

LESSON 9: MUSCLE FITNESS WORKOUT 2

Grade-Level Outcomes

Primary Outcomes

Assessment & program planning: Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.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)

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

Embedded Outcome

Fitness knowledge: Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)

Lesson Objectives

The learner will:

- lift weights using correct form and alignment.
- lift the appropriate amount of weight based on her goals and modified 1RM.
- monitor and spot her partner to keep each other safe.

Equipment and Materials

Weight room

Introduction

Today is day two of your resistance workout. Be sure to adjust the weights or your sets and reps as needed to meet your goals. Remember, do not lift too heavy or too fast. The best gains come from correct form and slow, controlled movement. Be sure you are adjusting the equipment to keep in proper alignment. Partners should be checking and spotting. Keep each other safe. Be sure to start at the station you left off on in the previous class. It should be marked on your log.

Instructional Task: Warm-Up

■ PRACTICE TASK

Students spread out and do the following warm-up:

- Jumping jacks (25)
- Ski jumps (20)
- Elbow-to-knee march (20)
- Frankensteins in place (10)
- Squat jumps (10)
- Lunge and twist (10)
- In-place butt kickers (20)

Repeat if needed.

Guiding questions for students:

- Why is warming up important?
- How is warming up for weight training different from warming up for other activities such as cardio activities?

Student Choices/Differentiation

- Students can complete each activity for a certain number of reps and sets.
- Students may warm up with jump rope intervals.

What to Look For

- Students are warming up.
- Students can explain why warming up before lifting weights is important.
- Students are performing activities safely and properly.

Instructional Task: Weight Room Workout

■ PRACTICE TASK

Remind students to start at the station after the last station they finished in the previous muscle fitness lesson. Ask them to grab a log sheet and a pencil. Students adjust the equipment as necessary and begin their first set. Partners rotate each set to provide rest in between sets. If students finish before they are to rotate to the next station, they wait patiently and quietly.

Rotate students through with a timer or by using low but upbeat music with breaks. Remind students about safety and spotting.

Refinements

- Make sure students are moving through their full ROM.
- Students should move through the exercises at a slow and controlled pace.
- Students adjust weight and equipment for safety, form, and alignment.

EMBEDDED OUTCOME: S3.H9.L1. As students go through the stations, have them identify what type of exercises they are performing (i.e., isometric, concentric, eccentric).

Guiding questions for students:

- Do you need to adjust any of your weights or 1RM percentages? Be sure to use the correct weight for the sets and reps that you want to do.
- Is your resistance training plan balanced across the muscle groups?

Student Choices/Differentiation

Students choose their partners.

What to Look For

- Students are performing exercises with correct form and technique.
- Students are going through the full ROM with slow, controlled, smooth movement.
- Students are lifting the appropriate weight for their goals.
- Students are spotting and keeping partners safe.
- Students are logging the weight and sets and reps of each station in their logs.

Instructional Task: Cool-Down and Stretching

■ PRACTICE TASK

Students find an open space to stretch. They go through the following flexibility routine:

- Chest stretch
- Triceps and lat stretch
- Upper-back stretch
- Hamstring stretch
- Low-back and hip stretch
- Inner-thigh stretch
- Quad stretch
- Calf stretch

Refinements

- Remind students not to bounce.
- Students stretch to slight discomfort and hold the position in proper alignment for 20 seconds. They should feel the stretch, but it should not be painful.

Student Choices/Differentiation

- Students can stretch with a partner.
- Students may choose to do the upper- and lower-body stretches in their plans.

What to Look For

- Students are stretching with good alignment.
- Students are holding the stretches for the full count.

Instructional Task: Weight-Training Test

■ PRACTICE TASK

Administer a quiz on resistance training concepts (e.g., what exercises work what muscles, how to lift for toning versus strength, analysis of correct form and alignment).

Student Choices/Differentiation

Quiz could be given as a take home assignment to allow more time.

Formal and Informal Assessments

- Resistance training quiz
- Station log sheets

Closure

- Today was day two of your resistance training program.
- Imagine it is day 20 of your program and some of the lifts are becoming easier. What might you need to do to your program?
- What training principles should you examine? (Answer: overload and progression)
- Think of how you might change your workout to address each principle.
- Nice work today. Tomorrow, we will be back in the gym for cardio step aerobics.

Reflection

- How are students doing with their logs?
- Are students lifting weights with good technique and form?
- Do students understand the overload and progression principles?

Homework

Bring your college fitness programs to class next time. You will be sharing it with a peer.

Resources

Faigenbaum, A., & Westcott, W. (2009). *Youth strength training programs for health, fitness, and sport*. Champaign, IL: Human Kinetics.