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| **Lesson Title/Focus** | **Lesson 3 – Core** | **Date** | March 25th 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. * **B10-3:** Plan, assess and maintain personal fitness, using the principles of training: Frequency, intensity, duration * **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 their own workout plans that adapt the FITT principle.** * **Apply and demonstrate safety procedures and rules within their workouts.** * **Adapt and improve their own physical fitness by performing a minimum of 6 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. Quickly review safety considerations within the weight room. 2. Demonstrate some core body exercises. 3. Warm up 4. Pass out log sheets and Let students begin their workouts. | |  |
| ***Transition to Body*** | | Students get changed, take attendance, and listen to prayer and announcements. | | 5 mins |
| ***Attention Grabber / Assessment of Prior Knowledge*** | | “Whose upper body is sore from yesterday? Is anyone’s lower body still sore from Monday? Yes – good! That’s your body telling you its making changes and getting stronger! No – You guys need to work harder today and challenge yourselves!”  Review upper body – Think about the exercises you did yesterday, What kind of activities/sports use upper body strength that those exercises could be applied too? (EX. Carrying groceries – need arm strength to lift bags; Baseball – Swinging a bat, throwing the ball; Boxing- need arm strength to punch) | | 2 mins |
| **Body** | | | | **Time** |
| ***Learning Activity #1*** | 1.Have students sit in the free weight area of the weight room. Ask students to recall safety expectations for the weight room.  2.Students are required to make their workouts difficult for themselves and really push themselves. Remind students that there should be at least 5 minutes of cardio done every day this week *(bike, jump rope, treadmill, stair climber).* Discuss with students what the FITT principle is and how it can be applied to their workouts.  3.Review and Demonstrate some core exercises with machines and body weight (*crunches, sit-ups, plank/bridge, V-sit, partner jack knifes*), free weight *(dumbbell side bends)* | | | *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.  -20 jumping jacks  -30 seconds mountain climbers | | | *3 mins* |
| *Assessments/ Differentiation* | Observation that students are participating in warm up. | | |  |
| ***Learning Activity #3*** | Hand out exercise logs. Ask students to partner up and go begin their work out plans focusing on upper 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 an upper 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 our whole bodies! 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** |  |