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| **Lesson Title/Focus** | **Lesson 1 – Lower Body** | **Date** | March 23 2015 |
| **Subject/Grade Level** | Physical Education 10 | **Time Duration** | 86 mins |
| **Unit** | Weight Training | **Teacher** | Miss. Collier |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | |
| **General Learning Outcomes:** | | | **Specific Learning Outcomes:** | |
| * **A –** Students will acquire skills through a variety of developmentally appropriate movement activities. * **B-** Students will understand, experience and appreciate the health benefits that result from physical activity. * **C –** Students will interact positively with others. * **D –** Students will assume responsibility to lead an active way of life. | | | * **A10-13:** Adapt and improve activity-specific skills in a variety of individual pursuits. * **B10-2:** Demonstrate, monitor, analyze and reflect upon ways to achieve a personal functional level of fitness. * **C10-3**: Demonstrate etiquette and fair play. * **C10-6:** Identify and demonstrate positive behaviors that show respect for self and others. * **D10-3:** Select and apply rules, routines and procedures of safety in a variety of activities. | |
| **LEARNING OBJECTIVES (Students will)** | | | **ASSESSMENTS** | |
| * **Demonstrate positive behaviours that show respect for self and others, including fair play within the weight room.** * **Create workout plans catered to their personal skill level.** * **Apply and demonstrate safety procedures and rules within their workouts.** * **Adapt and improve their own physical fitness by performing a minimum of 5 different exercises.** | | | * Observation * Exercise Log Sheet * Class Discussion * Daily Participation | |
| **LEARNING RESOURCES CONSULTED** | | | **MATERIALS AND EQUIPMENT** | |
| * Weight Training for Life – 7th Edition – James L. Hesson * Physical Best Activity Guide Secondary Level – AAHPERD * Physical Activity Ideas for Action Secondary Level – Lynn Allen | | | * **Weight Room Equipment** * **Exercise Log Sheets** * **Pencils** * **Alternative Work out option Sheets** * **Ipod for music** | |
| **SAFETY GUIDELINES REFERENCED** | | | **SPECIFIC SAFEY CONSIDERATIONS** | |
| * **Supervision-**  On site supervision is recommended during initial skill instruction. In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized. * **Instructional Considerations –** Students should be instructed in the proper use of fitness equipment before using it. Emphasize high repetitions using lighter weights, or not weights at all when teaching resistance training. Encourage development of core body strength, injury prevention, personal levels of intensity, and participation at own comfort level focusing on participation, not performance. * **Equipment/Facilities –** Tubing/elastic strips should be of proper tension and length for skill level of student. A padded mat should be placed directly below high apparatus. | | | * Outline all safety regulations that must be taken while working out (someone spotting, over lifting, proper technique, potential hazards) * Awareness of others – Working with each other. No bullying or exclusion. * Students will wear appropriate clothing and footwear * One partner at a time on machines! – Free weights and body weight exercises can be done at same time! * Clamps are properly adjusted and tightened. * No Horseplay will be tolerated! * Clean machines when finished with them. | |
| **PROCEDURE** | | | | |
| **Introduction** | | | | **Time** |
| ***Expectations for Learning and Behaviour*** | | 1. Students demonstrate respect, responsibility and leadership 2. Students are actively participating in the weight room. | |  |
| ***Advance Organizer/Agenda*** | | 1. Discuss safety considerations within the weight room. 2. Review what sets and reps are. Show students how to fill out log sheets. 3. Demonstrate some lower body exercises. 4. Warm up 5. Let students begin their workouts. | |  |
| ***Transition to Body*** | | Students get changed, take attendance, listen to prayer and announcements, stand for O’Canada. | | 5 mins |
| ***Attention Grabber/ Assessment of Prior Knowledge*** | | “Who has been to a gym before to work out?” – Take a look around and see who has their hands up. “Those of you with your hands up, im going to ask you to be my helpers this week and demonstrate some leadership skills and help out your fellow classmates if need be.” | | 2 mins |
| **Body** | | | | **Time** |
| ***Learning Activity #1*** | 1.Have students sit in the free weight area of the weight room. Go over safety expectations for the weight room.  2.Hand out exercise log sheets. Explain that these are to be filled out daily, and handed back in at the end of class. Review what a rep/set is. Show students the differentiation sheet as a resource guide. Students are required to make their workouts difficult for themselves and really push themselves. Let students know that there should be at least 5 minutes of cardio done every day this week *(bike, jump rope, treadmill, stair climber)*  3.Review and Demonstrate some lower body exercises with body weight (*squats, lunges, calf raises*) and machines (*leg curls, leg extension, leg press*) | | | *10-15 mins* |
| *Assessments/ Differentiation:* | Class Discussion, Question and Answer to assess previous knowledge. | | |  |
| ***Learning Activity #2*** | **Warm Up:**  -Have students find a space within the workout room.  -Jog on the spot.  -Stationary Jumps (start small, and work way up to bigger more powerful squat jumps).  -High Knees/Butt Kicks  -Finish with a quick sprint on the spot. | | | *3 mins* |
| *Assessments/ Differentiation* | Observation that students are participating in warm up. | | |  |
| ***Learning Activity #3*** | Ask students to partner up and go begin their work out plans focusing on lower body exercises and cardio. If students cannot find a partner, come see me and I will find them a group to work with. | | | *45-50 mins* |
| *Assessments/ Differentiation* | Observation that students are participating. Differentiation – Students tailor their workouts to their own abilities. They are able to use machines, free weights and body weight to complete exercises. | | |  |
| ***Learning Activity #4*** | Have students find a spot in the weight room and lead students in a lower body stretch. | | | *5 mins* |
| **Closure** | | | | **Time** |
| ***Assessment of Learning:*** | | Review exercise logs after student’s hand them in to make sure they are filling them out correctly and completing enough exercise (at least 5). Review any mistakes the next day. Give students a daily participation grade. | |  |
| ***Feedback To Students*** | | Inform students how they did today – Excellent participation, saw everyone working hard. **Or** Tomorrow we need to step it up and work a little harder. | | *2 mins* |
| ***Transition To Next Lesson*** | | Tomorrow we will be working on Upper body. Remind students to bring a water bottle next class. Let them go get changed. Hand in exercise logs and pencils on their way out. | | *8 mins* |

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| **Reflections from the lesson** |  |