

LESSON 14: MUSCLE FITNESS WORKOUT 4

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

- evaluate a partner's form during Fitnessgram assessments.
- lift weights with proper alignment in a slow, controlled manner.
- use proper weight room and assessment etiquette to keep all students safe.

Equipment and Materials

- Fitnessgram cadence CD
- 3 sit-and-reach boxes
- 3 yardsticks
- Weight room

Introduction

Today is the final muscle fitness day in the weight room. First, you will complete the push-up and shoulder stretch test. Then in the weight room, you and your workout partner will start where you left off in the last workout. Be sure that you complete the sit-and-reach and trunk-lift tests today if you have not already. Be sure to stretch today. In our next lesson, we'll be back to cardio and running the mile, so come prepared.

Instructional Task: Push-Up and Shoulder Stretch Test

■ PRACTICE TASK

Review the assessment. Then students pair up.

Partner A performs the push-up test while partner B watches for form. Once the Partner A students have completed the test, the Partner B students perform push-ups while the Partner A students watch for form.

Students record their scores.

Next have students do the shoulder stretch and mark whether their fingers can touch or not.

Refinements

- Remind students to stay on cadence.
- Make sure their elbows are getting to 90 degrees.

Guiding questions for students:

- Have you improved? If not, why might that be?
- Have you done resistance training long enough to see any gains?
- Do you think you need to adjust your plan or give yourself more time?
- What about exercise specificity—have you practiced push-ups?

Student Choices/Differentiation

- Have students self-assess at stations.
- Provide a checklist to use for evaluating form.
- Students may review video clips of form.
- Students choose their partners.

What to Look For

Students can identify correct and incorrect form.

Push-Up Form

- Hands are shoulder-width apart.
- Back is flat (no hills or valleys).
- Elbows lower to 90 degrees.
- Elbows return to straight, locked position.
- Movement is in time with the CD cadence.

Instructional Task: Resistance Workout

■ PRACTICE TASK

With the same partners, students go to the station where they left off in the last muscle fitness class. 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 to be attentive in spotting. Rotate students through with a timer or by using low but upbeat music with breaks.

Mixed in with today's stations are three sit-and-reach boxes and three trunk-lift stations for students to self-assess. They need to complete these assessments today if they did not complete them before.

Refinements

- Students adjust form and alignment as needed.
- Students adjust weight and number of sets and reps based on goals and safety.

EMBEDDED OUTCOME: S3.H9.L1. Have students review their fitness plans and identify the types of stretching and the types of strength exercises they have included.

Guiding questions for students:

- Do you need to adjust any of your weight? Be sure you have the correct weight for the sets and reps you want to do.
- Is your resistance training plan balanced across the muscle groups?

Student Choices/Differentiation

Students choose 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.
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Formal and Informal Assessments

- Station log sheets
- Flexibility assessment

Closure

- Today concludes our resistance training in the weight room. How can you keep up a good resistance training plan outside of class?
- If you do not use modified 1RM for determining your baseline, what else can you use?
- What did you like about being in the weight room?
- Remember, we were in the weight room to learn different ways to resistance train. Depending on your goals, you will have to set up a plan using the training and FITT principles that work best for you.
- I will do a binder check next class, and you should be prepared to run the mile.

Reflection

- What did students learn about resistance training?
- Can students recognize ways to work on muscle fitness outside the gym?
- Do students know proper weight room etiquette and safety?

Homework

Work on the scenarios due at the end of the learning segment. Remember there is a binder check next class.

Resources

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

Meredith, M.D., & Welk, G.J. (2010). *Fitnessgram & Activitygram test administration manual*. 4th ed. Champaign, IL: Human Kinetics.