

LESSON 9: PROGRAM DEVELOPMENT

Grade-Level Outcomes

Primary Outcomes

Assessment & program planning: Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement. (S3.H11.L2)

Fitness knowledge: Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle. (S3.H7.L2)

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)

Embedded Outcomes

Fitness knowledge: Identifies the structure of skeletal muscle and fiber types as they relate to muscle development. (S3.H9.L2)

Engages in physical activity

Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

Lesson Objectives

The learner will:

- set SMART goals and objectives throughout the lesson.
- analyze scores from fitness testing for muscular strength and endurance.
- create an activity list of the fitness activities of interest for each of the components.
- compile a workout chart that details progressions leading up to goal completion.
- apply terminology correctly during goal setting and score analysis.

Equipment and Materials

- Specific, measurable, attainable, realistic and timely (SMART) goals worksheets
- Previous fitness scorecards for all fitness tests
- Physical activity worksheets
- Week-long fitness schedule templates
- Pencils

Introduction

For homework, you learned about different muscle fiber types. What types did you find? How do these types influence performance and conditioning? You have tried several types of resistance training. Who can give me some examples? Today, you will develop a draft of a resistance-training plan to include in your fitness portfolio. You will use your testing scores as a baseline, and your plan should enhance those components that you would like to improve. Let's get started.

Instructional Task: Establishing SMART Goals

■ PRACTICE TASK

Provide students with a PowerPoint presentation or handout on specific, measurable, attainable, realistic and timely (SMART) goals, and practice creating objectives.

Guiding questions for students:

- What is the difference between goals and objectives?
- What does SMART stand for?
- What fitness goals might a person create while in high school?

Extension

The discussion can expand into the FITT principle and how those guidelines interact with SMART goals.

Refinement

Remind students that personal goals are just that: personal. Creating goals that are realistic and yet include opportunity for exploration in the fitness realm can lead to a lifetime of fitness participation and enhanced health.

Student Choices/Differentiation

Provide handouts and materials to reinforce subject matter.

What to Look For

- Students' goals are reasonable and can be accomplished.
- The objectives align with the goals.

Instructional Task: Analysis and Evaluations

■ PRACTICE TASK

Students retrieve their scores from their fitness portfolios from all the assessments they have completed.

Have students review their scores and fitness levels and then write SMART goals for muscular strength and endurance.

Extension

Students can create a list of the exercises and activities they enjoy doing and plan to include in their workout plans.

Student Choices/Differentiation

Students select which exercises to include in their workout plans.

What to Look For

- Students are listing exercises that cover the components of health-related fitness.
- Students are including enough exercises for each body part and muscle group.

Instructional Task: Workout Plan

■ PRACTICE TASK

Hand out the fitness schedule templates to all students. Allow students to share ideas with partners or small groups.

Using the FITT principle, students organize a one-week schedule (micro-cycle) of exercises for muscular strength and endurance, with a workout frequency of three times a week.

Students perform two of the workouts in school, using weight machines or free weights, and one at home using body-weight exercises and whatever equipment is available. Students may include exercises they have used in their body-weight programs but should add some small apparatuses as well.

Students should plan for three sets of each exercise. Their goals should indicate whether they are focusing on endurance or strength to determine the appropriate number of reps per set.

Refinement

Remind students that the frequency, intensity, and time concepts relate to the type of exercises performed and the training period they focus on. If powerlifting, the fewer sets they do, the fewer reps and a greater percentage of the max lift they should perform. If in the basic strength period, then lifts should progressively get harder as students do more sets.

Extension

Discuss the concepts of periodization and micro-, meso-, and macro-cycles in resistance training. Have students create three more charts for successive weeks that include progressions in weights, reps, and/or time for one meso-cycle.

Student Choices/Differentiation

- Students choose their partners.
- Students create individualized schedules for resistance exercises.
- Students choose weight machines, free weights, or a combination of both.
- Students choose body-weight exercises, small apparatuses, or a combination of both.

What to Look For

- Students are creating schedules that align with their SMART goals.
 - Schedules incorporate time for each component of fitness.
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Formal and Informal Assessments

- Week-long schedules of fitness activities
- Muscle fiber type assignment (Embedded outcome: S3.H9.L2)
- SMART goals worksheets
- Exit slip: Tell me one of your SMART goals.

Closure

- The assignment for today was to complete a resistance-training plan for one week based on what you know about resistance training to this point.
- To do that, we have reviewed how to establish SMART goals and how to identify the objectives, or steps, leading to the completion of those goals, and you have outlined a basic workout plan and schedule to help you achieve them.
- I will review your plans before the next class and provide you with some feedback so you can start practicing the plans safely.

Reflection

- Were students able to align their goals with the specific activities relevant to success on a daily basis? For down the road?
- Review SMART goals to make sure students understand how to write them.
- Review week-long fitness plans to ensure students are on the right track.

Homework

- Finish your meso-cycle charts if time ran out in class.
- Review terminology and concepts on the school's physical education website for a test next class.
- Review the comments I made in your logs. Continue to record your physical activity outside of class. (Embedded outcome: S3.H6.L1)

Resources

- Corbin, C., & Lindsey, R. (2007). *Fitness for life*. 5th ed. Champaign, IL: Human Kinetics.
- National Association for Sport and Physical Education. (2011). *PE metrics: Assessing standards 1-6 in secondary school*. Reston, VA: Author.
- Powers, S., Dodd, S., & Jackson, E. (2014). *Total fitness and wellness*. 6th ed. San Francisco: Pearson.
- Internet keyword search: "SMART goals," "FITT principle," "micro-cycle," "meso-cycle," "macro-cycle," "periodization"

MUSCULAR STRENGTH AND ENDURANCE WEEK-LONG ROUTINE

Circle your fitness-level experience: Beginner Intermediate Advanced

Decide on the frequency (days per week):

1 2 3 4 5 6 7

Decide on the time (sets of each exercise): 1-2 3-4 5+

Decide on the intensity (reps in each set): <3 reps 4-6 8-10 >12

Decide on the type of workout routine:

2 days: skill-related

3 days: total body

4 days: split halves

5 days: body parts

Create a week-long workout routine on the back of this paper that you can follow.

Guidelines:

If total body: 2 exercises for 6 body parts (12 exercises) × 3 days

If split halves: 3 exercises for 3 body parts (9 exercises) × 4 days

If body parts: 6 exercises for 1 body part (6 exercises) × 5 days

Order of operation:

Legs, back, chest, shoulders, arms, abs

Quads, hams, calves

Upper, middle, lower

Front, lateral, side

Triceps, biceps, forearms

Lower, obliques, upper

Compound or single joint

Free weights or machines or small equipment or body weight

Muscular Strength and Endurance Week-Long Routine

	Monday	Tuesday	Wednesday	Thursday	Friday
Body parts					
Time					
Intensity					
Exercises					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					