

LESSON 7: PUSH-PULL METHOD FOR FREE WEIGHTS

Grade-Level Outcomes

Primary Outcomes

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)

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)

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). (S2.H1.L1)

Embedded Outcome

Working with others: Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

Lesson Objectives

The learner will:

- discuss why it's important to use a variety of workout systems and know about different types of workout equipment for maintaining one's motivation to exercise.
- review previous material on spotting and identify different techniques for dumbbells.
- use guided discovery with a partner to explore different exercise options for each body part using free weights.
- practice lifting technique with free weights.

Equipment and Materials

- Barbells and collars
- Plate weights
- Bumper plates
- Dumbbells of various sizes

Introduction

Now that you have a foundation of exercises using machines and pin-loaded devices, I will expand your program development. The tools for working out for this lesson are free weights, including the bar and dumbbells. For those of you not ready for true free-weight exercises, you may use bumper plates instead of heavier weights. We also will move toward an advanced workout program called a split routine. The split routine for today is known as the push-pull method. Let's start with a discussion on workout programs and routines.

Instructional Task: Discussion on Workout Methods

■ PRACTICE TASK

Lead the class in a discussion about using free weights and the push-pull split system of training.

Guiding questions for students:

- What are the advantages of using free weights over machines?
- What are the disadvantages?
- What is a split routine?
- What are the benefits of using a split routine during weight-training programs?
- How are split systems organized?

Student Choices/Differentiation

Provide examples of a split routine for students to look at.

What to Look For

- Students are able to recall various workout programs.
- Students are asking good questions.

Instructional Task: Safety Demonstrations

■ PRACTICE TASK

Review the basic safety precautions and spotting technique covered earlier in the module. Emphasize the importance of alignment, technique, spotting, and staying within your limits. Students should practice spotting for selected lifts.

EMBEDDED OUTCOME: S4.H3.L1.1 Spotting is essential in lifting and particularly in using free weights. Students should focus on safety and also building trust through clear and supportive communication.

Student Choices/Differentiation

Students choose their partners.

What to Look For

- Students are engaged in the discussion.
- Students are using correct spotting technique.
- Partners are communicating with each other.

Instructional Task: Guided Discovery for Free Weights

■ PRACTICE TASK

Have students work with a partner to identify three exercises for the lower body and three exercises for the upper body. Students should move from station to station, trying the free-weight exercises.

Have students write the names of the exercises and indicate whether they are push or pull exercises. Push exercises for the lower body include leg press, leg extension, toe press; pull exercises include leg curl, adduction exercises, and hip flexion exercises. Push exercises for the upper body include chest press, military press, incline chest press; pull exercises include lat pulls, seated rows, and upright rows.

Extension

Students can use the Internet to check whether their exercises are push or pull.

Refinement

Stop the class and reinforce any etiquette or safety concerns if needed.

Student Choices/Differentiation

- Students select new partners.
- Students share ideas with other groups.

What to Look For

- Students can correctly identify both lower-body and upper-body exercises.
- Students can distinguish between push and pull exercises.

Instructional Task: Free-Weight Practice

■ PRACTICE TASK

Students perform their dynamic warm-ups. With a partner to spot, have students try one set of 10 repetitions for each of the exercises they selected. Remind students to start with light weights. Students cool down with their static stretching routines.

Guiding questions for students:

- When should you be inhaling? Exhaling?
- Why should you hold or pause slightly at full extension or flexion?

Refinement

Provide feedback about proper alignment while lifting to prevent injury.

Student Choices/Differentiation

- Students choose their partners.
- Students can use dumbbells or the bar without weights if they are not comfortable adding plates.

What to Look For

- Students are attentive spotters.
 - Students are using proper technique for each exercise.
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Formal and Informal Assessments

Exit slip: Name at least one exercise that is push and one that is pull for the same joint.

Closure

- The push–pull training program is one of many used by experienced weight trainers. It has a few advantages over the basic total-body workout in that you can spend more time working on specific body parts.
- Just remember when doing this type of workout that you have to go a little slower between the sets and exercises since this routine isn't necessarily about muscular endurance or aerobic training.

Reflection

- Are students demonstrating an understanding of how to generate a workout plan and program?
- Is information from the previous programming progressions being demonstrated in the new format?

Homework

- Record your body-weight exercise repetitions and exercises in your log. Include your physical activity outside of class and turn it in next class.
- Look up unilateral lifting exercises on the Internet to be ready for next class.

Resources

Haff, G. Gregory, and Triplett, N. Travis. (2017). *Essentials for strength training and conditioning*. 4th ed. Champaign, IL: Human Kinetics.

Internet keyword search: “push–pull routines,” “weightlifting push–pull routines,” “upper-body push–pull exercises,” “lower-body push–pull exercises”