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| **Lesson Title/Focus** | **Lesson 4 – Workout Plans** | **Date** | March 26 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. * **B10-6:** Clarify the positive benefits that occur as a result of participation in physical activity. * **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.** * **Identify two reasons why physical activity is important to their health.** * **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 * Self-Evaluation Quiz (D2L) | |
| **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*** | | All week long we have been working on different parts of our body (mon-lower, tues-upper, wed-core). Today we are going to take everything we have done over the past couple of days and combine it for a whole body workout. | | 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.Explain that today is the last day so Students should try 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)* Today students will be working on a total body workout.  3. Discuss with students the benefits of being physically active in their daily lives. What are some benefits of cardio? Strength Training? If you do one more than the other what will happen? | | | *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.  -Mountain Climbers  -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*** | Hand out exercise logs. Ask students to partner up and go begin their work out plans focusing on lower, upper and core 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). Give students a final grade for their exercise logs. Give students a daily participation grade. | |  |
| ***Feedback To Students*** | | Inform students how they did today – Excellent participation, saw everyone working hard. | | *2 mins* |
| ***Transition To Next Lesson*** | | Today was the last day of our workouts and tomorrow we will be doing Zumba in the gym. Remind students that they should be completing their Self-Evaluations on D2L within the next week. Let students go get changed. Hand in exercise logs and pencils on their way out. | | *8 mins* |

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| **Reflections from the lesson** |  |