

LESSON 7: MUSCLE FITNESS WORKOUT 1

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)

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)

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

- execute appropriate sets and reps for his or her weight-training goals.
- lift the appropriate percentage of his or her modified 1RM based on his goals.
- participate safely in the weight room using proper amount of weight, form, alignment, technique, and spotting.

Equipment and Materials

- Jump ropes (1 per pair)
- Weight-training log sheets (1 per student)
- Pencils (1 per pair)
- Weight room (station task cards)

Introduction

I was really pleased with your resistance training plans and your Activitygram logs. Please look over the notes I made on your papers. Last class was a cardio day. Today is our muscle fitness day. After we warm up, you will be in the weight room working on your muscle fitness goals. Remember, if you are working on developing more strength, then you will do fewer sets and reps at a higher weight. Does this mean you are lifting your max weight? No! But you are lifting a greater percentage of your modified 1RM. If your goal is overall muscle fitness toning or endurance, then you will do more sets and reps at a lower percentage of your modified 1RM. Regardless of your goal, you should be lifting with slow, smooth, controlled movements. Remember to take adequate rest between sets, and partners should be watching and spotting as necessary to keep everyone safe. Remember that the weight room is a quiet space . . . low whisper voices only.

Instructional Task: Warm-Up (8-10 Minutes)

■ PRACTICE TASK

Have students pair up. Each pair will have one jump rope.

One partner will start with the jump rope and jump for 45 seconds while the other partner does one of the following:

- Mountain climbers
- High knee skips
- Lunge and twist
- Butt kickers

Partners switch every 45 seconds and go down the list of non-jump-rope activities until they have each completed them all.

Extension

Switch between jump rope and dynamic stretches in place of other activities.

Refinement

Remind students that form is more important than speed when doing the dynamic stretches.

Guiding questions for students:

- Why is warming up before lifting weights important?
- What kind of warm-up is best for weight training?

Student Choices/Differentiation

- All students may participate in jump rope intervals at the same time.
- Students may choose to do a dynamic warm-up.
- Students choose their partners.

What to Look For

- Students are performing activities safely and correctly.
- Students are using correct form.

Instructional Task: Weight Room Workout

■ PRACTICE TASK

Assign partner groups to stations as they enter the weight room and 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 as they each do their reps. If students finish before they are to rotate to the next station, then they wait patiently and quietly. Remind students about safety and spotting.

Rotate students through with a timer or by using low but upbeat music with breaks.

Following is a list of possible stations of machines, medicine balls, and free weights that you could set up in the weight room. With mats, you can also do body-weight work.

Resistance Machine Stations

- Leg press
- Leg extension
- Leg curl
- Hip adduction
- Hip abduction
- Chest press
- Seated row
- Overhead press
- Biceps curl
- Triceps extension

- Weight-assisted pull-up
- Weight-assisted bar dip
- Low-back extensions
- Abdominal curl

Free-Weight Stations

- Barbell squat
- Dumbbell step-up
- Barbell chest press
- Dumbbell chest fly
- Dumbbell one-arm row
- Dumbbell overhead press
- Dumbbell biceps curl
- Dumbbell triceps extension

Medicine Ball Stations

- Medicine ball squat toss
- Medicine ball lunge pass
- Medicine ball chest pass
- Medicine ball overhead throw
- Medicine ball backward throw
- Medicine ball side pass
- Medicine ball overhead squat
- Medicine ball single-leg dip and reach
- Medicine ball push-up
- Medicine ball lower-back lift
- Medicine ball V-sit
- Medicine ball twist and turn

Body-Weight Stations

- Push-ups
- Plank
- Curl-ups or another abdominal exercise
- Prone back raise
- Trunk curl
- Triceps dips

Set up enough stations that vary upper body, lower body, and core for all students to participate in during the class period. You can number the stations so that students rotate through a mix of exercises. Students should mark on their log sheets what stations they finished. This will help you place students back into the correct stations because it will likely take two class periods to get through the weight circuit. Remind students about safe spotting practices.

If you do not have access to the weight room, provide body-weight, free-weight, resistance band, stabilizer ball, and medicine ball weight-training tasks in a station format.

Refinements

- Students adjust form and alignment as needed.
- Students adjust weight and number of sets and reps based on goals and safety.
- Have students breathe in for 3 or 4 seconds as they lift and breathe out for 3 or 4 seconds as they lower for both concentric and eccentric work. This helps ensure controlled movement.
- Make sure students are moving through the full range of motion on each exercise.

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:

- What percentage of your 1RM max are you working at? Do you need to make any adjustments?
- How did you determine the weight for the other exercises you did not have a 1RM for?
- What muscle groups are you working on at each station?

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.

Instructional Task: 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 may 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.
- Students checked their heart rates during cool-down.

Formal and Informal Assessments

- Station log sheets

Closure

- Today was the first day of your resistance training. How do you feel?
- Do you need to adjust any weight or sets and reps? It is okay to do so, just be sure to put it in your log.

- Be sure to make note of what station you finished so you can start there next time we're in the weight room. Why is this important? The stations are designed to give you each an overall body workout. They rotate from upper body, lower body, and core so no matter where you leave off each day, you should have worked a variety of muscle groups.
- If you were lifting more often, how might you set up your routine? Next time, we will meet in the gym for step aerobics.

Reflection

- Did students log their sets and reps?
- Were students moving through the resistance exercises at a good rate and with correct form?
- Were the stations adequate?
- Do any stations need to be adjusted for the next weight-training lesson?

Homework

Continue to work on your college student fitness plan.

Resources

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

Internet keyword search: "resistance training exercises," "strength training," "weight room spotting"