

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

<b>COURSE TITLE:</b>	Group Fitness		
<b>CODE NO. :</b>	FIT 151	<b>SEMESTER:</b>	2
<b>PROGRAM:</b>	Fitness and Health Promotion		
<b>AUTHOR:</b>	Tania Hazlett		
<b>DATE:</b>	Jan 13	<b>PREVIOUS OUTLINE DATED:</b>	2012
<b>APPROVED:</b>	"Marilyn King"		Dec. 12
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	<b>CHAIR</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	3		
<b>PREREQUISITE(S):</b>	FIT104, FIT105, OPA104		
<b>HOURS/WEEK:</b>	3		

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**I. COURSE DESCRIPTION:**

In this course the learner will identify, explain and demonstrate the necessary elements of a group exercise class. Students will learn the skills necessary to effectively design and safely implement and lead a group fitness class. Skills will be mastered through practice teaching, peer and instructor evaluation, and participating in various community group fitness class settings.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Define and explain the essential components of a group exercise class.  
Potential Elements of the Performance:
  - Define and describe components of an effective warm up and cool down
  - Define and describe essential components of muscular conditioning
  - Define and describe essential components of cardio-respiratory training
  - Define and describe essential components of flexibility training
2. Apply knowledge of muscle anatomy and joint actions to exercise design.  
Potential Elements of the Performance:
  - Identify the action of various muscles as they apply to group exercise
  - Explain and demonstrate exercise progressions and multiple muscle group modifications
  - Explain and demonstrate muscle conditioning exercises using proper body mechanics
3. Apply knowledge of the cardiovascular system to exercise design  
Potential Elements of the Performance:
  - Discuss the mechanics of the cardiovascular system, including its response to exercise
  - Explain and implement basic guidelines for developing a cardiovascular endurance program
  - Explain the concept and purpose of cardiovascular recovery
  - Determine appropriate exercises for cardiovascular recovery

4. Identify and compare various types/forms/styles of group exercise classes.

Potential Elements of the Performance:

- Identify and explain advantages and disadvantages of various group strength training classes
- Identify and explain advantages and disadvantages of various group flexibility training classes
- Identify and explain advantages and disadvantages of various group aerobic training classes
- Identify and explain advantages and disadvantages of various group relaxation classes

5. Identify and compare various types of group training equipment.

Potential Elements of the Performance:

- Explain advantages and disadvantages of equipment used in group aerobic, strength, balance and flexibility classes
- Distinguish between effective and ineffective group training equipment and the identify the appropriate use of the equipment

6. Explain and demonstrate appropriate group exercise communication and leadership styles.

Potential Elements of the Performance:

- Define and compare student centered versus teacher centred instruction
- Identify and explain various motivation, feedback and cueing techniques

7. Identify the importance of appropriate music for group exercise classes.

Potential Elements of the Performance:

- Explain the advantages and disadvantages of the use of music in group exercise
- Define and explain the fundamentals of music in group exercise including rhythm, beat, tempo, phrasing
- Identify various music styles and apply to appropriate classes
- List recommendations for music volume in group exercise classes

8. Identify and interpret elements necessary to ensure safety of group fitness class participants.

Potential Elements of the Performance:

- Explain and interpret appropriate pre-screening tools
- Recognize and describe appropriate methods of monitoring exercise intensity
- List necessary elements of fitness facility and equipment safety
- Describe safe adaptation to a variety of instructional settings including faith, community and corporate.

9. Recognize, interpret and apply necessary changes to meet the developmental needs of a variety of groups.

Potential Elements of the Performance:

- Explain instructional modifications necessary to train diverse abilities
- Explain instructional adaptations necessary to train diverse ages

10. Explore elements of motivation and adherence as they apply to the group fitness participant.

Potential Elements of the Performance:

- Define the terms and examine research on motivation and adherence
- Explain recent trends in group fitness
- Explain techniques to incorporate health education and health promotion into group classes

11. Plan and demonstrate ability to conduct a group fitness class

Potential Elements of the Performance:

- Conduct peer evaluated components of group fitness classes

**III. TOPICS:**

1. Instructing a Group Exercise Class
2. Anatomy in Action
3. Guidelines for Group Exercise Design
4. Use of Music in the Group Exercise Class
5. Group Exercise Safety
6. Adaptations to Group Classes
7. Trends in Group Fitness

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Fitness Instructor Specialist Certification Manual – Can-Fit-Pro

Fitness Instructor Specialist Certification Study Guide – Can-Fit-Pro

## V. EVALUATION PROCESS/GRADING SYSTEM:

1. A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods follows and will be discussed by the teacher during the first class.

Assignment #1 – 15%  
 Assignment #2 – 15%  
 Assignment #3 – 25%  
 Learning Activities – 20%  
 Final – 25%

2. All test/exams are the property of Sault College.

3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request to support the student's request.

4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

**VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.