

### Course Outline

**COURSE:** KIN 89A                      **DIVISION:** 40                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2015                      **CURRICULUM APPROVAL DATE:** 10/13/2014

**SHORT TITLE:** STABILITY BALL TRNG - LEVEL 1

**LONG TITLE:** Stability Ball Training - Level 1

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5 OR 1	18	Lecture:	0	0
		Lab:	1.5 OR 3	27 OR 54
		Other:	0	0
		Total:	1.5 OR 3	27 OR 54

#### **COURSE DESCRIPTION:**

This course is designed to increase overall fitness using a stability ball. The class will introduce exercises used for strengthening core muscles and developing endurance and balance. Students will supply their own stability ball and exercise mat. This course has the option of a letter grade or pass/no pass.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

#### **GRADING MODES**

L - Standard Letter Grade

P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

#### **SCHEDULE TYPES:**

04 - Laboratory/Studio/Activity

#### **STUDENT LEARNING OUTCOMES:**

1. Demonstrate eight (8) beginning level core strengthening and balance exercises using the stability ball.

Measure: performance

PLO: 4

ILO: 7,2,6

GE-LO: E1,A1

Anticipated Year of Assessment: Fall 2015

2. Increase their core muscular strength/endurance by 5% - 10%.

Measure: pre and post testing, performance

PLO: 4

ILO: 7,6

GE-LO: E1

Anticipated Year of Assessment: Fall 2015

3. Recognize and value physical activity which can be performed throughout life.

Measure: discussion, self assessment

PLO: 2,6,1,7

ILO: 6,1,7,4

GE-LO: A1,A2

Anticipated Year of Assessment: Fall 2015

#### PROGRAM LEARNING OUTCOMES:

1. List and describe five career options available in the field of kinesiology.
2. Describe and critically analyze the role of physical activity and its impact on health, society and quality of life.
3. Discuss the history and broad content within the discipline of kinesiology and develop skills to enable the synthesis of concepts across disciplines.
4. Identify critical elements of motor skill performance, combine motor skills into appropriate sequences for the purpose of improving skill learning, and demonstrate competent motor skill performance in a variety of physical activities.
5. Identify the skeletal and muscular structures of the human body.
6. Utilize measurement concepts (qualitative and quantitative) to assess student/client performance and program effectiveness.
7. Describe and demonstrate effective verbal and nonverbal communication skills.

#### **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 10/13/2014

3 - 6 Hours

Content: Course overview, including learning outcomes, course requirements, and grading. Complete individual assessments - pre-test to determine each students' starting point for core muscular strength, endurance, and balance. Introduce beginning level abdominal and balance exercises using the stability ball. These exercises could include: abs - crunches, squat and reach, ball raise, and sit up; balance - ball circles, seated march, seated balance, and ball walks.

Student Performance Objectives (SPO): Students will participate in the pre-test fitness assessment. They will perform the various introductory level strength and balancing exercises presented in class.

Out-of-Class Assignments:

3 - 6 Hours

Content: Continue working on ab core strength and balance. Increase the number of seconds and repetitions each exercise is performed in order to develop muscular endurance. Introduce beginning level exercises for the chest (pectorals) and shoulders (deltoids) which also help develop stability ball balance. This could include: ball push up on knees, ball push up, ball rear deltoid row, ball shoulder rotation, and ball dumbbell press.

Student Performance Objectives (SPO): Students will demonstrate the new exercises presented. They will participate in class workouts.

Out-of-Class Assignments:

4.5 - 9 Hours Content: Presentation on the benefits of exercising on a regular bases. Continue working on stability ball exercises presented to date. Introduce beginning level exercises for the legs (hamstrings and quadriceps). This could be: ball squats on the wall, ball hip abduction, ball hip adduction, sitting ball squeeze, and ball leg curl.

Student Performance Objectives (SPO): Students will discuss the benefits of exercise. They will participate in class workouts and demonstrate the new exercises presented for the legs.

Out-of-Class Assignments:

4.5 - 9 Hours Content: Introduce beginning level exercises for the back (latissimus and trapezius) and arms (biceps and triceps). These exercises could include: lats and traps - ball hyperextension and ball bridge; bi and triceps - standing ball biceps curl, standing ball triceps extension, and ball wrist curl. Continue working on strengthening core muscles and developing muscular endurance and balance.

Student Performance Objectives (SPO): Students will perform the new exercises introduced. They will increase the number of seconds each exercise is performed and/or increase the number of repetitions for each exercise.

Out-of-Class Assignments:

4.5 - 9 Hours Content: Continue performing all exercises presented. Add different variations to the exercises to increase the difficulty, such as: squat and reach rotating truck to right/to left, ball bear hugs, pelvic tilt on ball, plank, side crunch, weighted ball triceps extension, one-legged ball squat, and one-legged ball calf raise.

Student Performance Objectives (SPO): Students will perform two different exercises for each of the muscle groups presented. They will participate in class workouts.

Out-of-Class Assignments:

6 - 12 Hours Content: Review of the benefits/value of exercising on a regular bases and how the exercises they have been performing could be incorporated into lifelong activities. Introduce a sequence of beginning level stability ball exercises that can be performed to help develop the students' core muscular strength, balance, and muscular endurance. Examples are: Set 1 - single leg raise, pelvic circles, hamstring curl, leg drops, back extension, prone leg raise, rolling plank, hip abduction, hip adduction, side crunch with knee on floor, ab crunch, oblique crunch, and squat or Set 2 - bridging, the clock, superman, reverse plank, knee push up on ball, hip extension, bilateral leg raise, lunge, reverse bridge, hip crunches, floor ab crunch, calf raise, forward/backward hold up, and side squat. Fitness assessment post-testing will be completed.

Student Performance Objectives (SPO): Students will discuss the benefits/value of exercise and explain how they could incorporate the exercises utilized in class into lifelong activities. They will participate in class workouts and perform post-testing. They will demonstrate a sequence of 5 - 7 beginning level stability ball exercises. They will complete a self-assessment on the benefits of being physically active.

2 Hours

Final

#### **METHODS OF INSTRUCTION:**

guided practice, demonstration, discussion

#### **METHODS OF EVALUATION:**

Category 1 - The types of writing assignments required:

Percent range of total grade: 5 % to 20 %

Other: journaling, written self assessment

Category 2 - The problem-solving assignments required:

Percent range of total grade: 0 % to %

Category 3 - The types of skill demonstrations required:

Percent range of total grade: 20 % to 40 %

Performance Exams

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 0 % to 20 %

Multiple Choice

True/False

Category 5 - Any other methods of evaluation:

Requires student participation. Percent range of total grade: 50 % to 70 %

#### **REPRESENTATIVE TEXTBOOKS:**

No textbook required.

#### **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201530

UC TRANSFER:

Not Transferable

#### **SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: KIN

CSU Crosswalk Course Number: 89A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 1

Minimum Hours: .5

Course Control Number:

Sports/Physical Education Course: Y

Taxonomy of Program: 127000