

LESSON 2: ADDING WEIGHTS TO MUSCULAR STRENGTH AND ENDURANCE STATIONS

Grade-Level Outcomes

Primary Outcome

Engages in physical activity: Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training. (S3.M4.8)

Embedded Outcomes

Accepting feedback: Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)

Engages in physical activity: Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. (S3.M3.8)

Safety: Independently uses physical activity and fitness equipment appropriately, and *identifies specific safety concerns* associated with the activity. (S4.M7.8)

Lesson Objectives

The learner will:

- discuss self-assessment of his current level of physical activity using the physical activity questionnaire (PAQ-C).
- refine his plan for aerobic activity based on data from PAQ-C.
- practice exercises to improve muscular strength and endurance.
- document physical activity in physical education class using log sheets.

Equipment and Materials

- Copies of Weight Training Chart
- Pencils
- Clipboards
- Aerobic steps
- Sand bells
- Medicine balls
- Resistance tubing
- Hand weights
- Cones for stations
- Station cards
- Shoulder folders for station cards
- Completed index cards from Lesson 1 with basic physical activity plan

Introduction

Today, we will continue to explore the importance of physical activity. For homework, you were to complete a physical activity questionnaire called the PAQ-C. You also were to continue logging your physical activity outside of class. I hope these activities made you think about your levels of physical activity and caused you to reflect on how active you are.

Instructional Task: Discussion of PAQ-C

■ PRACTICE TASK

Students share the results of their PAQ-C with partners. Students should discuss the results and share what they learned from filling out the questionnaire.

EMBEDDED OUTCOME: S4.M3.8. Ask students to provide encouragement and feedback to peers without your prompting.

Extension

Students could revise their basic physical activity plans based on PAQ-C results.

Refinement

Go over any activities from the questionnaire that students were not familiar with.

Student Choices/Differentiation

Students may choose their partners.

What to Look For

- Students are having intelligent conversations about the questionnaire.
- Students are encouraging peers without prompting from you.

Instructional Task: Muscular Strength and Endurance Stations

■ PRACTICE TASK

Students rotate through muscular strength and endurance stations. Again, assign 6 to 15 repetitions. Students use a weight training chart to record the amount of weight they use for each exercise.

Extensions

- Encourage students to attempt various weights in order to reach overload.
- Add a cardio station (stationary bike) and a flexibility station (focus on upper body).

Refinement

Make sure students start with weights that they know they can lift. They can move up in weight if they can handle the lighter weights.

EMBEDDED OUTCOME: S4.M7.8. Ensure that students use the equipment appropriately, without prompting, and identify safety concerns associated with the activity.

Student Choices/Differentiation

Students can choose from a variety of equipment.

What to Look For

- Students are using proper form.
- Students are following the instructions on the station cards.
- Students are attempting various weights.
- Students are identifying specific safety concerns at each station.
- Students are using fitness equipment safely.

Instructional Task: Refine Physical Activity Plans

■ PRACTICE TASK

Distribute index cards from Lesson 1, and ask students to review the basic physical activity plans they created. Now that they have taken the PAQ-C and shared with their partners, encourage them to refine their plans if needed.

Extension

Students can calculate the quantity of physical activity needed based on their weight.

EMBEDDED OUTCOME: S3.M3.8. Encourage students to select and perform a variety of aerobic fitness activities outside of school.

Student Choices/Differentiation

List a variety of aerobic fitness activities that students can perform outside of school.

What to Look For

- Students are putting thought into refining their basic physical activity plans.
- Students are participating in aerobic fitness activities outside of school.

Instructional Task: Document Physical Activity

■ PRACTICE TASK

Students log the physical activity they performed in class in their physical activity logs.

Refinement

Make sure students are using the physical activity logs correctly.

Student Choices/Differentiation

Students can choose to log physical activity electronically if they have an appropriate app.

What to Look For

Students are correctly logging their in-class physical activity.

Formal and Informal Assessments

- PAQ-C
- Basic physical activity plan
- Discussion of PAQ-C

Closure

Today, you were able to discuss the results of your physical activity questionnaire with a classmate and to continue practicing your muscular strength and endurance exercises. Again, keep in mind that the muscular strength and endurance activities typically do not provide enough physical activity. If you were to depend only on what you did in class today, you would fall short on aerobic-type physical activity. You are again encouraged to think of how you will fit in additional physical activity outside of class time.

What obstacles do you face with busy school schedules, and what can you do about it?

Reflection

- Are students performing the muscular strength and endurance exercises properly?
- Are they experimenting with various weights to find overload?
- Did students revise their basic physical activity plans based on the results and discussion of their questionnaires?

Homework

For homework, you will again log your out-of-class physical activity. Keep striving to participate in moderate to vigorous aerobic and muscle- and bone-strengthening physical activity for at least 60 minutes per day, at least five times a week.

Resources

- Kowalski, K., Crocker, P., & Donen, R. (2004). *The Physical Activity Questionnaire for Older Children (PAQ-C) and Adolescents (PAQ-A) manual*. Saskatoon: University of Saskatchewan College of Kinesiology.
- NASPE. (2005). *Physical best activity guide: Middle and high school levels*. Champaign, IL: Human Kinetics.