

## LESSON 8: SHARING MUSCULAR STRENGTH AND ENDURANCE PLANS

### 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

**Personal responsibility:** Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)

**Fitness knowledge:** Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least 5 times a week. (S3.M6.8)

### Lesson Objectives

The learner will:

- evaluate a classmate's muscular strength and endurance routine.
- implement his own muscular strength and endurance routine.
- document his physical activity outside of class and in class.
- assess his current level of physical activity.
- add artifacts to his physical activity portfolio.
- compare his current level of physical activity to the level at which he was participating at the beginning of the year or module.
- reflect on how well he was able to implement the three aspects of cross-training between class and outside of class.

### Equipment and Materials

- Copies of the Physical Activity Questionnaire for Older Children (PAQ-C)
- Copies of Weight Training Chart (see lesson 7)
- Pencils
- Clipboards
- Sand bells
- Hand weights
- Medicine balls
- Aerobic steps

### Introduction

*Today, you will have the opportunity to share the muscular strength and endurance routine that you designed the last time we met. When we share our plans, try to help one another improve the plans. We are all trying to improve our fitness. We also will practice a couple of our muscular strength and endurance routines and add artifacts to our portfolios.*

### Instructional Task:

#### Sharing Muscular Strength and Endurance Plans

##### ■ PRACTICE TASK

In small groups, students share and demonstrate the muscular strength and endurance training plans they have developed for home.

Students should evaluate their peers' work critically but also be respectful of peers' feelings.

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**EMBEDDED OUTCOME: S4.M1.8.** Discuss with students the importance of accepting responsibility for improving their own levels of fitness.

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## **Extension**

From their partners' feedback, students make changes to their fitness plans. Students write brief summaries of the changes they made and why.

## **Student Choices/Differentiation**

Students may choose their groups.

## **What to Look For**

Students share and demonstrate training exercises that have not been practiced in class.

## **Instructional Task: Implementation of Muscular Strength and Endurance Plan**

### **■ PRACTICE TASK**

For additional feedback by peers and teacher, students select a couple of activities from their plans in which to participate during this task.

Students participate in at least two reps from each activity.

## **Extension**

Students practice other classmates' plans (modified to their skill levels).

## **Student Choices/Differentiation**

Students have their choice of exercises from their muscular strength and endurance plans.

## **What to Look For**

Students demonstrate proper form for the exercises they select.

## **Instructional Task: Portfolios**

### **■ PRACTICE TASK**

Pass out student portfolios and student work. Students choose which artifacts they would like to include in their portfolios.

Help students organize and find a use for the portfolios in their everyday lives.

## **Student Choices/Differentiation**

Students can choose from a variety of their work.

## **What to Look For**

Students choose work that shows a change in thought process or a growth in learning and understanding of the content.

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## **Formal and Informal Assessments**

- Student portfolios
- Student demonstrations and sharing of their muscular strength and endurance plans
- Written summary of changes to fitness plans

## **Closure**

*This is the end of our module focusing on participation in physical activity. I hope that you feel confident in your ability to combine muscular strength and endurance, aerobic-type activities, and flexibility training into a complete program that you can pursue on your own outside of class.*

## Reflection

- Were students provided enough time to share and demonstrate their muscular strength and endurance programs in class?
- Based on their demonstrations, do students seem to understand how to design a complete muscular strength and endurance program on their own?

## Homework

*For homework, you will again take the physical activity questionnaire called the PAQ-C. Compare both results to see if you have increased your participation in physical activity.*

*In addition, you will finish your portfolio for homework and add a reflection. The reflection is to describe how well you were able to implement the three aspects of cross-training between class and outside of class.*

*Visit the school's physical education website to review material for the next module.*

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**EMBEDDED OUTCOME: S3.M6.8.** Throughout these lessons, you were asked to participate in moderate to vigorous aerobic and muscle- and bone-strengthening physical activity for at least 60 minutes per day and track it in a log. Next class period, please turn in your physical activity logs.

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## Resources

- Melograno, V.J. (2000). *Portfolio assessment for k-12 physical education*. Reston, VA: National Association for Sport and Physical Education.
- NASPE. (2005). *Physical best activity guide: Middle and high school levels*. Champaign, IL: Human Kinetics.