

S:3 H: 7 GLO: 9-12 Beginning Weight Training – Day 1

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: http://www.pelinks4u.org/naspeforum/discus/messages/1239/Weight_Training_Finished-1297.pdf

<p style="text-align: center;"><u>Objectives/ Student Targets</u></p> <p>Cognitive: The students will identify the pieces of the FITT principle as they relate to cardiorespiratory endurance.</p> <p>Affective: The students will understand demonstrate sportsmanship and cooperative skills.</p> <p>Psychomotor: The students will demonstrate correct exercise protocol while rotating through a list of physical activities.</p>	<p><u>Equipment & Technology Needed:</u></p> <ul style="list-style-type: none">• 30 syllabus (30 total)• 30 Anatomy handouts (attached to this lesson)• 30 Personal workout tip sheets # 12 (30 total)
<p>Academic Vocabulary: Auxiliary Lift, Spotter, Collar, Dumbbell, Core</p>	
<p><u>Introduction / Anticipatory Set:</u></p> <p>*This website will take you to many different lessons for a weight training class, this is an example of the introductory lesson.</p> <p>Welcome, class to weight training. In this weight training class you will be learning a variety of different lifts and exercises that you will be able to integrate into your personal workout. The personal workout you develop should be geared towards an activity of your choice. For example, if you like wrestling integrate exercises that will help with gripping and power. If you enjoy basketball, apply exercises that will make your lower body strong. The tip sheets will help you with your program. This class will be a great way to become familiar with the techniques and knowledge needed when lifting weights. Today we will read the syllabus and talk about the terminology and assessment handouts. The anatomy sheet will help you study the muscle groups that you will be using. Today we are going over some of the things you will learn in this class. Gather students in weight room. Have them find a place to sit down. Pass out syllabus and read over together as a class. Also pass out anatomy sheet. Start off by explaining protocol. Make sure exercise equipment is working properly a day before, just in case you have lots of time after. Encourage students to bring a pair of weight gloves and a towel. Tell the students there are several terms that they should familiarize themselves with. The weight room terminology sheet will help them get familiar with words used in the weight room.</p>	<p><u>Classroom Layout:</u></p> <p>Weight Room (ideally set up in stations with free weights and machines)</p>
<p><u>Instant Activity:</u></p>	

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<p>No instant activity today.</p>	
<p><u>Fitness Development:</u></p> <p>Muscular Endurance and Muscular Strength will be developed as strength training progresses Body Composition and Cardiorespiratory Endurance will improve with daily activity Flexibility will improve through a daily dynamic warm-up and static stretching during the cool down.</p>	
<p><u>Lesson Focus:</u></p> <p>This introductory day is a good day to take the students around the room, show them the different equipment, and talk about safety instructions.</p> <p>Barbells weights are circular looking (hold up or point to one when presenting). Always hold the weights with the letters facing away from you. Holding the weights like this allows you to have a better grip when moving weights from place to place. When you place the weight on the barbell place them with the letters facing the bench and remember to always use collars. Demonstrate how the weight should be gripped and placed on the barbell.</p> <p>Terminology like auxiliary lifts. Auxiliary lifts are lifts that do not workout your core. Some include bicep curls, shoulder presses and many others. You can use dumbbells and barbells for these exercises.</p> <p>The weight room is a fun and exciting place to be in if all rules are followed. We have to remember that safety is the most important thing in the weight room. Other than safety, I would like to go over weight room etiquette. There are some very important points to remember when you are in here. First of all, there are not enough pieces of equipment for each student. Therefore, we have to share equipment. When you are not using a piece of equipment allow others to use. When you want to use someone's piece of equipment ask them nicely if you can jump in. Remember, make sure you put the weight he/she had when you got there. Also, wipe off the sweat with a towel if</p>	<p><u>Teaching Cues:</u></p> <p>Spotters Collars Barbells Dumbbells</p> <p><u>Modifications:</u></p> <p>None needed</p>

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possible. Always put place weight equipment where they belong, this makes it easy for the next person to find.

First of all always make sure you have a spotter, never lift without one. It is dangerous to lift without a spotter because you never know when you need help. Spotters should always be observing the lifter. When you are spotting someone keep your eyes on the lifter until they are done. Slowly lower weights to the ground. Make sure you always use collars. Lifting without collars is dangerous because the weight can fall on someone's toes.

Show students where the dumbbells belong.

Do not drop weights on floor. When placing barbells or dumbbells back on the rack do it slowly and safely.

Assessment:

Check for understanding.

What are auxiliary lifts?

Why should you hold the weight with the letters facing away from you?

What are collars used for? What does a spotter do?

Closure:

Are there any questions regarding this class and what is expected of you?

What do you do when I say "Go"?

Remember too come dressed ready for class next time we meet.

Tell the students from now on we are going to be lifting and working on different muscles groups.