

## LESSON 12: MUSCLE FITNESS WORKOUT 3

### 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

**Physical activity knowledge:** Discusses the benefits of a physically active lifestyle as it relates to college and or career productivity. (S3.H1.L1)

### Lesson Objectives

The learner will:

- evaluate a partner's form during Fitnessgram assessments.
- use proper weight room and assessment etiquette to keep all students safe.
- lift weights using correct form and alignment.

### Equipment and Materials

- Curl-up mats and strips (1 per pair of students)
- Music and Fitnessgram cadence CD
- 3 sit-and-reach boxes
- 3 yardsticks
- Weight room

### Introduction

*Today is a muscle fitness day. You will be performing a curl-up test before heading into the weight room. You will start at the same station where you started on the first muscle fitness day. I have added three sit-and-reach stations and three trunk-lift stations. You will need to complete these two assessments during your weight room workout either today or during the next muscle fitness lesson. Remember to use correct form and alignment and to perform your lifts in a slow and controlled manner. You will be stretching on your own in the weight room today. Be sure to stretch your upper and lower body.*

## Instructional Task: Curl-Up Test

### ■ PRACTICE TASK

Have students pair up.

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

Students record their scores.

## Refinements

- Remind students to stay on cadence and to have fingertips cross the strip.
- Check to see that heels stay in contact with the ground.

**EMBEDDED OUTCOME: S3.H1.L1.** Lead a discussion about the benefits of a physically active lifestyle for college and career productivity:

- How might muscular strength and endurance affect your productivity in your career?
- How might flexibility affect your productivity in your career?

## 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?

## 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.

## Curl-Up Form

- Head is down (touching floor or mat) and fingertips are touching strip.
- Knees are bent, heels touching ground.
- Finger pads slide across the strip and back as the body curls up (shoulder blades off floor) and back down.
- Movement is in time with the CD cadence.

## Instructional Task: Resistance Workout

### ■ PRACTICE TASK

With their workout partners, students go to a station and adjust the equipment as necessary to 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 spotters.

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.

## Refinements

- Students adjust weight and equipment for goals, safety, and correct form.
- Have students count 3 or 4 seconds on the inhale and exhale. Check to see that they are breathing when they lift.

## 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 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.
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## **Formal and Informal Assessments**

- Curl-up test results
- Station logs

## **Closure**

- Today, you performed the curl-up test again and worked more on muscle fitness. If you did not see any improvement on your curl-up or other tests, why might that be?
- What do think you should do?
- Tomorrow is our last day of cardio kickboxing. Be ready for your workout.
- Be sure to turn in your binders before you leave class.

## **Reflection**

- Are students able to identify breaks in form?
- Are students lifting weights properly?
- Review binders and provide feedback.

## **Homework**

- Be sure your logs are up to date.

## **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., eds. (2010). *Fitnessgram & Activitygram test administration manual*. 4th ed. Champaign, IL: Human Kinetics.