

## **BAA Cross Training 11 Framework**

**District name:** Kootenay - Columbia

**District Number:** SD 20

**Course Name:** Cross Training

**Grade Level of Course:** 11

**Date Developed:** Feb. 2004

**School Name:** J.L. Crowe Secondary School, Stanley Humphries  
Secondary School, Rossland Secondary School

**Principal's Name:**

**District Approval Date:**

**Board Authority Signature:**

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisite:** PE 10

**Special Training, Facilities or Equipment Required:**

Trail Aquatic and Leisure Center, Weight Room, Pool, Aerobics Room  
Resist-a-ball, balance boards, aerobics videos, Aquafit instructor, Physical Education  
Degree or similar

## **Course Synopsis:**

Students will learn how the cardiovascular, muscular and skeletal systems relate to human motor performance. Students will design and implement plans for balanced healthy living including, nutrition, exercise, rest and work. They will design specific personal fitness programs using the components of a physical fitness program including flexibility, muscular strength, muscular endurance, anaerobic power and aerobic capacity and principles of training giving consideration to: frequency, overload, duration, specificity, progressions, monitoring, adaptability, over training, reversibility, maintenance and goal setting. Regular fitness testing will occur which will require periodic adaptations in their training programs.

## **Rationale:**

This course has been developed for those students who are motivated to improve their personal fitness (cardiovascular, muscular strength and endurance) and committed enough to train vigorously in order to achieve both their personal fitness goals and the goals of the course. This course appeals to students who wish to participate in a variety of sport activities and require fitness skills that adapt to these. It will allow students to develop an individual program based on their specific conditioning needs in different sports. In schools where it is organized outside of the regular timetable, it also allows students to continue a physical education and fitness regime without sacrificing an academic block found within the regular school day.

## Course Organization

Unit	Title	Time
Introduction	Introduction-course outline, evaluation procedures, logbook intro.	4 hours
Unit One	Setting Goals, Program Design, Intro. to Fitness Testing, Max. Heart Rate, Daily logbook recording, Aquafit	6 hours
Unit Two	Nutrition, weight control, core training	2 hours
Unit Three	Core Training	3 hours
Unit Four	Mind and Body psychology, Gym Burnout	3 hours
Unit Five	Program Development, Adaptation, Fitness testing	100 hours
Unit Six	Reflection, Yearly Fitness Patterns	2 hours
		Total 120 hours

**Unit Descriptions-** Fitness Testing, Program Design, Adaptations based on Goal Setting, Nutrition and Weight Control, Application of Psychology to workouts, Fitness Program Reflection

## **Introduction**

It is expected that students will:

- Develop short and long term goals for cardiovascular fitness, weight loss, muscle mass increase.
- Understand the course layout and expectations for working out and completing the logbook.
- Examine and identify equipment, safety and appropriate use procedures.

## **Unit One Fitness Testing, Program Design, Goal Setting**

### **Overview**

In this unit students are introduced to the concept of a fitness program designed to improve their fitness levels and individualized to meet their needs for different sports or for other fitness goals.

It is expected that students will:

- Design a program that suits their individual needs and fulfills their program goals.
- Complete fitness testing to develop a baseline fitness level.
- Manipulate the concepts of repetitions, sets, resistance and exercises to design an individualized strength and conditioning program.
- Begin daily logbook recordings.

## **Unit Two Nutrition and Weight Control**

### **Overview**

A complete program of health and fitness requires that students learn about nutrition and examine aspects and issues of weight control.

It is expected that students will:

- Understand the basic nutritional principles and strategies for weight loss and control.
- Assess and analyze their individual nutritional needs.
- Examine and discuss issues around weight control

### **Unit Three Core Training**

It is expected that students will:

- Understand the principles of Core Strength and Conditioning using a stability ball.
- Use a variety of core training activities in their fitness program.
- Participate in Aquafit classes to assess their usefulness in their own personal fitness program

### **Unit Four Mind and Body Psychology**

It is expected that students will:

- Understand the concept of over training within a year long fitness program and apply it to their own workouts.
- Examine and adjust their fitness program to maintain motivation and to avoid burnout.

### **Unit Five Program Development, Adaptation and Fitness Testing**

It is expected that students will:

- Understand and explain the terms frequency, overload, duration, specificity and progressions etc.
- Understand and explain the concepts of cardiovascular training, muscular strength and muscular endurance.
- Demonstrate an understanding of fitness testing and analyzing fitness test data to assess their own fitness program's effectiveness.
- Examine a variety of fitness testing methods.
- Adjust their fitness goals and program as a result of fitness testing.

### **Unit Six Fitness Program Reflection**

It is expected that students will:

- Use their fitness data to find patterns and trends in their workouts.
- Create a graph to demonstrate patterns and trends in their own workouts to improve self perception and self knowledge.
- Discuss or relate their perceptions and new knowledge with others.

### **Instructional Components:**

Instruction in Cross Training 11 takes place in a variety of venues such as class, gym, weight room, pool, track, etc . While students are working with individualized programs instructional technique is varied to suit situation and need.

- direct instruction
- indirect instruction
- independent learning
- group and teamwork activities
- modeling and demonstration
- self analysis of individual program goals

### **Assessment Components**

- Daily Evaluation: up to 70%

There will be daily self and teacher evaluation on a five point scale on effort, attitude and participation. Criteria evaluated: Punctuality, intensity during cardiovascular and weight training workouts and adherence to their Personal Fitness Programs.

- Written Projects and Tests: up to 30%

The students will be evaluated on assignments and their daily recording of fitness activities. Books must be kept up on a daily basis.

- Fitness Levels: Goal assessment - up to 30%

The students will be evaluated on their improvement in their fitness levels as related to their individual goals. This will be determined through self assessment and assignments.

#### **Performance Methods**

Logbook Submissions  
Daily 5 point assessment  
Self Evaluation

#### **Personal Communication**

Group dialogue  
student/instructor dialogue  
logbook reflection

#### **Other**

rating scales  
tests  
projects

## **Learning Resources**

- video equipment
- video library of various workouts
- Articles and information about fitness, exercise and psychology both written and internet sources
- Guest speakers and trainers
- Course Logbook - Written by Loretta Jones and Dara Waterstreet

## **Books**

- *Cross training for Sports*- Moran / McGlynn
- *Shrink your Female Fat Zones* - Denise Austin
- *Fitness Cross training* - John Yacenda

## **Additional Course Information**

This is a new course based on a pilot project carried out beginning in 2000. Schools will need access to adequate additional facilities like weight rooms, aquatic center and aerobics rooms and flexible access to computers to complete assignments.