

 <p data-bbox="470 134 683 268"> <b>Politécnico da Guarda</b>          Escola Superior de Educação, Comunicação e Desporto       </p>	<b>GUIA DE FUNCIONAMENTO DA UNIDADE CURRICULAR</b>	<b>MODELO PED.007.02</b>
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<i>Curso</i>	<b>Sport, Physical Condition and Health</b>			<i>Ano lectivo</i>	2021/2022		
<i>Unidade Curricular</i>	<b>Fitness Activities I</b>			ECTS	6		
<i>Regime</i>	<b>Efective</b>						
<i>Ano</i>	<b>1º</b>	<i>Semestre</i>	<b>1º Sem</b>	<i>Horas de trabalho globais</i>			
<i>Docente(s)</i>	<b>Bernardete Jorge</b>			<i>Total</i>	162	<i>Contacto</i>	67,5
<i>Coordenador área disciplinar</i>	<b>Carolina Vila-Chã</b>						

**PIANNED SD**

**1. OBJECTIVES OF THE COURSE AND SKILLS TO ACQUIRE**

- A)** Understand the concept of fitness and its evolution
- B)** Know and learn the importance of music in the context of group lessons and music decomposition techniques
- C)** Develop know-how skills, coordinating choreographic sequences with musical times
- D)** Know the origin and evolution of aerobic, step and localized gymnastics modalities and their scope: (a) define the objectives and benefits of the class, (b) know and select the appropriate material; (c) explore the elements of variation (d) understand the physiological and biomechanical impact associated with equipment variations, musical times and specific motor skills;
- E)** Know and apply, within the modalities of aerobics, step and localized gymnastics: (a) specific motor skills, (b) teaching and choreographic assembly methods, (c) choreographic sequences and transitions, (d) instruction and styles (e) instructor positioning (f) proper planning of sessions according to fitness levels.

**2. CONTENT PROGRAMME**

**2.1 FITNESS FRAMEWORK**

- Concepts and evolution;
- Equipment and materials;
- Activities.

**2.2 MUSIC**

- Importance of music in group classes;
- Structure and metric;
- Decomposition.

**2.3 LOCATED AEROBIC, STEP AND GYMNASTICS**

- Origin and evolution of modalities;
- Characterization of modalities;
- objectives and benefits;

- Motor skills specific to each modality;
- Structure of the class;
- Methodologies;
- Class methods (freestyle and choreographed);
- Music;
- Leadership and impact concept;
- Postural awareness;
- Choreographic Sequences;
- Transitions and variation elements;
- Instructor pedagogical intervention;
- Style classes / variants;
- Planning.

### **3. DEMONSTRACION OF THE SYLLABUS COHERENCE WITH THE CURRICULAR UNIT'S OBJECTIVES**

The learning objectives set for this course aim to provide students with new knowledge and skills fundamental for the planning and structuring of physical exercise through group classes in gyms and gym clubs. Thus, the syllabus of the course was selected and structured according to the learning objectives.

Content 1 "FITNESS FRAMEWORK" refers to objective A; content 2 "MUSIC" refers to objectives B; contents 3 "AEROBIC, STEP and LOCAL GYMNASTIC" refer to objectives C, D and E.

### **4. LITERATURE**

ACSM, Sanders, M. (2018) *Acsm'S Health/Fitness Facility Standards and Guidelines*. Human Kinetics Publishers.

ACSM, Thompson W. (2010) *Diretrizes do ACSM para os testes de esforço e sua prescrição*. Rio de Janeiro: Editora Guanabara Koogan, Ltda.

American College of Sports Medicine (2009). *ACSM's Guidelines for Exercise Testing and Prescription*. Baltimore: Lippincott Williams & Wilkins.

Bricker, K. & Bonnelly, S. (2007). *Traditional Aerobics and Step Training*. San Diego SA: American Council on Exercise.

Desimone, G. (2011). *ACSM's Resources for the Group Exercises Instructor*. Baltimore: Lippincott Williams & Wilkins.

Franco, S. & Santos R. (1999). *A essência da Ginástica Aeróbica*. Rio Maior: Ecições ESDRM.

González, I., Erquicia, B., & González, S. (2005). *Manual de Arobic y Step*. Barcelona: Editorial Paidotribo.

Kalym, A. (2016). *Manual de ejercicio con el peso corporal*. Badalona: Editorial Paidotribo.

Kennedy, C. & Yoke, M. (2014). *Methods of Group Exercise Instruction (3th Edition)*. Champaign, IL: Human Kinetics.

Teixeira, D. (2017). *Manual do técnico de exercício físico*. Porto Salvo: André Manz Produções Culturais e Desportivas.

## **5. TEACHING METHODS (VALUATION RULES)**

### **5.1 Teaching methodology**

Practical and theoretical-practical classes are composed of sessions with essentially theoretical-practical character, being taught in the appropriate sports spaces, namely: classroom for the most theoretical sessions, group activity room and open spaces. Lessons will focus on an individual and group process underlying the construction and planning of group lessons (exemplifying motor skills and choreographic construction).

### **5.2 Evaluation rules**

**Assessment is continuous:** 75% of class attendance; Theoretical test 30% (minimum grade of 9.5);  
**Practical Assessment:** 70% (class observation / practice reports 10%; Individual practical assessment with group class teaching 30% and Practical group assessment with presentation of final product group class 30%). If the minimum grade of 10 in the sum of all components is not achieved there will be a final written and practical exam.

**Final assessment:** For all students who did not have 2/3 attendance or did not obtain a positive grade in the continuous assessment. The assessment will consist of a written and practical exam.

The evaluation to be carried out in this curricular unit follows the stipulated in the ESECD Evaluation Regulation. The student is entitled to two types of assessment: Continuous Assessment and Final Assessment.

## **6. STATEMENT OF CONSISTENCY OF TEACHING METHODS WITH THE OBJECTIVES OF THE COURSE UNIT**

The indicated methodologies were selected to monetize and maximize the acquisition of the contents associated with each objective.

- Exposure of contents orally and through digital media. This methodology is used to present the fundamental contents associated with the objectives;
- Research, analysis, and interpretation work according to the modalities presented; This methodology is mainly used to consolidate the contents associated with the objectives.
- Application of the knowledge acquired in practical classes through exercise, planning and implementation in group classes. This methodology is used to consolidate the acquisition of content associated with the objectives in practice.

## **7. ATTENDANCE**

Students must have 2/3 of attendance, obligatorily, to be able to take advantage of the continuous assessment, being excluded those who do not comply, who will be admitted to the exam.

Student workers must agree with the teacher on the conditions of assessment.

## **8. CONTACTS**

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