BPHY103 Fitness

ECTS Value: 4 ECTS
Self-Study Hours: 48

Contact Hours: 20
Assessment Hours: 32

Overall Objectives and Outcomes

This module aims to cover the main principles of fitness: muscular & cardiovascular strength and endurance, flexibility and body composition. It also aims to give related knowledge regarding the various methods of training, exercise programme planning and fitness testing. The importance of including physical activity during leisure time as part of a healthy lifestyle for lifelong education will also be explored.

By the end of this module, the learner will be able to:

Competences

a. manage various methods of training, exercise planning and the promotion of lifelong physical activity;
b. create exercise programmes specifically tailored for an individual in order to achieve his/her own specific goal/s for fitness;
c. ensure that safety protocols are adhered to in using different training implements such as; light dumbbells, exercise balls, steppers and dyna-bands;
d. create fitness components for various activities such as team games, gymnastics and athletics.

Knowledge

a. identify the different fitness assessment tests to measure the various personal physical capabilities of the individual.

b. identify the dynamics and structure of circuit training with or without weights and the possible progressions that can be made to make the circuit and each individual exercise more demanding.

c. describe the importance of fitness and its impact on physical, psychological and social wellbeing.

Skills

a. prepare, evaluate and write health related fitness lesson plans;
b. use appropriate instructional skills and terminology to demonstrate the proper way of various fitness exercises, and specific areas such as games, gymnastics and athletics;
c. follow the effectiveness of a fitness programme for a particular individual.

Assessment Methods

This module will be assessed through: Resource pack, assignment

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Suggested Readings

Core Reading List:

1. Cooper Institute. (2013). *Fitnessgram & Activitygram Test Administration Manual*. Updated 4th Edition. Human Kinetics, Chapagn Illinois. Found on https://www.cooperinstitute.org/vault/2440/web/files/662.pdf

2. Virgilio SJ. (2012). *Fitness Education for Children* – A Team Approach 2nd Edition. Human Kinetics, United States.

3. Kirkham-King M., Brusseau TA., Hannon JC., Castelli DM., Hilton K., & Burns RD. (2017). *Elementary physical education: A focus on fitness activities and smaller class sizes are associated with higher levels of physical activity*. Preventive Medicine Reports. 8 pp.135-139. Link: https://www.sciencedirect.com/science/article/pii/S2211335517301419

4. Plowman SA., Smith DL. (2011). *Exercise Physiology for Health, Fitness, and Performance* 3rd Edition. Lippincott Williams & Wilikins.

5. Perry BW. (2012). *Fitness for Geeks*. O' Reilly Media, Inc., United States.

6. Heyward V. H. (2006) *Advanced Fitness Assessment and Exercise Prescription* (5th Ed). Human Kinetics, Champaign Illinois.

7. Hands BP. (2013). *Physical activity, physical fitness or physical education: Are we betting on the wrong horse?* Active and Healthy Lifestyle Magazine, 20 (2), pp.5-7.

Supplementary Reading List:

1. Maguire JS. (2008). *Fit for Consumption. Sociology and the Business of Fitness.*

2. National Academy of Sports Medicine (2004). *Optimum Performance Training for the Health and Fitness Professional Course Manual* 2nd Edition, United States.

3. Faigenbaum AD., Westcott WL. (2009). *Youth Strength Training. Programs for Health, Fitness and Sport* 2nd Edition. Human Kinetics, United States.

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