

S: 3 H: 9 GLO: 9-12 Basic Training: Chest
OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: http://www.sparkpe.org/wp-content/uploads/basic-training-chest_hs.pdf

<p style="text-align: center;"><u>Objectives/ Student Targets</u></p> <p><u>Cognitive:</u> The students will be able to describe the difference between muscular strength and muscular endurance.</p> <p><u>Affective:</u> The students will monitor their adherence to technique, safety, and etiquette.</p> <p><u>Psychomotor:</u> The students will complete all pectoral exercises with proper technique and breathing.</p>	<p><u>Equipment & Technology Needed:</u></p> <p>1-2 of each per group of 3-4: cones, mats, med balls, stability balls, resistance bands – weights, bars, collars, dumbbells if you have spark: 1 ST Practice Plan – 1 Chest ST Content Card – 1 pencil, clipboard, and calculator; 1 E – 1RM Log per student</p>
<p>Academic Vocabulary: Pectorals, Partner Resisted, Target Muscle Group</p>	
<p><u>Introduction / Anticipatory Set:</u></p> <p>Ask the students in your class if they know where their pectorals are. (chest muscles) What are some exercises that work the pectorals? Strength training exercises fall into 1 of 6 categories: weight/machine, body weight, partner resisted, resistance band, stability ball, and medicine ball.</p>	<p><u>Classroom Layout:</u></p> <p>Weight room is highly recommended Enough room for students to work in groups.</p>
<p><u>Instant Activity:</u></p> <p>Do a warmup that the students usually complete at the beginning of class but make sure to add push ups. Go over the cues for push ups. Straight back, shoulders over wrists, elbows to 90 degrees, keep body in a straight line. Girls may use their knees but encourage them not to!</p>	
<p><u>Fitness Development:</u></p> <p>Improve muscular strength and muscular endurance through strength training exercises Continue to develop cardiorespiratory endurance through activities that raise the increase the heart rate for a minimum of 30 minutes</p>	

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Target improved body composition through strength training and cardio work
 Improve flexibility through daily dynamic and static stretching routines

Lesson Focus:

(This activity may take several lessons to complete)

Express the importance of spotters and collars while weightlifting. Spotters are there to help you if the weight becomes too much, they are very important in preventing injury. Collars are equally important. They are what stops the weight from coming off the ends of the barbell.

1. Estimate 1 Repetition Maximum (1 rep max)

Show the students how they would estimate their 1 rep max: Once you have the weight that limits you to 10 reps on the bench press (for example), multiply that by 1.33. That will give you your estimated 1 rep max. Display an example on the board for the class. Learning strength training exercises and accurately calculating the 1 rep max is important to the development of the student's personal strength training program.

2. If you have them, use the *Chest ST Content Card* to perform exercises safely. If not, you need to

demonstrate the chest exercises for them with proper form.

The chest exercises include, but are not limited to:

- Barbell/dumbbell bench/incline bench (head is higher than feet)
 - Position yourself on the bench with your feet firmly on the ground and your back flat (the bar should be directly over your eyes, and your head, shoulders, and buttocks should be on the bench).
 - Grasp the barbell with palms forward and thumbs wrapped around the bar. Move the bar into starting position, with help from a spotter.
 - Inhale and lower the bar slowly until it touches your chest below your armpits. As you lower, flare your elbows out slightly.
 - Next, exhale and press the bar up, keeping your wrists straight and your back flat.
- Dumbbell flies

Teaching Cues:

- flat back
- feet firm on ground
- inhale, exhale
- tight midsection
- press up
- spotter
- collars

Modifications:

Limit Exercises to a Single Category

Decrease weight

Increase the number of sets/reps performed for each exercise

Add advanced lifts that the students must master

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- Take a dumbbell in each hand and lie on a bench, feet firmly on the floor.
- Press your shoulders, back, head, and buttocks to the bench. Position the dumbbells near your chest and armpits with your palms facing inward. Keep your wrists straight.
- Exhale, pull in your abs, and slowly press the dumbbells up directly above your chest. Your arms should be shoulder-width apart. Keep your elbows straight but not locked.
- Inhale and lower the dumbbells slowly in a wide arc until they are level with your chest. Keep the dumbbells parallel.
- “Fly” the dumbbells toward the ceiling in the same gentle arc.
- Pushups (can do variations: hands on bench, one hand on med ball, form diamond with hands, feet on stability ball)
 - Tighten your abdominals, keep your back flat, your neck in alignment with your spine, and keep your elbows close to your sides.
 - With your hands directly under your shoulders, lower yourself slowly and with control, and then press up.

There are many other chest exercises your students can benefit from, these are just a few main ones.

It is recommended that the students complete these exercises with NO weight, the bar alone, or very light dumbbells until you can assess and determine when they have proper form. Only then do they move on to adding weight.

If you have the spark materials, the students can also get into groups of 3-4 and complete the exercises on the *ST Practice Plan*.

No one knows your class the way you do, proceed with caution and only do as much as your class can handle.

Assessment:

Simply assess on:

- whether the students are obeying the weight room rules

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- They are participating
- They are completing the chest exercises with proper form
- They are using all safety precautions (spotters and collars)

Closure:

Which of these exercises would you implement into your own personal strength training program?
Why?