

LESSON 10: PROGRAM PRACTICE

Grade-Level Outcomes

Primary Outcomes

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Fitness activities: Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

Fitness knowledge: Demonstrates appropriate technique on resistance-training machines and with free weights. (S3.H7.L1)

Safety: Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Embedded Outcome

Challenge: Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

Lesson Objectives

The learner will:

- demonstrate knowledge of the terminology, movement concepts, and principles of effective workout components during a cognitive test.
- demonstrate competency in the fitness activities through safe participation and appropriate technique.
- demonstrate fitness knowledge through evaluation of own resistance-training workout plan.

Equipment and Materials

- Cognitive assessment test
- Individual workout plans
- Self-evaluation forms
- Resistance-training equipment
- Resistance-training machines

Introduction

Today, you're going to practice your resistance-training plans and make adjustments if necessary. Be sure to look at the comments I made on your plans before you start. You'll also be taking a knowledge test. To keep everyone as active as possible, groups will rotate between taking the test and practicing their workout plans.

Instructional Task: Written Cognitive Test

■ PRACTICE TASK

Assign students a seat within the gym where they can be supervised while others can participate in a workout and also be supervised.

Student Choices/Differentiation

Students can choose where to sit to take the cognitive test.

What to Look For

Students have a basic grasp of the terminology and concepts.

Instructional Task: Practicing the Workout Plans

■ PRACTICE TASK

Students warm up with their dynamic stretching routines.

Students practice their workout plans with a partner. Partners act as spotters.

At the completion of their plans, students cool down with their static stretching routines.

Refinement

As students are working from their plans, observe their technique. Provide corrective feedback on alignment and form.

Student Choices/Differentiation

- Students choose their partners.
- Students work at their own pace.

What to Look For

- Students are engaged in the workout.
- Technique for each exercise is correct.
- Spotters are communicating and attentive.

Instructional Task: Self-Assessment of Plans

■ PRACTICE TASK

Hand students a workout evaluation worksheet and have them find a place on the gym floor to self-assess their plans.

EMBEDDED OUTCOME: S5.H2.L2. Remind students that the workout should challenge them. Have them comment on this aspect in the self-assessment and what adjustments they may need to make if the plan is too hard or too easy.

Student Choices/Differentiation

Students may complete the assessment for homework if they are unable to complete it in class.

What to Look For

- Students accurately evaluated their workouts.
- Students can identify adjustments that need to be made.

Formal and Informal Assessments

- Self-assessment of plans
- Teacher assessment of plans
- Cognitive test

Closure

- How did you feel about your plan when you tested it out?
- Do you need to make adjustments now that you have tried it out?
- Did you work opposing muscle groups?
- Next class, you will learn about plyometric training.

Reflection

- Were students who were completing the written exam bothered by the noise from students who were working out?
- Review self-assessments of plans. Did students provide a realistic evaluation of their workout plans?
- Do their plans align with their goals?
- Review cognitive test results for patterns and misunderstandings.

Homework

- Practice the at-home resistance-training workout before the next class. This takes the place of your body-weight resistance program. Record the sets and repetitions in a log, and write up how you felt during the workout. Was it challenging? Were the exercises balanced between muscle groups?
- Log any other physical activity you do between now and the next class.

Resources

Corbin, C., & Lindsey, R. *Fitness for life*. 5th ed. (2007). Champaign, IL: Human Kinetics. (cognitive test questions)

SAMPLE POST-WORKOUT SELF-EVALUATION FORM

Rate the following components of the workout program on a scale of 1 to 5, with 1 meaning totally disagree and 5 meaning totally agree.

In my opinion, the workout:

Covered the entire body _____

Had objectives (FITT) that matched the goals (training period) _____

Included sufficient components of warm-up, program, and cool-down _____

Challenged me physically _____

Contained easy-to-follow directions for each exercise _____

Followed the order of operations for exercises _____