- Are you in your target heart rate zone?
- Do you feel as if you are getting a good aerobic workout?
- Why is cooling down important?

Student Choices/Differentiation

- Students may perform the exercises on the floor without using the stepper.
- Students may use heart rate monitors, if available.
- Students may add height to the stepper.
- Students may perform more or fewer arm movements.
- Students may choose their routines from a list.
- Students can perform at a slower rate.

What to Look For

- Students are able to stay on beat.
 - Students are working within their target heart rate zones.
 - Students are performing the moves properly with correct form and alignment.
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Formal and Informal Assessments

- Resistance training plan
- Activitygram
- Exit slip: List three other activities you could complete for a good cardio workout.

Closure

- What did you like about today's cardio activity?
- What are some other group exercise activities that might be available to you in the community?
- How about at your choice college?
- How can staying physically active help you in college?
- What are some of the benefits of physical activity for college students?
- Make sure you turn in your Activitygram and resistance training assignments.
- For homework, you will create a plan for you as a college student in your choice of college.

Reflection

- Were students engaged in the routine?
- Did students stay moderately active for the duration of the step aerobics activity? Were students able to monitor their heart rate and stay within their THR zones during the activity?
- Review Activitygram and resistance training assignments to check student understanding.

Homework

- You are a student at the college of your choice, taking 15 or 16 credit hours. Using your Fitnessgram and Activitygram results and your draft plans, develop a fitness program for yourself at college.
- You must include the components of health-related fitness and use the FITT and training principles.
- Be sure to look up your choice college to see what that school and the local community have to offer for physical activity participation.
- Make yourself a realistic plan using the college's resources.
- Use your class notes and refer to the scoring rubric for guidance.

Resources

Kennedy-Armbruster, C., & Yoke, M. (2009). *Methods of group exercise instruction*. 2nd ed. Champaign, IL: Human Kinetics.

Jenny Ford step aerobics workout: She has various workouts, so select one that works best for you. Workouts can be downloaded for a small fee if this will work better than using Wi-Fi in the gymnasium.

Internet keyword search: "step aerobics"

SCORING GUIDE FOR COLLEGE STUDENT FITNESS PLAN

Student: _____

College: _____

Principle applied	Not included or vague; need to revise	Level 1 C– to C+	Level 2 B– to B+	Level 3 A
Overload	0/3	1/3	2/3	3/3
Progression	0/3	1/3	2/3	3/3
FITT aerobic	0-1/4	2/4	3/4	4/4
FITT muscular	0-1/4	2/4	3/4	4/4
FITT flexibility	0-1/4	2/4	3/4	4/4
Personal goals for the health-related fitness concepts are outlined and addressed within plan	No goals stated	One goal stated but not explained	A few goals stated and identifiable throughout plan	A few goals stated and shown clearly in plan
Activities outlined and described and specificity addressed	No	Stated activities	Described activities	Activities are specific to goals and plan
Final score:	Comments:			

Note: Plan should be for 30 days minimum. Please place goals at top of the plan. The fitness plan must be typed. Points will be taken away accordingly.

From L.C. MacDonald, R.J. Doan, and S. Chepko, eds., 2018, *Lesson planning for high school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).