



Exercise in the Third Age – From Theory to Practice
 The Physical and Health Care in the Third Age Specialization
 Course: Tal Yahalom Peri
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 Student Reception: By appointment

Aims:

- Providing basic principles for building a lesson in physical activity for the elderly, while adjusting to the changes that occur with aging.
- Developing student skills for planning and teaching physical activity in limited groups of adults and the elderly, while understanding and addressing the special needs of this population.

Lessons:

Week	Topics
.1	Introduction - Presenting the course and student obligations + practical lesson for the third age with chair, stick and rubber band
.2	Functional assessment methods for the elderly - presenting fitness tests + practical experience + explanation of final project
.3	Skeletal system changes; osteoporosis; lesson with sponge ball
.4	Changes in the muscle system ; Cycle training through a variety of fitness equipment
.5	Changes in range of motion; lesson with rope jumping
.6	Changes in balance - a lesson with the help of a Physio ball and chair
.7	Posture changes at the third age - lesson with chair and rubber band
.8	Physical activity and cognition in the third age - Lesson in pairs with rubber band and massage ball
.9	Methodology for training third age groups; hands-on experience and peer instruction
.10	Principles in planning and building a lesson for the third age and practical experience
.11	Changes from aging in cardiac and respiratory system - Aerobic lesson with chairs + peer instruction
.12	Peer Instruction

.13	Peer Instruction
.14	Peer Instruction and course conclusion

Method:

- Practical experience - direct instruction in practical work followed by discussion and analysis.
- Peer instruction by students and feedback by the lecturer.

Student Obligations:

1. Active participation
2. Final project:
Experience in meeting, assessing and activating an elderly individual, and a detailed report of this experience according to the attached outline, including photos of selected parts of the tests and the lesson. The project is to be submitted until the last session of the semester.
3. Peer instruction in pairs or groups of 3: Planning and instructing two exercises according to one of the topics taught in the course and a written submission on the day of instruction.

Grade Composition:

1. Final project: 20%
Practice activating an elderly individual, preparing three video clips – pre-tests, a sample of the lesson instructed, post-tests and a summary page.
2. Peer Instruction Assessment: 15%
3. Contribution, Behavior, Initiative: 5%
Participation (perseverance, compliance with schedule, appropriate attire), engagement and initiative, physical ability and quality of instruction.
4. Final exam: 60%

* Delay in submitting the work results in a reduction in grade.

Sources:

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Netz, Y., & Argov, E. (1997). Assessment of functional fitness among independent older adults: A preliminary report. **Perceptual and Motor Skills, 84**, 1059-1074.

Netz, Y., Ayalon, M., Dunsky, A., & Alexander, N. (2002). 'The multiple-sit-to-stand' field test for older adults: What does it measure? **Gerontology, 50**, 121-126.

Rose, D. J. (2003). **A Comprehensive Balance and Mobility Training Program**. Human Kinetics.

Rikli, R.E & Jones, C.J. (2001). **Senior Fitness Test Manual**. Human Kinetics.

Scott, S. (2008). **ABLE Bodies Balance Training**. Human Kinetics. (S9/121).