Course Information

Division: Health & Physical Education
Course Number: HPE 101BC
Title: Beginning Power Walking I
Credits: 1
Developed by: Jim Bagnall
Lecture/Lab Ratio: 0 Lecture/2 Lab
Transfer Status: ASU NAU UA

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<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tr>
<td>EXW 105, KIN 105</td>
<td>FIT 100</td>
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<td>PE Dept. Elective, PE Activity Credit limit of three units</td>
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Activity Course: Yes
CIP Code: 31.0501
Assessment Mode: Portfolio
Semester Taught: Upon Request
GE Category: AAS degree only
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No
Diversity and Inclusion Course: No

Prerequisites
None

Educational Value
For students who can benefit from learning lifetime skills and want to increase their physical fitness level. To develop an activity to relieve stress.

Description
Designed to give students the opportunity to learn warm-up, walk, and cool down using the proper stretching and power walking techniques.

Supplies
Work out attire
Competencies and Performance Standards

1. State the guidelines for starting a walking program.
   Learning objectives
   What you will learn as you master the competency:
   a. Explain the common sense steps necessary before beginning a walking program.
   b. Explain the proper clothing, including the selection of shoes necessary to a sensible walking plan.
   c. Discuss the three training schedules: beginner, intermediate, and advanced.
   Performance Standards
   Competence will be demonstrated:
   o by passing a checklist governing the guidelines for starting a walking program
   Criteria - Performance will be satisfactory when:
   o learner identifies the steps necessary before beginning a walking program
   o learner explains the proper clothing, including the selection of shoes necessary to a sensible walking program
   o learner explains the three training schedules (beginner, intermediate, and advanced)

2. Explain and demonstrate stretching exercises that are beneficial in a walking program.
   Learning objectives
   What you will learn as you master the competency:
   a. Explain and demonstrate stretching exercises for the lower and upper back.
   b. Explain and demonstrate stretching exercises for the legs, shoulders, neck, and arms.
   Performance Standards
   Competence will be demonstrated:
   o by demonstrating exercises taken from a checklist of exercises
   Criteria - Performance will be satisfactory when:
   o learner explains and demonstrates stretching exercises for the lower & upper back
   o learner demonstrates at least two stretching exercises for the legs, shoulders, neck and arms

3. Explain safety measures, injuries, and their care pertaining to walking programs.
   Learning objectives
   What you will learn as you master the competency:
   a. Identify safety measures including animals, environment, traffic, weather, and other people.
   b. Discuss the types of injuries associated with walking and their care.
   Performance Standards
   Competence will be demonstrated:
   o by passing a checklist governing the safety issues and injuries
   Criteria - Performance will be satisfactory when:
   o learner identifies safety measures including animals, environment, traffic, weather and other people
   o learner explains the type of injuries associated with walking and their care
4. **Demonstrate and explain the proper running form.**

   **Learning objectives**
   
   What you will learn as you master the competency:
   
   a. Explain and demonstrate proper foot placement.
   
   b. Explain and demonstrate proper stride.
   
   c. Explain and demonstrate body carriage.

   **Performance Standards**

   Competence will be demonstrated:
   
   - by explaining and demonstrating a check list of steps to proper walking with 80% accuracy

   **Criteria - Performance will be satisfactory when:**
   
   - learner demonstrates and explains the proper foot placement
   
   - learner demonstrates and explains the proper stride
   
   - learner demonstrates and explains proper body carriage

**Types of Instruction**

Demonstration

**Grading Information**

**Grading Rational**

<table>
<thead>
<tr>
<th>Course Evaluations</th>
<th>90%</th>
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<td>Portfolio</td>
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**Grading Scale**

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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>59% or below</td>
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