

# **Beginning Weight Training**

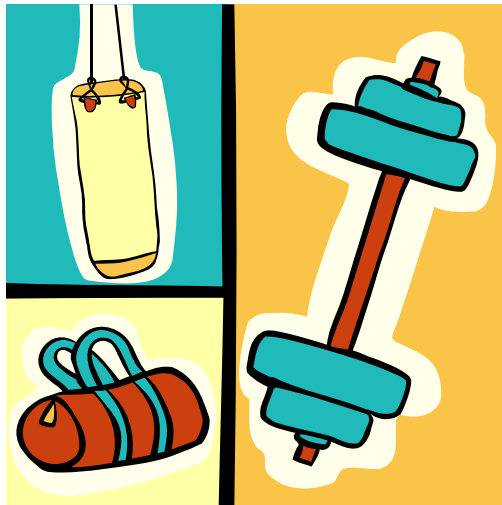
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### Weight lifting Unit Block

<b>CLASS INTRODUCTION</b> LP #1	<b>Upper Body Development</b> LP #2 Assessment #13	<b>Upper Body Development</b> LP #3 Skill assessment #1 Chest/ Legs task cards 1-13	<b>Upper Body Development</b> LP #4 Assessment #12 New lift sheet	<b>Upper Body Development</b> LP #5 Skill assessment #2 Chest/ Legs task cards 1-13
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**Physical Education**  
**Lesson #1 / Review Syllabus**

**Objectives: (Specific, Behavioral, Assessable)**

**Student objectives:**

- 1). By the end of class students will understand what is expected of them in weight training class, the importance of safety and weight room etiquette (NASPE 2, EALR 1.2).
  - A). Understanding “stop” and “go” signals
  - B). Always having a spotter.
  - C). Always returning weight to their spots.
  - D). Ask nicely if you can jump in.
  - E). Sharing equipment.

**Teacher objectives:** Teacher will make sure students understand what is expected of them throughout the quarter, by checking for understanding.

**Equipment: (for a class of 30 students)**

- 30 syllabus (30 total)
- 30 Anatomy handouts (attached to this lesson)
- 30 Personal workout tip sheets # 12 (30 total)

**Instant Activity:** No instant activity today.

**Set Induction:** 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.

<b>MAF/Instructional techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Gather students in weight room. Have them find a place to sit down.</li> <li>• Pass out syllabus and read over together as a class.</li> <li>• Also pass out anatomy sheet.</li> <li>• Start off by explaining protocol.</li> <li>• Make sure exercise equipment is working properly a day before, just in case you have lots of time after.</li> <li>• Encourage students to bring a pair of weight gloves and a towel.</li> </ul>	<ul style="list-style-type: none"> <li>• We will go over the syllabus and then talk about the anatomy sheet.</li> <li>• Lets start off with the rules, When I say go I want you to do the task I've given promptly. And when I say stop I want you to place whatever piece of equipment on the racks or on the floor and pay close attention to the next task or cue.</li> </ul>		What do you do when I say, stop?
<ul style="list-style-type: none"> <li>• Terminology sheet is in syllabus; randomly choose students to read out loud a word and its meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• There are several terms that you should familiarize yourself with. The weight room terminology sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Terminology like auxiliary lifts. Auxiliary lifts are lifts that do not workout you core. Some include bicep</li> </ul>	What are auxiliary lifts?

	will help you get familiar with words used in the weight room.	curls, shoulder presses and many others.	
<ul style="list-style-type: none"> <li>Demonstrate how the weight should be gripped and placed on the barbell</li> </ul>	<ul style="list-style-type: none"> <li>Barbells weights are circular looking (hold up or point to one when presenting).</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>When you place the weight on the barbell place them with the letters facing the bench and remember to always use collars.</li> </ul>	Why should you hold the weight with the letters facing away from you?
<p><b>Informing task:</b> 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 possible. Always put place weight equipment where they belong, this makes it easy for the next person to find (inform students that they will be given a pop quiz on weight room etiquette).</p>			
<ul style="list-style-type: none"> <li>Give rules of the weight room.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Spotters should always be observing the lifter. When you are spotting someone keep your eyes on the lifter until they are done.</li> </ul>	What are collars used for? What does a spotter do?
<ul style="list-style-type: none"> <li>Show students were the dumbbells belong.</li> </ul>	<ul style="list-style-type: none"> <li>Second, do not drop weights on floor.</li> <li>When placing barbells back on the rack do it slowly and safely.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	What do you do when I say go?



**Closure/Assessment**

- Are there any questions regarding this class and what is expected of you?
- What do you do when I say "Go"?
- Why do you need to have a spotter when performing exercises?
- Remember to come dressed ready for class next time we meet.

**Physical Education**  
**Introduction to various bench press exercises.**  
**Lesson plan # 2**

**Objectives: (Specific, Behavioral, Assessable)**

**Student objectives:**

- 1). By the end of class students will be able to demonstrate the proper technique in the flat, decline and incline bench press (NASPE 2, EARL 1.1, 3).
  - A.) Straight wrists
  - B.) back flat on bench
  - C.) feet flat on floor
  - D.) arms forming an L shape
  
2. Students will be able to name the muscle used during the flat, decline and incline bench press (EALR 1.1, 3).
  - A.) Pectoralis major and minor.

**Teacher objectives:**

**Equipment: (for a class of 30)**

- 30-50 jump ropes
- Several benches that can be used for flat incline and decline bench press (5 each)
- Anatomy sheet (use previous sheet)
- Weight lifting gloves
- 30 Wooden dowels
- 30-35 dowels
- Five question quiz (use assessment #13)

**Quiz:** Before we start today you are going to take five question quiz. When you are done with the quiz place them in the turn in box.

**Instant Activity:** (Advice students to meet you in the gym a day before this lesson). I would like each student to get a jump rope and find personal space. There will be three timed sessions you will see how many jumps you can get in during that time. The first session will be 30 seconds with a 30 second rest. The second session will be 45 seconds with a 45 second rest. The last session will be 1 minute. (I will ask students if they know how to use a jump rope. If there are any students that do not know how to use the jump rope. I will give them the opportunity to give there best effort or they can jump in place). Note: modify or completely change instant activity if there is no available gym.

**Set Induction:** Today, class you will be learning about three important exercises in weight training: flat, incline and decline bench press. These bench presses work out your chest muscles entirely which include the pectoralis major and minor (have students bring in their anatomy sheets). Every bench exercise for the chest is performed the same way. Once you can do the flat bench press you should be able to do every chest exercise on the bench.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Gather students in weight room from the gym.</li> </ul>			
<p><b>Informing Task:</b> Before I introduce any bench press equipment I would like for us to start with push-ups. Performing push-ups is very similar to bench press on a bench. When I say “go” I would you in your own personal space. Go.</p>			
<ul style="list-style-type: none"> <li>Have a couple of students demonstrate the push-up, so you can pinpoint important points.</li> <li>For those not able to perform a push-up with there feet extended, have them do them on their knees.</li> </ul>	<ul style="list-style-type: none"> <li>I will first demonstrate the correct technique for a push-up.</li> </ul>	<ul style="list-style-type: none"> <li>First, when performing the push-up, lay on your stomach with your toes pointing to the floor and your palms facing the floor.</li> <li>Second, lift yourself up with your arms.</li> <li>Third, come down until your arms form an “L” shape.</li> <li>When performing the push-up remember not to stick your butt out.</li> </ul>	<p>(Ask whole class) what muscles are you using when performing the push-up?</p>

<ul style="list-style-type: none"> <li>• Observe all students form briefly.</li> <li>• Give feedback.</li> <li>• After having students perform some push-ups allow them to practice bench presses on the gym floor.</li> </ul>	<ul style="list-style-type: none"> <li>• First, I would like for you to lie on your stomach and lift your chest up and down from the pushup starting position.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to bring your chest down until your arms form an “L” shape.</li> <li>• Remember not to stick your butt out.</li> </ul>	<p>See if you can perform seven straight without stopping.</p>
<ul style="list-style-type: none"> <li>• Demonstrate the press using the wooden dowels.</li> <li>• I will be walking around to observe your technique.</li> <li>• Watch for safety hazards.</li> <li>• When you feel that they have got down the technique, take them into the weight room to practice with the barbells.</li> </ul>	<ul style="list-style-type: none"> <li>• Now that we have completed some pushups, I would like for you to grab a wooden dowel to practice presses on the floor. The first thing you want to do when performing presses on the floor with wooden dowels is to lie down on the floor. Second, place the wooden dowel to your chest. Third, lift the dowel until arms come to full extension. Four, bring down the dowel until your triceps have come in contact with the floor. From this position I would like for you to look at your arms, see how they are forming an “L” shape. This is how I would like to see you</li> </ul>	<ul style="list-style-type: none"> <li>• The most important thing to remember when doing this task is to always be in control of your movements. Raise and lower the wooden dowel slowly.</li> <li>• Also, remember to always for the “L” shape when bring the dowel down.</li> </ul>	<p>See if you can do 50 presses with the wooden dowel.</p>

	perform your bench presses.		
<p><b>Informing Task:</b> Performing flat bench press on a bench is very similar to a push-up. We will start with the flat barbell bench press. I would like for all of you to gather around the bench (choose a bench to demonstrate on). Your spotter should position his hand in the center of the bar just in case you hit the bar. When I say, go. I would like for your assigned group to start practicing the flat bench press, use only the bar. Go.</p>			
<ul style="list-style-type: none"> <li>• Have an advanced student demonstrate flat barbell bench press. This allows you to point out key points.</li> <li>• Demonstrate flat barbell bench press.</li> <li>• Have advanced students teach other students the bench press after demonstration.</li> <li>• Make sure every student can see demonstration by simply asking them if they can all see.</li> <li>• Advise students to bring in their anatomy sheets the day before this lesson. They will be writing the muscles name on the sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• The first step in the bench press is to lie down on your back with feet flat on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>• First, when performing the flat bench press make sure you keep your back and bottom flat on the bench.</li> <li>• Keep a note in your mind that the bar is behind you, make sure that you look back to make sure you do not hit the rack on your way down.</li> <li>• Next, keep your feet planted flat on the floor throughout exercise.</li> </ul>	<p>What muscles do you use when performing the bench press? Why should you look back when going down on the bench?</p>
<ul style="list-style-type: none"> <li>• Tell students the importance of keeping straight wrists.</li> <li>• If there are any students that are really having trouble using</li> </ul>	<ul style="list-style-type: none"> <li>• Now position your arms on the bar until they form an “L” shape.</li> </ul>	<ul style="list-style-type: none"> <li>• In this position first, try to keep your wrists as straight as possible. This technique keeps your wrists from taking all the pressure.</li> </ul>	<p>Randomly choose students to give you a cue that have been stated. What part of your body should always be touching the bench?</p>

<p>the barbell, have them use the wooden dowels to practice.</p>		<ul style="list-style-type: none"> <li>• Second, make sure all your fingers are rapped around the bar.</li> </ul> <p>Third, try getting an even grip on the bar.</p>	
<ul style="list-style-type: none"> <li>• Make sure students are getting all the information by checking for understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Lift the bar off the rack and bring bar down slowly to chest. Touch the middle of your chest with the bar. This is the starting point (4-5 seconds).</li> </ul>	<ul style="list-style-type: none"> <li>• In this position try not to bounce the bar off your chest.</li> <li>• Keep the bar as stable as possible.</li> </ul>	<p>How should your wrist be when lifting the bar?</p>
<ul style="list-style-type: none"> <li>• It is easier if you have an advanced student perform this exercise, so that you can point out what full extension looks like.</li> <li>• Post a terminology sheet on wall to remind students what the terminology means.</li> </ul>	<ul style="list-style-type: none"> <li>• Now lift the bar until your arms are fully extended, but don't lock your elbows (3-4 seconds) this is one rep or end point.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember not to lock your elbows.</li> <li>• Keep your back on the bench.</li> <li>• Try not lifting your butt off the bench.</li> </ul>	<p>Should the bar be moving to side to side when lifting the bar?</p>
<ul style="list-style-type: none"> <li>• Post an anatomy sheet on the wall to remind students where muscles are located.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To set the bar back on the rack give your partner a signal that you are done. "Ok" or "done" are perfect signals. Your partner should guide the bar back to the rack.</li> </ul>	<ul style="list-style-type: none"> <li>• Always have a spotter.</li> <li>• Never lift without one.</li> <li>• Spotters should stand in the back of the rack.</li> <li>• Spotter's hands should be under the bar but not touching the bar throughout the lift.</li> </ul>	<p>Why do you need a spotter?</p>
<p><b>Informing Task:</b> (teacher chooses a bench to demonstrate on and asks one of his advanced students to perform the lift) Stop; now I would like you to gather around, so that Billy can demonstrate the incline bench press. The incline bench press exercise is similar to the flat bench; the only difference is that the bench is in an incline position. Be careful not to hit your head on the way down. When I say go I would like for</p>			

you to join your group again and start practicing your technique. Go.			
<ul style="list-style-type: none"> <li>• Have students gather around the bench.</li> <li>• Have an advanced student to demonstrate the lift.</li> <li>• Point out on the anatomy sheet that this exercise will be working out their entire upper chest and shoulders (pectoralis major and anterior deltoids).</li> </ul>	<ul style="list-style-type: none"> <li>• To start, seat on the incline bench and then slowly lower yourself to the bench.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your upper back and bottom flat on the bench.</li> <li>• Keep your feet planted flat on the floors so that you won't slide down the bench.</li> <li>• Your forearm and upper arm should form an "L" shape.</li> </ul>	Who can tell me one cue to remember when performing the flat barbell bench press?
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Now position your arms the same way you would on the flat bench. Position your arms until they form an "L" shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Elbows should always be pointing down.</li> <li>• Feet should always be planted on the floor.</li> </ul>	
<ul style="list-style-type: none"> <li>• Inform students that they do not have to touch their chest on this exercise. Have them lower the bar to chin level.</li> </ul>	<ul style="list-style-type: none"> <li>• Then lift the bar off the rack (starting point) and lower it towards your <b>upper</b> chest, this is the middle point (4-5 seconds).</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure to have an even grip on the barbell.</li> </ul>	Should Billy have a spotter on this exercise?
<ul style="list-style-type: none"> <li>• Assign groups to exercise equipment.</li> <li>• Allow students time to familiarize themselves with this exercise briefly.</li> </ul>	<ul style="list-style-type: none"> <li>• Now lift the bar until your arms are fully extended, but don't lock your elbows, this is the end point (3-4 seconds).</li> </ul>	<ul style="list-style-type: none"> <li>• Remember don't use momentum to lift off your chest.</li> <li>• Keep the bar as stable as possible.</li> </ul>	Ask all students to point to their pectoralis. Do you have to lower the barbell all the way to your chest?

<p><b>Informing Task:</b> The decline bench press is also similar to the flat and incline bench press, in regards to the form and technique. The main difference is that the bench is set in a decline angle.</p>			
<ul style="list-style-type: none"> <li>• Make sure everyone can see by simply asking everyone if they can see.</li> <li>• Teacher or students demonstrates exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit on the bench and then slowly lower your upper body down towards the bench.</li> </ul>	<ul style="list-style-type: none"> <li>• Be careful not to hit your head on the bar.</li> </ul>	<p>Do we want to bounce the bar on our chest on this chest exercise?</p>
<ul style="list-style-type: none"> <li>• Point out the muscles being used during the decline bench press (lower pectoralis muscles and anterior deltoids).</li> </ul>	<ul style="list-style-type: none"> <li>• Now position your arms the same way you would on the flat and incline bench press. Position your arms until they form an “L” shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to keep your wrists as straight as possible. Try not positioning yourself too far down the bench.</li> </ul>	<p>On the incline barbell bench press do you have to touch your upper chest?</p>
<ul style="list-style-type: none"> <li>• Have students straighten out weight equipment for the next class.</li> <li>• Allow students to practice if time allows.</li> <li>• Inform students that they will be assessed for form not how much weight they can do (assessment will take place on the following lesson, by a partner).</li> </ul>	<ul style="list-style-type: none"> <li>• Lift the bar off the rack and slowly lower the bar towards your <b>lower</b> chest slightly under your nipple area. On this exercise you should touch your chest.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember back flat on bench with natural arc.</li> <li>• Straight wrists.</li> <li>• Remember to be careful when you are lying down on the bench.</li> </ul>	<p>See if everyone in the group can at least do one set of 10-12 reps, before class is out (teacher, ask students to raise their hand if their entire group performed at least one set of 10-12 reps).</p>
<p><b>Closure/Assessment</b></p>			



- When should we bounce the bar?
- What letter of the alphabet do your arms and forearms make in all chest exercises?
- What muscles do you use when performing the bench press?
- You don't have to touch the barbell to your chest in what barbell bench exercise?

**Physical Education**  
**Various Bench Press Exercise Continued**  
**Lesson plan # 3 Peer Assessment Day**

**Objectives: (Specific, Behavioral, Assessable)**

**Student objectives:**

1. By the end of class students will be able to demonstrate the proper technique in the flat, decline and incline bench press to their partner (NASPE 2, EALR1.1, 3).
  - A.) Straight wrists
  - B.) Back flat on bench
  - C.) Feet flat on floor
  - D.) Arms forming an L shape
  
2. Students will be able to name the muscle used during the flat, decline and incline bench press (EARL 1.1, 3).
  - A.) Pectoralis major and minor.

**Teacher objectives:**

**Equipment: (for a class of 30)**

- One Frisbee
- Four cones
- Two different colored pennies
- 5 benches that can be used for flat incline and decline bench press
- Assessment sheets (use # 1)
- 30 pens or pencils
- 30 wooden dowels

**Instant activity:** (Start class in ass, to start off we are going to play ultimate Frisbee (class will be spread out into even teams, one team will have pennies). The objective of this game is to try to get the Frisbee past the goal line. The player with the Frisbee can only take three steps and hold the Frisbee for three seconds. If the Frisbee is dropped, Frisbee is turned over. The defending team can not guard the person with the Frisbee. When one team scores the Frisbee is turned over to the other team and the game resumes.

**Set Induction:** Having strong chest muscles helps athletes in several different sports. In basketball, wrestling, football, boxing, and several others.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Gather students in weight room.</li> <li>• Have enough sheets for each student.</li> <li>• Have students find a partner and team up with two other partnerships making a group of six. There should be five groups of six students.</li> <li>• Today, students will perform each exercise at there own pace.</li> </ul>			

**Informing Task:** Today, class I will give minimal instructions and you will be mostly on your own. You will continue practicing your techniques on flat, incline and decline bench press. You will also be assessed by one of your partners. You will give your partner feedback on their lifts. Don't just mark on their sheet if they did not perform the lift correctly. Explain to them why they did not perform the lift correctly. One of your partners will be spotting you while another one checks your form. Each one of you will have an Assessment Sheet that checks your form for every chest exercise. You will perform each exercise a minimum of three times, before moving on to the next exercise. This is not a race; perform at your own level. It is o.k. if it takes you longer to master the form. When you complete your assessment please place them in the turn in box. How many times are you going to perform each exercise? When I say "go" I would like for your group to go to your assigned bench. Please send one of your group members to grab an assessment sheet and pencil for each person in your group. Go. Also, start thinking about making your own personal workout that will help you in a sport or activity of your choice.

<ul style="list-style-type: none"> <li>• Have students join their groups.</li> <li>• Have one student pick up assessment sheets # 1 for all students in his group.</li> <li>• Have advanced students teach other students the bench press if needed.</li> <li>• Walk around and observe all students.</li> <li>• Remind students that they can use a wooden dowel instead of the barbell to do their assessments.</li> <li>• When you finish with your assessments stay there. Don't move on because the other group might still be assessing. I will inform you when you can move on. Do some extra sets while your group waits.</li> </ul>	<ul style="list-style-type: none"> <li>• Please only use weight that is comfortable and not to strenuous.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember the cues form or previous lesson when assessing each other.</li> <li>• Remember, one partner spotting and another checking for form.</li> <li>• Lifters must always have a spotter.</li> <li>• Your forearm and upper arm should form an "L"</li> <li>• Spotter should always watch the lifter.</li> <li>• Keep your palms up under the bar so you can help the lifter.</li> <li>• Use a wide grip so that your arms will be parallel to the floor and your lower arms will be straight up.</li> <li>• Lock hands around bar.</li> <li>• Keep your back and bottom flat on the bench.</li> <li>• Be sure to have an even grip on the bar.</li> <li>• Keep your feet planted flat on the floor.</li> </ul>	<p>On your last set see if you can do five more reps, while keeping strict form.</p>
<p><b>Informing Task:</b> Stop. You are doing a really great job class. Remember to follow the assessment sheet. Go.</p>			
<ul style="list-style-type: none"> <li>• Continue to observe students.</li> <li>• Watch out for safety hazardous.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember all the cues when performing your lifts.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your upper back and bottom flat on the bench.</li> <li>• Be sure to have an even grip on the barbell.</li> </ul>	<p>See if your group can do 3 sets of 10 reps with at least a two-minute break in between.</p>

<ul style="list-style-type: none"> <li>Remind students not to use a lot of weight and to stay at put if they finish early.</li> </ul>		<ul style="list-style-type: none"> <li>Keep your feet planted flat on the floors so that you won't slide down the bench.</li> <li>Your forearm and upper arm should form an "L" shape.</li> <li>Elbows should always be pointing down.</li> </ul>	
<p><b>Informing Task:</b> Stop. You are doing a really, really great job. How many of you are on the decline bench press? Great. ( I will ask this question to get an idea on how far the class is) Continue what you where doing. Go.</p>			
<ul style="list-style-type: none"> <li>Give feedback to students.</li> <li>Pinpoint groups</li> <li>Watch for safety hazards.</li> <li>Check for understanding.</li> <li>If any group finishes early, have them help others or have them do the task cards see Figure 1 or 2.</li> </ul>	<ul style="list-style-type: none"> <li>Remind students to use weight that is not too heavy.</li> </ul>	<ul style="list-style-type: none"> <li>Do we want to bounce the bar on our chest on this chest exercise? Correct, never bounce the bar.</li> </ul>	<p>How many times should you perform each exercise?</p>
<p><b>Informing Task:</b> You are doing an awesome job executing each chest exercise. Try to finish the assessment sheet by the end of class. It is o.k. if you don't finish.</p>			
<ul style="list-style-type: none"> <li>Have students straighten out weight equipment for the next class when they are done.</li> <li>Watch for safety hazards.</li> <li>Have students turn in their assessment sheets in the turn in box.</li> </ul>	<ul style="list-style-type: none"> <li>Remember not to use too much weight.</li> </ul>	<ul style="list-style-type: none"> <li>Remember back flat on bench with natural arc.</li> <li>Straight wrists</li> <li>Remember to be careful when you are seating down on the bench.</li> <li>Also, remember that you do not have to go all the way down on this exercise.</li> </ul>	<p>See if everyone in the group can get one more set of 15 reps, before class is out.</p>

**Closure/Assessment**

- Show me how your wrist should look when performing any bench press exercise.
- Should your feet be on the bench when you bench press?
- What is the name of the muscle you are using when performing chest exercises?

**Physical Education**  
**Dumbbell chest exercises.**  
**Lesson plan #4**

**Objectives: (Specific, Behavioral, Assessable)**

**Student objectives:**

1. By the end of class students will be able to demonstrate the proper technique in the flat, decline, and incline bench press using dumbbells (NASPE 2, EALR 1.1, 3).

**Cues:**

- A.) straight wrists
- B.) back flat on bench
- C.) feet flat on floor
- D.) arms forming an L shape
- E.) stability

2. Students will be able to name the muscle used during the flat, decline, and incline bench press (EARL 1.1.3).

- A.) pectoralis major and minor.

**Teacher objectives:**

**Equipment**

- Several benches that can be used for flat incline and decline bench press (about 5).
- Several dumbbells (2 Lbs.-30 Lbs).
- Weight gloves (if they bring on there own)
- Wooden dowels
- Assessment sheet # 12 new lifts sheet.

**Instant Activity:** To start class today, I would like for you to choose a partner. Stand five feet apart from each other (cones will be set, all they have to do is choose who stands where. Scarf's will also be placed in front of there feet). When is say "go" I want you to pick up your scarf's and toss them up as high as you can. You and your partner are going to try to catch the scarfs before they reach the floor. But, before you start I need to give you one last explanation. If your partner uses the right hand you use your left hand. By doing this the chances of you bumping into each other is minimal. O.k. ready? Go. If you are successful, take a giant step back. If you are not successful, you have the choice to move forward or stay in the same spot.

**Set Induction:** Today, class you are going to learn how to perform chest exercises using dumbbells. Using dumbbells for chest exercises is very similar to the barbell bench press. However, using dumbbells takes a lot more strict form and stability. Now, that we have gone over incline, flat and decline barbell bench press you should add at least one of these lifts to your personal weight training plan. Remember, always try to incorporate core exercise to your plan.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Gather students in weight room.</li> <li>Have students find a partner and team up with two other partnerships making a group of six. There should be five groups of six students.</li> </ul>			
<p><b>Informing Task:</b> I will start by demonstrating the flat dumbbell bench press. After I give the demonstration I will give you time to practice the flat dumbbell bench press.</p>			
<ul style="list-style-type: none"> <li>Have an advanced student demonstrate the flat dumbbell bench exercise.</li> <li>Inform students that they will be using the same muscles used in barbell bench press (pectoralis major and anterior deltoids).</li> </ul>	<ul style="list-style-type: none"> <li>Start off by picking up one dumbbell, place it on your lower thigh, and then pick up the next one and do the same.</li> </ul>	<ul style="list-style-type: none"> <li>Pick dumbbells up from the center.</li> <li>Stabilize dumbbells on your thighs.</li> <li>Keep your feet planted flat on the floor.</li> </ul>	<p>On your last set see if you can do five more reps, while keeping strict form.</p>
<ul style="list-style-type: none"> <li>Show students how this technique looks without</li> </ul>	<ul style="list-style-type: none"> <li>An easy way to get the dumbbells towards your</li> </ul>	<ul style="list-style-type: none"> <li>Try not to use too much force with your feet.</li> </ul>	<p>Should you lift as hard as you can to position the dumbbells to your</p>



<p>dumbbells.</p> <ul style="list-style-type: none"> <li>Show students how it might look like if they use too much push.</li> <li>When they start practicing this technique, have them practice with not weight.</li> </ul>	<p>chest is by using momentum. Slightly push up with your feet and the dumbbells will lift. Lift one dumbbell at a time. Be careful not to use too much lift because you might lose your balance.</p>	<ul style="list-style-type: none"> <li>Remember one dumbbell at a time.</li> <li>Remember to keep your feet planted right after you lift them to your chest.</li> </ul>	<p>chest?</p>
<ul style="list-style-type: none"> <li>Make sure students come to a full extension when lifting.</li> </ul>	<ul style="list-style-type: none"> <li>Once you have the dumbbells up to your chest stabilize them. Then extend your arms to push the dumbbells up.</li> </ul>	<ul style="list-style-type: none"> <li>Stabilize dumbbells by positioning dumbbells close to the chest.</li> </ul>	<p>Who can tell me what muscles are being used to perform the flat dumbbell bench press?</p>
<ul style="list-style-type: none"> <li>Make sure every student is watching demonstration by briefly observing class.</li> </ul>	<ul style="list-style-type: none"> <li>Now, form an "L" shape with your arms. Lift the dumbbells up slowly until your arms reach full extension (2-3 seconds). Squeeze at the top of the extension.</li> </ul>	<ul style="list-style-type: none"> <li>Try not to bang the dumbbells together; this might cause you to lose your balance.</li> <li>Do not bounce the dumbbells off your chest.</li> <li>Remember to keep your back on mat.</li> <li>Keep your feet planted on floor.</li> <li>Try not to use momentum to lift the dumbbells.</li> </ul>	<p>Should we bounce the dumbbells off our chest when performing flat dumbbell bench press?</p>
<ul style="list-style-type: none"> <li>Demonstrate how this looks to students, then ask them if they need to see it again.</li> </ul>	<ul style="list-style-type: none"> <li>To bring the dumbbells back to the starting position slowly lower the weight towards your chest (3-4 seconds).</li> </ul>	<ul style="list-style-type: none"> <li>Remember to slowly lower dumbbells back to chest.</li> </ul>	
<ul style="list-style-type: none"> <li>Demonstrate how to lower dumbbells.</li> <li>Demonstrate this technique several times.</li> </ul>	<ul style="list-style-type: none"> <li>To lower dumbbells back to the floor, on your last rep use the momentum of the dumbbells to lift you off the bench. Then lower the dumbbells to your thighs.</li> </ul>	<ul style="list-style-type: none"> <li>Do this technique slowly.</li> <li>If you have really heavy dumbbells, it is sometimes better to have spotters on each side, so they can help you put the dumbbells</li> </ul>	<p>Should we throw the dumbbells when we are done with our exercise?</p>

	Then slowly lower one dumbbell at a time.	down, one at a time.	
<ul style="list-style-type: none"> <li>• Have students join their group.</li> <li>• Have all students perform 3 sets of 10-12 reps.</li> <li>• Have advanced students teach other students the bench press if needed.</li> <li>• Remind students to choose a dumbbell that is not too heavy.</li> <li>• Before moving on to the next task make sure each group member has finished their lifts by simply asking them if they have all finished.</li> <li>• Walk around and observe all students.</li> <li>• Watch for safety hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform students to work on previous exercises, if they finish early or have them perform some tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Your forearm and upper arm should form an “L”</li> <li>• Keep your feet planted flat on the floor.</li> <li>• Try not pushing to hard.</li> <li>• Remember one dumbbell at a time.</li> <li>• Remember keep your feet planted right after you lift them to your chest.</li> <li>• Stabilize dumbbells by positioning dumbbells close to the chest.</li> <li>• Try not to bang the dumbbells together; this might cause you to lose your balance.</li> <li>• Do not bounce the dumbbells off your chest.</li> <li>• Remember to keep your back on mat.</li> <li>• Keep your feet planted on floor.</li> <li>• Try not to use momentum to lift the dumbbells.</li> </ul>	
<p><b>Informing Task: Stop.</b> Now, I am going to demonstrate the incline dumbbell bench press.</p>			

<ul style="list-style-type: none"> <li>• Have all students gather around to see the demonstration.</li> <li>• Have an advanced student demonstrate dumbbell bench press.</li> </ul>	<ul style="list-style-type: none"> <li>• After sitting on the bench pick up one dumbbell and place it on your thigh, when you have the dumbbell stable pick up the second dumbbell and place it on your other thigh.</li> </ul>	<ul style="list-style-type: none"> <li>• Pick the dumbbells from the center of the dumbbell.</li> <li>• Keep your back straight when picking up the dumbbells.</li> </ul>	<p>What letter of the alphabet should your arms form when doing the dumbbell bench press?</p>
<ul style="list-style-type: none"> <li>• Give them plenty of time to practice this technique.</li> <li>• Inform students that they are using the same muscles used to perform barbell incline bench press (pectoralis major and anterior deltoids).</li> </ul>	<ul style="list-style-type: none"> <li>• Now, to get the dumbbells up to your chest, slightly push up with your feet.</li> </ul>	<ul style="list-style-type: none"> <li>• Try not pushing too hard with your feet because you can lose your balance.</li> </ul>	<p>Who can tell me what muscles are being worked out while performing dumbbell chest exercise?</p>
<ul style="list-style-type: none"> <li>• After demonstrating the incline dumbbell bench press, have students practice.</li> <li>• Have them do 3 sets of 10-12 reps.</li> <li>• Watch for safety hazards.</li> <li>• Walk around gym and give feedback to all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Once you have the dumbbells up to your chest stabilize them. Now, form an "L" shape with your arms. Lift the dumbbells up until your arms reach full extension (2-3 seconds). Squeeze at the top of the extension.</li> </ul>	<ul style="list-style-type: none"> <li>• Your forearm and upper arm should form an "L" shape.</li> <li>• In this position keep your feet planted on the ground to keep you from sliding off the bench.</li> <li>• Remember to keep your butt on the bench.</li> </ul>	<p>Randomly choose students to tell you one cue from the flat dumbbell bench press.</p>
<ul style="list-style-type: none"> <li>• Demonstrate how this looks.</li> </ul>	<ul style="list-style-type: none"> <li>• To bring the dumbbells back to the starting position slowly lower the weight towards your chest (3-4 seconds).</li> </ul>	<ul style="list-style-type: none"> <li>• Point your elbows down.</li> <li>• Do not bring your elbows too far down.</li> <li>• Keep your feet flat on the floor.</li> </ul>	

<ul style="list-style-type: none"> <li>• Before moving on make sure every student has finished his/her sets if they finish early allow them to work on their personal workout plan.</li> </ul>	<ul style="list-style-type: none"> <li>• To lower dumbbells to the floor, slowly lower dumbbells to your chest. Then lower the dumbbells to your thighs. Then slowly lower one dumbbell at a time.</li> </ul>		<p>How many seconds should you take to lift the dumbbells off your chest?</p>
<p><b>Informing Task:</b> Stop, now class I am going to demonstrate the decline dumbbell bench press.</p>			
<ul style="list-style-type: none"> <li>• Have an advanced student demonstrate the exercise while you pinpoint key points (i.e. “L” shaped arm, feet flat on floor).</li> </ul>	<ul style="list-style-type: none"> <li>• Start of by picking up one dumbbell; lift it to your thighs.</li> </ul>	<ul style="list-style-type: none"> <li>• First, pick the dumbbell up from floor from the center.</li> <li>• Keep your feet planted on floor.</li> </ul>	
<ul style="list-style-type: none"> <li>• Tell them that they will be using the same technique to lift the dumbbell from previous dumbbell exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Now pick up the other one and place it on your thigh. To positioning the dumbbells towards your chest is a little different then the flat and incline dumbbell bench press because of the angle. Use the momentum of dumbbells to bring down to the bench.</li> </ul>	<ul style="list-style-type: none"> <li>• Second, lower you’re self slowly towards the mat. If you are afraid to lower yourself, have your partner guide you down.</li> <li>• Remember to keep the dumbbells steady.</li> </ul>	<p>Should you lift the dumbbells at the same time?</p>
<ul style="list-style-type: none"> <li>• Remind students not to lift their feet of the floor and to keep their back as flat as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Once you have the dumbbells up to your chest stabilize them. Now, form an “L” shape with your arms. Lift the dumbbells up until your arms reach full extension (2-3 seconds). Squeeze at the top of the extension.</li> </ul>	<ul style="list-style-type: none"> <li>• Third, lift the dumbbells to full extension. Remember not bang the dumbbells together when you bring your arms to full extension.</li> <li>• Keep your back flat on bench.</li> </ul>	<p>How many seconds should it take to lower the dumbbells towards your chest?</p>

<ul style="list-style-type: none"> <li>• Have students straighten out weight equipment for the next class when they are done.</li> <li>• For those who used their personal workout sheets, have them return them into the turn in box.</li> </ul>	<ul style="list-style-type: none"> <li>• To lower dumbbells back to the floor, on your last rep use the momentum of the dumbbells to lift you off the bench. Then lower the dumbbells to your thighs. Then slowly lower one dumbbell at a time.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember back flat on bench with natural arc.</li> <li>• Straight wrists</li> <li>• Remember to be careful when you are lying down on the bench.</li> </ul>	<p>See if everyone in the group can get one more set of 15 reps, before class is out</p>
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<p><b>Closure/Assessment</b></p> <ul style="list-style-type: none"> <li>• Who can tell me one cue to remember when performing dumbbell bench exercises?</li> <li>• What can you do to lift the dumbbell to your chest?</li> <li>• Should your feet be on the bench when you bench press?</li> </ul>
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**Physical Education**  
**Dumbbell Chest Exercises Continued**  
**Lesson plan # 5 Assessment Day**

**Objectives (Specific, Behavioral, Assessable)**

**Student objectives:**

1. By the end of class students will be able to demonstrate the proper technique in the flat, decline and incline bench press using dumbbells (NASPE 2, EARL 1.1, 3).
2. Students should be able to name the cues for flat, decline, and incline bench press (NASPE 2, EARL 1.1)
  - A.) Straight wrists
  - B.) Back flat on bench
  - C.) Feet flat on floor
  - D.) Arms forming an L shape
  - E.) Stability
  
2. Students will be able to name the muscle used during the flat, decline and incline bench press (NASPE 2EARL 1.1).
  - A.) Pectoralis major and minor.

**Teacher objectives:**

**Equipment**

- 5 benches that can be used for flat incline and decline bench press.
- Several dumbbells (2 Lbs.-30 Lbs).
- 30 Wooden dowels
- Assessment sheet (use # 2)

**Instant Activity:** No instant activity today.

**Set Induction:** Today, we are going to continue practicing your technique on flat, incline and decline bench press. You are going to assess each other. Remember give your partner some feedback on their lifts. Don't just mark on their sheet if they did not perform the lift correctly. I will pre assign groups to equipment. If you entire group finishes early, stay at that station until every other group has finished. Do another set or do some crunches in a safe place while you wait. Each student will perform 3 sets of 10 reps. Before we start does anyone have any questions about yesterday's demonstrations?

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Gather students in weight room.</li> <li>• Pre assign groups to benches(approximately six groups of six)</li> <li>• Before letting free check for understanding.</li> <li>• Remind students to use light dumbbells.</li> <li>• Teacher, give students plenty of time to finish their assessments. If students do not finish in one day. Give them an extra day(s).</li> <li>• Make sure they are assessing correctly.</li> </ul>			(Ask entire class) How many sets are you going to perform?

**Informing Task:** When I say "go" I would like for you and your group to go to your assigned bench and start assessing each others form. Go.

<ul style="list-style-type: none"> <li>• Have students join their assigned group.</li> <li>• Have advanced students teach other students the dumbbell bench press if needed.</li> <li>• Walk around and observe all students.</li> <li>• If you finish early think of a new exercise that you would like to incorporate</li> </ul>	<ul style="list-style-type: none"> <li>• If the dumbbells are to heavy choose one that is lighter.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember all the cues. First, make sure your back and bottom are flat to the bench.</li> <li>• Second make sure you are always forming an "L" shape with your arms.</li> <li>• Third always come up to full extension on the way up.</li> </ul>	On your last set try doing five more reps with perfect form.
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<ul style="list-style-type: none"> <li>• into your personal workout.</li> </ul>			
<ul style="list-style-type: none"> <li>• Before moving on to the next task make sure each group member has finished their lifts.</li> <li>• Watch for safety hazards.</li> <li>• Remind students to stay at their station when they finish.</li> </ul>		<ul style="list-style-type: none"> <li>• Also, remember lifters must always have a spotter.</li> <li>• Your forearm and upper arm should form an “L”</li> <li>• Keep your back and bottom flat on the bench.</li> <li>• Grab dumbbells from the center.</li> <li>• Keep your feet planted flat on the floor.</li> </ul>	<p>If the dumbbell is too light go ahead and use heavier ones.</p>
<p><b>Informing Task:</b> Stop, raise your hand if you have started on incline dumbbell bench press. Great! Keep up the great work. Go.</p>			
<ul style="list-style-type: none"> <li>• Continue to observe students.</li> <li>• Watch out for safety hazardous.</li> <li>• Have students return dumbbells to proper spot safely.</li> <li>• Have students straighten out weight equipment for the next class when they are done.</li> </ul>	<ul style="list-style-type: none"> <li>• If the dumbbell is too heavy or too light, use another dumbbell. But remember not too heavy.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your upper back and bottom flat on the bench.</li> <li>• Keep your feet planted flat on the floor so that you won't slide down the bench.</li> <li>• Your forearm and upper arm should form an “L” shape.</li> <li>• Elbows should always be pointing down.</li> <li>• Remember back flat on bench with natural arc.</li> <li>• Straight wrists</li> <li>• Remember to be careful when you are sitting lying</li> </ul>	<p>See if everyone in the group can get one more set of 13 reps, before class is out. If your group finishes all your lifts, practice more on any chest exercises we have covered in class</p>



		down on the bench.	
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**Closure/Assessment**

- Who can tell me two cues to remember when performing dumbbell bench exercises?
- What can you do to lift the dumbbell to your chest?
- Should your feet be on the bench when you bench press?

**Physical Education**  
**Introduction to lower body**  
**Lesson Plan # 6**

**Objectives: (Specific, Behavioral, Assessable)**

**Student objectives:**

- 1.) By the end of this lesson students should be able to point out two lower body muscles groups (EALR 1.2, NASPE2).
  - A.) Quadriceps
  - B.) Hamstrings
- 2.) Student shall also be able to name several leg machine exercises and free weight exercises (EARL 1.1).
  - A.) The leg curl machine
  - B.) The leg extension machine
  - C.) The lunge
  - D.) Parallel squat

**Teacher objectives:**

**Equipment (for a class of 30 students)**

- 5 squat racks
- Anatomy sheet (ask students to bring in their sheets)
- 30 Weight lifting belts of all sizes.
- 30 Wooden dowels

**Instant Activity:** To start class today I would like for you to grab a jump rope and find your own personal space. When I say go I would like for you to straighten your jump rope on the floor. When your jump rope is straight start jumping over it. Go. ( let them jump for a couple of minutes) Stop. You are doing a great job. Now I would like for to flex your hip, knees and ankles when jumping. I would also like for you to start with a strong forward and upward thrust with your arms. Go. ( give them a couple of minutes) Stop. Now, when you land I would like for you to absorb the force with your leg muscles by squatting. Go.

**Set Induction:** How much force did you need when jumping over the jump rope? Today we are starting our lower body exercises. There are several advantages of having a strong lower body. You can jump higher and further, run faster and you will also have a stronger base. This part of your thigh is called the quadriceps, the quadriceps which is made up of four muscles (teacher point out on your own thigh and on handout). These muscles in back of your thigh are called the hamstrings (point out on handout). When I say “go” I would like for you to find the quadriceps and the hamstrings on your handout. Go.

<b>MAF/Instructional techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Gather students in weight room.</li> <li>• Check for understanding.</li> <li>• Advise students to bring their anatomy sheets the day before.</li> <li>• Ask students the day before to bring in something to write with.</li> <li>• Have student write in the muscles on handout.</li> </ul>	<ul style="list-style-type: none"> <li>• Show students lower body exercise equipment. Point out quadriceps muscles to students.</li> </ul>	<ul style="list-style-type: none"> <li>• The quadriceps muscle is made up of four muscles.</li> </ul>	<p>See if you can point out another muscle we have covered in class. Who can tell me what muscles I am pointing at? (checking for understanding)</p>

**Informing Task:** Now that you know the muscles, I will now show you all the different exercise equipment that targets your quadriceps and the hamstrings. I will start of f by showing you the squat rack. The squat is the best workout that targets your lower body muscles. (Teacher shows them key points about the squat rack. Ex. the safety bar).

<ul style="list-style-type: none"> <li>• Have students choose a partner.</li> <li>• Show every piece of equipment on the squat rack and its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• I will first show you where you should stand when performing squats and where to place your hands and feet.</li> </ul>	<ul style="list-style-type: none"> <li>• What are these muscles called? (Point to hamstrings on muscle sheet).</li> <li>• To adjust the bar to your</li> </ul>	<p>See if you can point out every muscle we have gone over in class to your partner.</p>
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<ul style="list-style-type: none"> <li>• Before moving on to the next task make sure all partners have seen the squat rack (ask students if they have all seen the squat rack).</li> <li>• Demonstrate how to adjust the bar height.</li> </ul>	<ul style="list-style-type: none"> <li>• The first thing to remember before you squat is to adjust the bar to fit your stature. The second thing to do is to place the weight on the bar safely. After, you have made these checks you are ready to squat.</li> </ul>	<p>height, remove the bar from the squat rack. Next remove the safety pins from the pegs and adjust to your height by placing them in the holes of your choice.</p>	
<ul style="list-style-type: none"> <li>• Teacher should demonstrate this technique.</li> </ul>	<ul style="list-style-type: none"> <li>• When performing squats in the squat always keep your hands on the barbell. Never let go of the bar to adjust or to help lift yourself up when you are in trouble.</li> </ul>	<ul style="list-style-type: none"> <li>• If you let go of the bar you may lose your balance and the bar may roll off your back.</li> </ul>	<p>Why should you not remove your hands from the bar?</p>
<ul style="list-style-type: none"> <li>• Have two advanced students demonstrate this technique.</li> <li>• Really emphasize on the spotters technique.</li> <li>• Demonstrate how it looks when spotting a lifter.</li> </ul>	<ul style="list-style-type: none"> <li>• The third thing I really want to emphasize on is the spotter's position. The spotter should stand behind the lifter. When the lifter starts moving back, the spotter should also step back while you guide them.</li> <li>• If the lifter is in trouble during the lift, help the lifter by rapping your arms under their armpits, and then place your arms on their inner shoulders.</li> </ul>	<ul style="list-style-type: none"> <li>• When spotting in the squat rack, you can guide the lifter back away from the squat rack, by simply placing your hands on the lifter's waist. Once the lifter is ready to start squatting remove your hands. Do not touch the lifter while he is lifting. Only help them when you see that they are in trouble.</li> </ul>	<p>Where should you place your hands when guiding a lifter?</p>
<p><b>Informing Task:</b> The leg extension machine also targets your quadriceps.</p>			
<ul style="list-style-type: none"> <li>• Introduce leg extension.</li> <li>• Gather students around leg extension machine.</li> <li>• Make sure everyone can view the demonstration.</li> <li>• Watch for safety hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• The first thing to do when you sit down is to adjust the seat and pads.</li> <li>• To adjust the seats unscrew the handle on the pins. When you have</li> </ul>	<ul style="list-style-type: none"> <li>• Show them the basics of the machine, show them how to adjust the seat and what to hold on to when performing this exercise.</li> </ul>	

	unscrewed the pins enough the seat should slide up or down. Adjust the seat until you are comfortable performing your sets.		
<b>Informing task:</b> The leg curls targets the hamstrings. This exercise is kind of awkward because you have to lie on your stomach to perform this exercise.			
<ul style="list-style-type: none"> <li>Give them time to familiarize themselves with this piece of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how it looks when performing the exercise.</li> <li>Give key point of equipment ex. where to add weight, where to place their feet and hands.</li> </ul>	<ul style="list-style-type: none"> <li>Show how to adjust the seat and where to add the weights.</li> </ul>	
<ul style="list-style-type: none"> <li>Have an advanced student demonstrate.</li> <li>Make sure everyone can see the demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>The first thing you want to do is lie down on the mat and place your calves under the pads. From this position start curling your feet towards your bottom.</li> <li>When you are curling keep face towards the mat.</li> </ul>	<ul style="list-style-type: none"> <li>When you perform this exercise don't use momentum to lift or lower the weight.</li> </ul>	
<b>Informing task:</b> The next exercise also targets your leg muscles, mostly your quadriceps. This exercise is called the lunge. You can perform this exercise with barbells or dumbbells. Today I will briefly introduce lunge with barbells.			
<ul style="list-style-type: none"> <li>Demonstrate the lunge with barbells.</li> <li>Allow students to practice the leg exercises with the remaining time.</li> <li>Advice students to return weight equipment safely.</li> <li>Alright, students it is time to straighten out the weight equipment for the next class.</li> </ul>	<ul style="list-style-type: none"> <li>I would like for all of you to gather around me. The lunge can be a little tricky if you do not keep you balance. The first thing you do is pick up the dumbbells.</li> <li>Once you have the dumbbells to your sides lunge with one foot forward while your other</li> </ul>	<ul style="list-style-type: none"> <li>When picking up anything from the ground always lift with your legs. When lifting try to keep your back as straight as possible.</li> <li>When you lunge try not lunging too far. Also, remember to always keep your dumbbells from swaying.</li> </ul>	See if you can do a set of 10 before I release you.

	ones stay back to keep you balanced.		
<b>Closure/Assessment</b> <ul style="list-style-type: none"><li>• Who can tell me one exercise that targets your quadriceps and hamstrings?</li><li>• Close your eyes and point to your hamstrings.</li><li>• Who can tell me one exercise that just targets your hamstrings?</li></ul>			

**Physical Education**  
**Lower body exercises**  
**Lesson # 7**

**Objectives**

**Student objectives:**

1. By the end of this lesson students should be to demonstrate proper technique and form for the squat, leg extension, leg curl, and the lung (EALR 1.2, NASPE2).

A.) Squat

- A.) Wide stance
- B.) Feet make a 90 % angle.
- C.) Bar on upper groove of back
- D.) Knees do not exceed toes when squatting.

B.) Leg extensions

- A.) Gluteus flat on bench.
- B.) Slow controlled motions
- C.) No momentum
- D.) Hands holding on to handles

C.) Leg curls

- A.) Thighs flat on bench
- B.) Slow controlled motion
- C.) Flex at the top

D.) Lunges

- A.) Legs 90 % angle
- B.) knee does not exceed toes
- C.) Hands holding on to bar
- D.) Straight back

**Teacher objectives:**

**Equipment (for a class of 30 students)**

- Squat racks 3-5
- Leg curl machines 3-5
- Leg extension machines 3-5
- Barbells
- 30 Wooden dowels

**Instant Activity:** Today, I would like for you to grab a jump rope and find your own personal space. When I say “go” I would like for you to straighten your jump rope on the floor. When your jump rope is straight start jumping over it. Go. ( let them jump for a couple of minutes) Stop. You are doing a great job. Now, I would like for to bind at your hip, knees and ankles when jumping. I would also like for you to start with a strong forward and upward thrust with your arms. Go. ( give them a couple of minutes) Stop. Now, when you land I would like for you to absorb the force with your leg muscles by squatting. Go.

**Set Induction:** To be successful in any sport you need to have a strong lower body. Today you will continue to learn proper technique on lower body exercises.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Advise students to meet you in the gym a day before giving this lesson. Also ask them to bring in their anatomy sheet.</li> <li>Check for understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Show students lower body exercise equipment.</li> </ul>		

**Informing Task:** Today class we are going to get into depth on the lower body exercises discussed in our last lesson. We will first start with the parallel squat. The parallel squat is one of the most important leg exercises in weight training. The first thing you want to do in this exercise is to put on a weight lifting belt to protect your back and to stabilize your entire midsection. Although we are not going to use weight today I still want you to wear a belt. I want you to get accustomed to the belt. When performing squats start off by having a wide stance. Your feet should be at least shoulder width apart. Now that we have our stance set, pretend that you are seating on a imaginary chair. Come down until your legs make a 90 % or parallel to the floor (3-4 seconds). When coming down tighten your entire midsection. Also, make sure that your knees do not pass your toes. Coming up is similar, tighten your midsection and slightly look up. Looking up helps you keep your balance. We are going to start by doing the squat without a barbell. So, when I say go I would like for you to find personal space next to the wall. Go.

<ul style="list-style-type: none"> <li>Have students find personal space to practice the parallel squat with wooden dowels.</li> <li>Have advanced students teach other students the squat.</li> <li>Demonstrate with students.</li> </ul>	<ul style="list-style-type: none"> <li>Let's start with the stance. Make sure your feet are shoulder width apart.</li> </ul>	<ul style="list-style-type: none"> <li>Feet should be shoulder width apart, looks like an athletic stance (demonstrate athletic stance if they don't know it).</li> </ul>	See if you can hold this position for 3 seconds.
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<ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Before moving observe every student briefly.</li> <li>• Let students do this for a couple of minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• This time when doing the previous task hold on to the wall and then squat down, pretending that you sitting down on a chair.</li> </ul>	<ul style="list-style-type: none"> <li>• Holding on to the wall will help you balanced</li> <li>• When performing the squat remember to always keep your feet shoulder width apart.</li> <li>• Look up slightly when squatting.</li> <li>• Keep your back straight.</li> <li>• Pick a spot on the wall, doing this helps you keep your balance.</li> </ul>	<p>See if you can do this seven times.</p>
<ul style="list-style-type: none"> <li>• Students step back about 3-5 feet back.</li> </ul>	<ul style="list-style-type: none"> <li>• Step back from holding the wall and continue performing the previous task this time squat down until your legs for an “L” shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Wide stance.</li> <li>• Look up slightly.</li> <li>• Keep your back straight.</li> <li>• Keep your eye on a spot on the wall, doing this helps you keep your balance.</li> <li>• When you come up from the squat do not lock your knees.</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate how this looks first then allow students to practice.</li> <li>• Give each student a wooden dowel.</li> <li>• Randomly choose a couple of students to tell you one cue to remember when performing the barbell parallel squat.</li> </ul>	<ul style="list-style-type: none"> <li>• I would like for you to pick up a wooden dowel and a chair. Place the chair in your own self space. Now, using the wooden dowel seat on the chair, as soon as your thighs contact the chair lift yourself off.</li> </ul>	<ul style="list-style-type: none"> <li>• Place the wooden dowel on your upper back not on your neck. Next, make sure the dowel is placed even on your back.</li> </ul>	<p>See if you can demonstrate the squat to a partner using the chair.</p>
<ul style="list-style-type: none"> <li>• Teacher takes students into the weight room.</li> <li>• Teacher let students finish</li> </ul>	<ul style="list-style-type: none"> <li>• Now, I would like for your group to go to your assigned squat rack and</li> </ul>	<ul style="list-style-type: none"> <li>• Remember your legs have to make a 90% angle.</li> <li>• Wide stance, shoulder</li> </ul>	<p>See if you can do 15 reps on your last set.</p>

<p>their lifts before giving next task.</p> <ul style="list-style-type: none"> <li>• Take students back to weight room when you think they are ready. Spend as much time needed.</li> <li>• Have students find a partner and team up with two other partnerships making a group of six. There should be five groups of six students.</li> </ul>	<p>start practicing the parallel squat in the squat rack. When you put the bar on your back make sure it is positioned on your upper back. Each group member should do 3 sets of 10 reps.</p>	<p>width apart.</p>	
<p><b>Informing Task:</b> Let's practice now with the leg extensions. When I say "go" I would like for your group to go to your assigned leg extension. Do 3 set of 10 reps. If there isn't one available practice on other techniques we have gone over in class. Go.</p>			
<ul style="list-style-type: none"> <li>• Observe by walking around.</li> </ul>	<ul style="list-style-type: none"> <li>• The first thing you do in the leg extension is sit down and adjust the seat and pads.</li> <li>• Next you position your legs through the pads. Your shins should be touching the pads.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember keep your back straight throughout movement.</li> <li>• Slow and controlled movements.</li> </ul>	
<ul style="list-style-type: none"> <li>• After demonstrations allow students to do practice lifts.</li> </ul>	<ul style="list-style-type: none"> <li>• Before you start make sure your back is straight and your hands are holding on to the handle bars. Now that you know how to get your self ready. The next step is to lift the weight with your legs, lift the weight as far as you can. Lower the weight slowly with control. Never let the weight down to fast</li> </ul>	<ul style="list-style-type: none"> <li>• Lift the weigh slowly and controlled. Don't use momentum to lift the weight.</li> <li>• Flex your quads at the top of the movement.</li> </ul>	

**Informing task:** The leg curl is pretty easy too. However, it is kind of awkward because you have to lie on your stomach to perform this exercise. First thing to remember is to position your feet in the pads before lying down. The second thing to do is to start curling with your legs. There are a couple of things to also remember when lifting the weight. That is always s keep your thighs and stomach on the mat. In this exercise you also do not want to let the weight to fast. When I say go I would like for your group to go to your assigned leg curl station. If there is not a leg curl station open, practice on previous exercises. Go.

<ul style="list-style-type: none"> <li>• Observe students technique.</li> <li>• Have advanced students to help others.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember the cues when performing the leg curl.</li> <li>• Remember to choose weight that is not too heavy.</li> </ul>	<ul style="list-style-type: none"> <li>• The first thing to remember is to always have your thighs and stomach should on mat.</li> <li>• No momentum.</li> <li>• Bring down weights slowly down.</li> </ul>	<p>See if you do five more on your last set.</p>
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**Informing task:** The lunge is a little more difficult than the previous exercises because it requires more stability. The lunge is similar to the squat. The only difference is that you are lunging forward. Let's start without using the bar. When I say go I would like for you to find personal space.

<ul style="list-style-type: none"> <li>• Take students to gym.</li> <li>• Demonstrate the lunge to students.</li> <li>• Have an advanced student demonstrate.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Start by stepping forward from your regular stance with one foot but don't lunge.</li> </ul>	<ul style="list-style-type: none"> <li>• On this exercise make sure to keep your back straight.</li> <li>• And your eyes forward.</li> <li>• Push of your heel when coming up.</li> </ul>	
<ul style="list-style-type: none"> <li>• Do the tasks with your students.</li> <li>• Pinpoint students.</li> </ul>	<ul style="list-style-type: none"> <li>• This time when you step forward lunge until your leg forms an "L" shape, as soon as your leg forms an "L" shape return to the starting point.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in control of your movement.</li> <li>• Try not to lunge too far.</li> </ul>	
<ul style="list-style-type: none"> <li>• Pinpoint.</li> <li>• Give feedback to students.</li> <li>• Watch for safety hazards.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Next, do the same with your other leg. Lunge until your leg forms an "L" shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to always keep your back as straight as possible.</li> </ul>	<p>See if you can do 12 lunges with each leg.</p>
<ul style="list-style-type: none"> <li>• Have students place wooden dowels on wall when they are using them</li> </ul>	<ul style="list-style-type: none"> <li>• Now, we will use wooden dowels to practice. I would like for you to all pick up a</li> </ul>	<ul style="list-style-type: none"> <li>• First thing you want to do with the wooden dowels is to place it on your upper</li> </ul>	

for safety.	wooden dowel and start practicing the lunge.	back.	
<p><b>Informing Task:</b> We are ready for the lunge with the bar. Position the bar the same way you positioned it on the squat. Start by stepping forward. Remember your leg has to make a 90% angle or “L” shape. When I say go I would like for you to join your group and start practicing your form. Go. Do 3 sets of 10 reps.</p>			
<ul style="list-style-type: none"> <li>• Make groups of five, by having them pair up.</li> <li>• Observe students form.</li> <li>• Have students place weight safely back.</li> </ul>	<ul style="list-style-type: none"> <li>• Performing lunges with a barbell is the same as using wooden dowels.</li> </ul>	<ul style="list-style-type: none"> <li>• The first thing you want to do is place the bar on your upper back. Make sure the bar is balanced evenly.</li> <li>• If the bar is too heavy you may continue using the wooden dowel.</li> </ul>	See if you can do 10 lunges with each leg.
<p><b>Closure/Assessment</b></p> <ul style="list-style-type: none"> <li>• How wide should you have your feet when performing the parallel squat?</li> <li>• How should your foot look when performing a lunge?</li> </ul>			

**Physical Education**  
**Lower body exercises**  
**Lesson # 8 Peer Assessment Day**

**Objectives**

**Student objectives:**

1. By the end of this lesson students should be to demonstrate proper technique and form for the squat, leg extension, and leg curl, to their partners (NASPE 2, EALR 1.2).

A.) Squats

- A.) Wide stance
- B.) Feet make a 90 % angle.
- C.) Bar on upper groove of back
- D.) Knees do not exceed toes when squatting.

B.) Leg extensions

- A.) Gluteus flat on bench
- B.) Slow controlled motions
- C.) No momentum
- D.) Hands holding on to handles

C.) Leg curls

- A.) Thighs flat on bench
- B.) Slow controlled motion
- C.) Flex at the top

D.) Lunges

- A.) Legs 90 % angle
- B.) knees do not exceed toes
- C.) Hands holding on to bar
- D.) Straight back

**Teacher objectives:**

**Equipment (for a class of 30 students)**

- 5 Squat racks
- 5 Leg curl machines
- 5 Leg extension machines
- Barbells sets
- Anatomy sheet (have students bring in their sheets)
- Assessment sheets (use # 3)

**Instant Activity:** No instant activity today.

**Set Induction:** Today class you are going to be checking each others form and technique in squats, leg extensions, and leg curls. I will not give to much instruction. You have all class period to finish your Form sheet. You if you do not finish we will continue tomorrow. If your group finishes early perform auxiliary lifts.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Have students find a partner and team up with two other partnerships making a group of six. There should be five groups of six students.</li> <li>• Ask students the day before to bring in something to write with.</li> <li>• Assign groups to dumbbells.</li> </ul>			

**Informing Task:** Today, every student has to perform 3 sets of 10 reps of each leg exercise. When performing the parallel squat with dumbbells remember the cues. Briefly go over cues.

<ul style="list-style-type: none"> <li>• Have advanced students teach other students squat.</li> <li>• Walk around and give lots of feedback.</li> <li>• Watch for safety hazards.</li> <li>• Pinpoint groups throughout class.</li> <li>• Observe every student briefly.</li> <li>• Every five minutes ask class questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember all cues when performing parallel squat.</li> <li>• Use a belt to help you keep your back straight.</li> </ul>	<ul style="list-style-type: none"> <li>• The first thing to remember when performing squat is to keep your feet shoulder width apart.</li> <li>• The second thing is to always remember to always look up slightly.</li> <li>• The third thing is to squat down until your legs form an "L" shape.</li> <li>• Wide stance.</li> <li>• Look up slightly.</li> <li>• Keep your back straight.</li> </ul>	<p>See if you can do 5 reps more on your last set.</p>
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<ul style="list-style-type: none"> <li>• Allow enough time for students to finish their lifts.</li> </ul>		<ul style="list-style-type: none"> <li>• Remember your legs have to make a 90% angle.</li> <li>• Wide stance, shoulder width apart.</li> </ul>	
<p><b>Informing Task:</b> Stop, remember the cues for the leg extension. Keep your back straight, full extension of leg, etc.</p>			
<ul style="list-style-type: none"> <li>• Observe by walking around.</li> <li>• Have advanced students help teach others.</li> <li>• Watch for safety hazards.</li> <li>• Make sure everyone has finished their lifts before moving on.</li> </ul>	<ul style="list-style-type: none"> <li>• When you are performing this exercise choose a weight that is not too heavy.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember keep your back as straight as possible.</li> <li>• Always make slow and controlled movements.</li> <li>• Don't use momentum to bring the weight up.</li> </ul>	
<p><b>Informing task:</b> Stop, you are doing a really great job. When performing the leg curl remember the cues. Thighs and stomach on mat. Slow and controlled movements, etc.</p>			
<ul style="list-style-type: none"> <li>• Observe students technique.</li> <li>• Have advanced students to help others.</li> <li>• Watch for safety hazards.</li> <li>• Make sure students are performing their technique correctly. If your group finishes early workout on exercise we have gone over in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate poundage. If you can not complete all reps or sets, the weight might be too heavy.</li> </ul>	<ul style="list-style-type: none"> <li>• Thighs and stomach on mat.</li> <li>• No momentum.</li> <li>• Bring down weights slowly.</li> </ul>	<p>See if you can do five more on your last set with perfect form.</p>
<p><b>Closure/Assessment</b></p> <ul style="list-style-type: none"> <li>• How wide should you have your feet when performing the parallel squat?</li> <li>• How should your foot look when performing a lunge?</li> <li>• When you are finished assessing turn them in into to the turn in box.</li> </ul>			

**Physical Education**  
**Lower body exercises**  
**Lesson # 9**

**Objectives: (Specific, Behavioral, Assessable)**

**Student objectives:**

1. By the end of this lesson students should be to demonstrate proper technique and form on the squat and the lunge with dumbbells (EALR 1.2, NASPE2).

A.) Squats

- A.) Wide stance
- B.) legs make a 90 % angle when coming down.
- C.) Dumbbells on side of body.
- D.) Knees do not exceed toes when squatting.

B.) Lunges

- A.) Legs make a 90 % angle when coming down.
- B.) knees do not exceed toes
- C.) Hands holding on to dumbbells to the side of body.
- D.) Straight back.

**Teacher objectives:**

**Equipment (for a class of 30 students)**

- Dumbbells of all different weights
- 30 Dowels
- Assessment #12 (new lifts)
- 30 chairs



**Instant Activity:** “Leap Frog Tag” (Take all students out to field or in the gym, whichever is available. Set up cones 20 yards by 20 yards). To start off class today we will play leap frog tag. Four students will wear the pennies and be the chasers. The rest of the class will act as the runners. Once you’ve been tagged by one of the chasers you must drop to all fours. You must remain frozen on all fours until another classmate leaps over you from behind. Classmate must put hands on back of frozen classmate and leap for over. Students must remain inside the field of play which is the 4 cones set up. when I say “go” you may begin and when you hear “stop “ please stop activity, return pennies to where you got them, and return to the weight room.

**Set Induction:** Today class we are going to learn how to perform leg exercises with dumbbells. Using dumbbells for squats is very similar. The only difference is that the weight is not on your back not to your sides. When I say “go” I would like for you to find personal space in the gym. Go.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Have students find a partner and team up with two other partnerships making a group of six. There should be five groups of six students.</li> <li>• Make sure students are all in their personal space.</li> <li>• Check for understanding.</li> <li>• Ask students the day before that class is going to meet you in the gym, this gives them more room to practice. Also, inform them to bring in their muscle sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Start by introducing muscles on the muscle sheet.</li> <li>• When performing parallel squats with dumbbells you are using the same muscles you use when performing barbell squats.</li> <li>• Let’s start by doing a couple of parallel squats without a bar or dumbbells.</li> </ul>	<ul style="list-style-type: none"> <li>• The first thing to remember in squatting is to always keep your back straight. One way to keep your back straight is by putting on a weight lifting belt. When you wear a weight belt make sure the wide part of the belt is touching your lower back.</li> <li>• Second always pretend that you are going to sit on a chair to ensure that you come to a full squat.</li> <li>• Next, keep your head up or up look slightly at the ceiling. Doing this helps you keep your balance.</li> </ul>	<p>Try doing five parallel squats before I give the next task with perfect form.</p>
<ul style="list-style-type: none"> <li>• Teacher demonstrates exercise and then observes students performance.</li> <li>• Each student should do 3 sets of 10 reps without bar</li> </ul>	<ul style="list-style-type: none"> <li>• When performing the parallel squats with dumbbells position your arms to your side of your body. Pretend that you are carrying a wheelbarrow.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember that your knees should not pass your toes; if they do pass it might be that you are squatting forward.</li> <li>• Your legs should be</li> </ul>	<p>What muscles are being used in this exercise?</p>

or dumbbells.	Now bend your knees to a 90° angle or until your legs are parallel to the floor.	parallel to the floor. <ul style="list-style-type: none"> <li>Remember to keep your back straight.</li> </ul>	
<ul style="list-style-type: none"> <li>Have advanced students teach other students the lung if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Always start by placing the dumbbells in front of your feet. To pick them up squat really low.</li> </ul>	<ul style="list-style-type: none"> <li>When doing this look up slightly to keep your balance.</li> <li>Pick up the dumbbells at the same time.</li> <li>Remember to keep your back straight.</li> <li>Wide stance.</li> <li>Hold dumbbells from the center.</li> </ul>	Where should your arms be during the dumbbell parallel squat?
<ul style="list-style-type: none"> <li>Observe every student briefly.</li> <li>Every few minutes ask class questions.</li> </ul>	<ul style="list-style-type: none"> <li>After you have picked up the dumbbells position them to your sides.</li> </ul>	<ul style="list-style-type: none"> <li>Keep dumbbells stable.</li> </ul>	See if you can do 3 more reps on your last set.
<ul style="list-style-type: none"> <li>Pre assign groups to squat racks.</li> <li>Teacher let students finish their lifts before giving next task.</li> </ul>	<ul style="list-style-type: none"> <li>Now squat down with the dumbbells to your sides.</li> </ul>	<ul style="list-style-type: none"> <li>Remember your legs have to make a 90° angle.</li> <li>Wide stance, shoulder width apart.</li> </ul>	
<b>Informing Task:</b> Dumbbell lunges are very similar to barbell lunges.			
<ul style="list-style-type: none"> <li>Observe by walking around.</li> <li>Make sure everyone has finished their lifts before moving on.</li> </ul>	<ul style="list-style-type: none"> <li>When performing dumbbell lunges the first thing you want to do is position the dumbbells to the sides of your feet. From this position squat down to pick up the dumbbells. When lifting the dumbbells try to keep them as steady as</li> </ul>	<ul style="list-style-type: none"> <li>When you squat down to pick up the dumbbells keep your back as straight as possible</li> <li>Slow and controlled movements.</li> </ul>	

	possible. Try not banging them to your thighs.		
<b>Informing task:</b> Stop. When performing the leg curl remember the cues. Thighs and stomach on mat. Slow and controlled movements, etc.			
<ul style="list-style-type: none"> <li>• Observe students technique.</li> <li>• Have advanced students to help others.</li> <li>• Make sure students are performing their technique correctly.</li> </ul>		<ul style="list-style-type: none"> <li>• Thighs and stomach on mat.</li> <li>• No momentum.</li> <li>• Bring down weights slowly.</li> </ul>	See if you do five more on your last set with perfect form.
<b>Informing task:</b> Stop, before you start the lunges I would like to go over the lunges briefly.			
<ul style="list-style-type: none"> <li>• The lung is a little more difficult exercise to perform; therefore it is sometime a good idea to recap.</li> <li>• Demonstrate the lung.</li> </ul>	<ul style="list-style-type: none"> <li>• Start by stepping forward from your regular stance with one foot. Not too far.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your back straight.</li> <li>• Keep your eyes forward.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Now step back until you have returned to your regular stance.</li> </ul>		Turn to a partner and tell him/her two muscles form previous lessons.
<ul style="list-style-type: none"> <li>• Watch for safety hazards</li> </ul>	<ul style="list-style-type: none"> <li>• Step with your other foot forward and do the same thing you did with the first leg.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in control of your movement.</li> </ul>	
<ul style="list-style-type: none"> <li>• Do the tasks with your students.</li> <li>• Observe students form.</li> <li>• Have students place weight safely before you release them.</li> </ul>	<ul style="list-style-type: none"> <li>• This time step a little further, remember one leg at a time. Step forward until you make a 90% angle with one leg or an "L" shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in control of your movements.</li> <li>• Try not to step to far forward because you can loose your balance.</li> <li>• Keep your back straight.</li> <li>• Keep your eyes forward.</li> <li>• Keep the bar steady.</li> <li>• Keep your balance.</li> </ul>	Try to do five with both legs, one leg at a time.

**Closure/Assessment**

- How wide should you have your feet when performing the parallel squat?
- How should your feet look when performing a lunge?
- What muscles are you using when performing the lunges?
- Turn in assessment your lift sheet (assessment # 12).

**Physical Education**  
**Lower body exercises**  
**Lesson 10 Peer Assessment Day**

**Objectives: (Specific, Behavioral, Assessable)**

**Student objectives:**

1. By the end of this lesson students should be to demonstrate proper form and technique on the squat and the lunge using dumbbells (NASPR 2, EALR 1.2).

A.) Squats

- A.) Wide stance
- B.) Feet make a 90 % angle when coming down.
- C.) Dumbbells on side of body.
- D.) Knees do not exceed toes when squatting.

B.) Lunges

- A.) Legs 90 % angle when coming down.
- B.) knees do not exceed toes
- C.) Hands holding on to dumbbells to the side of body.
- D.) Straight back.

**Teacher objectives:**

**Equipment (for a class of 30 students)**

- Dumbbell sets.
- 30 assessment sheets (use # 4)

**Instant Activity:** No instant activity today.

**Set Induction:** Today class you are going to continue assessing each other. Remember one partner lifts, another is assessing and the third is spotting. When I say “go” I would like for you to join your group and head towards your assigned dumbbells. Before you start I would like to go over some cues.

<b>MAF/Instructional techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"><li>• Have students find a partner and team up with two other partnerships making a group of six. There should be five groups of six students.</li><li>• Divide half the groups. Assign half the groups to the squats and the other half to the lunges.</li><li>• Check for understanding; ask them to give you some cues that they should remember.</li><li>• Advise students to bring in writing utensils.</li><li>• Ask student if they have any questions.</li></ul>	<ul style="list-style-type: none"><li>• Remember every group member should complete 3 sets of 10-12 reps. If your group finishes early start doing the task cards were you left off.</li></ul>	<ul style="list-style-type: none"><li>• Lifters remember; pretend that you are going to sit on a chair when performing squat and lunges.</li><li>• Keep your head up and look slightly at the ceiling.</li></ul>	What letter of the alphabet should your legs make?
<ul style="list-style-type: none"><li>• Have advanced students teach other students squat.</li><li>• Observe every student briefly.</li><li>• Every five minutes ask class questions.</li></ul>	<ul style="list-style-type: none"><li>• Remember to give your performer feedback.</li></ul>	<ul style="list-style-type: none"><li>• First, feet should be at least shoulder width apart.</li><li>• Second, keep your back straight.</li><li>• Look up slightly.</li><li>• Keep your back straight.</li><li>• Remember your legs have to make a 90% angle.</li><li>• Wide stance, shoulder</li></ul>	Where should your arms be during the dumbbell parallel squat?

		width apart.	
<b>Informing task:</b> Stop, before you start assessing your partner's dumbbell lunge, I would like to go over it briefly.			
<ul style="list-style-type: none"> <li>• The lung is a little more difficult exercise to perform; therefore it is sometime a good idea to recap.</li> <li>• Demonstrate the lunge briefly again.</li> <li>• Observe students form.</li> <li>• Watch for safety hazards.</li> <li>• Have students place weight safely before you release them.</li> </ul>	<ul style="list-style-type: none"> <li>• I will demonstrate the lunge one more time to refresh your memory.</li> <li>• Start by stepping forward from your regular stance with one foot forward. Now step forward until you make a 90% angle or an "L" shape with one leg.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to always keep your back straight and wear a weight lifting belt.</li> <li>• Keep your eyes forward.</li> <li>• Stay in control of your movement.</li> <li>• Try not to step to far forward.</li> <li>• Keep your back straight.</li> <li>• Keep your eyes forward.</li> <li>• Keep the dumbbells steady to your sides.</li> <li>• Keep your balance.</li> </ul>	<p>See if you can do 5 reps more on your last set. Try to do five with both legs, one leg at a time.</p>
<p><b>Closure/Assessment</b></p> <ul style="list-style-type: none"> <li>• How wide should you have your feet when performing the parallel squat?</li> <li>• How should your foot look when performing a lunge?</li> <li>• How many sets were you suppose to perform?</li> <li>• When you are complete with your assessment turn them in the turn in box.</li> </ul>			

**Physical Education**  
**Introduction to Back Exercises**  
**Lesson #11**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will be able to point out several back muscles. (NASPE 2, 3, EALR 1.1)
  - a. Lower back muscles-
    - i. Obliques
    - ii. Latissimus Dorsi
  - b. Upper back muscles-
    - i. Latissimus Dorsi
    - ii. Trapezius
    - iii. Rhomboid Major
    - iv. Rhomboid Minor.
  
2. The students should be able to name several back exercises. (EALR 1.1, 3)
  - A) Lat pull downs
    - A.) Wide grip
    - B.) Knees under knee bar
    - C.) Pull down behind neck
    - D.) Watch your head when pulling down
  - B) Pull-ups
    - A.) Hands face away from your body
    - B.) Cross feet
    - C.) Chin goes above bar
    - D.) No kicking
  - C) Rows
    - A.) Wide and stable base
    - B.) Hands shoulder width apart
    - C.) Bent knees



D) Sitting Rows

- A. Feet firmly placed on foot board
- B. Lean back as you pull with your arms
- C. Let your knees extend from the bended position when pulling back
- D. Maintain a moderate controlled tempo

E) Power Clean

- A. Wide, and stable base
- B. Hands shoulder width apart, or a little more
- C. Use all of your muscles, to take stain off your back
- D. Remember be explosive!!!

F) Dead Lift

- A. Wide, and stable base
- B. Hand shoulder width apart
- C. Bend at waist
- D. Don't lock knees

G) Back extensions

- A. Maintain a moderate, controlled tempo
- B. Hands across shoulders
- C. Toes pointing to the ground

**Teacher Objectives:**

**Equipment: (for a class of 30 students)**

- 1 Pull down machine
- 3 Pull-up bars
- 1 Sitting rows machine
- 1 Back Extension Machine
- 2 Platforms
- 15 Barbells
- 30 Dumbbells
- 30 Jump ropes
- 30 lifting belts
- 15 Wooden dowels

- 15 Chairs
- Anatomy sheets
- Muscle Charts

**Instant Activity:** To start today class I would like for you to grab a jump rope and find your own personal space. When I say go I would like for you to straighten your jump rope on the floor. When your jump rope is straight start jumping over it. Go. Stop. You are doing a great job. Now I would like for you to bend at your do a deep bend at your hips, knees and ankles when jumping. Go. Stop.

**Set Induction:** Today you will be introduced to the lifts that will strengthen your back muscles. Most experts say that strong pectorals and abs are incomplete without having a strong back, so this is why we will be learning a few lifts to strengthen your back muscles. Having strong back muscles will help make ensure that you will be well balanced. Who here has ever been part of the school wrestling team? Do you need to have a strong back for wrestling? As a wrestler, I know for a fact that a strong back is key when you need to come up quick for an escape!

<b>MAF/Instructional techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Have students get 1 weight belt each.</li> <li>• Have all the students bring their anatomy sheets, and gather around teacher.</li> <li>• Make sure students have filled out the back muscles on the anatomy sheet. (have them do this as homework)</li> <li>• Demonstrate how to wear a weight belt.</li> <li>• Have students put on their weight belts.</li> <li>• Check students to see if they are wearing their belts correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Before doing any sort of back exercises, be sure that you always wear a weight belt.</li> <li>• I will now demonstrate how to properly wear a weight belt.</li> <li>• Now I would like for you all to properly put on your weight belts. I will walk by and look, to see if you are wearing it correctly or not.</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure that the wide part of the belt is on your lower back.</li> <li>• The belt should be snug, but not too tight around your waist.</li> </ul>	<p>What are the major muscles of the back that you filled out on your anatomy sheets?</p> <p>How should you be wearing your lifting belt?</p>

**Informing Task:** Now that you are all familiar with the muscles of the back, I would like to show you a few exercises used to strengthen your

back muscles. The first exercise that I would like to show you all is the pull down.

<ul style="list-style-type: none"><li>• Gather students around pull down machine.</li><li>• Show students on muscle chart which muscles are worked during a pull down. (Upper back)</li><li>• Demonstrate proper form using the pull down machine.</li><li>• Have students get a chair or a bench to sit on, and practice their pull down exercise.</li><li>• Have advanced students teach other students the correct form for a pull down.</li><li>• Demonstrate by pin pointing advanced students.</li><li>• Teacher will make sure everyone is safe.</li></ul>	<ul style="list-style-type: none"><li>• I would now like to demonstrate the proper technique for a pull down using real weights.</li><li>• These are the muscles that you will be working out during the pull down exercise. (See muscle chart in course documents). These muscles are your latissimus dorsi, trapezius, rhomboid major, and rhomboid minor.</li><li>• I would like for you and you to find a partner, and go out to the main gym. Each group should get a wooden dowel, and find a chair to sit in. (See Figure 1)</li><li>• Now I would like for you and your partner to take turns doing 10 simulated pull downs using the wooden dowel, while sitting in your chair.</li><li>• I will talk you through the steps for the exercise.</li><li>• Go!</li></ul>	<ul style="list-style-type: none"><li>• First you need to grip the bar with your hands just slightly farther apart than shoulder width.</li><li>• Make sure that you keep your legs shoulder width apart.</li><li>• Place your knees under the knee bar.</li><li>• Always exhale when pulling down.</li><li>• Inhale when you are at rest or when you are letting weight up.</li><li>• Maintain a moderate, controlled tempo throughout your set.</li><li>• Pull the bar down behind your neck.</li><li>• Don't hit your head when you pull the bar down.</li><li>• Make sure that you do not drop the weights, but instead you let them down slowly.</li></ul>	<p>What muscles does this exercise work?</p>
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<ul style="list-style-type: none"> <li>• Stop students.</li> <li>• Gather all students around the pull-up bar.</li> <li>• Show students which muscles are being worked during a pull-up on the muscle chart. (Upper back)</li> <li>• Demonstrate a proper pull-up on a pull-up bar.</li> <li>• Have advanced students teach other students the correct form for a pull-up.</li> <li>• Demonstrate by pin pointing advanced students.</li> <li>• Teacher, will walk around and make sure everyone is safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• The muscles that you will be using for the pull-up exercise are the exact same ones that you used for pull downs which are what?</li> <li>• I would now like to demonstrate the proper technique for a pull-up.</li> <li>• I would like for you and you to find a partner, to take turns doing a set of 2 partner assisted, or un-assisted pull ups.</li> <li>• Go!</li> </ul>	<ul style="list-style-type: none"> <li>• First you need to make sure that your hands face away from your body.</li> <li>• You can cross feet if you would like.</li> <li>• Your knees can either be bent or straight.</li> <li>• Do not kick, in order to get more momentum.</li> <li>• Be sure that your chin goes above the bar.</li> <li>• Your arms should fully extend downward.</li> <li>• Be sure to exhale when pulling up.</li> <li>• Always inhale when you are letting your body down or if you are at rest.</li> <li>• Maintain a moderate, controlled tempo throughout the exercise.</li> </ul>	<p>What muscles does a pull-up work? Can you kick when trying to pull up?</p>
<ul style="list-style-type: none"> <li>• Stop students.</li> <li>• Gather students around the squat rack.</li> <li>• Show students around the upright row machine.</li> <li>• Demonstrate a bent over row using a bar at a squat rack.</li> <li>• Show students which muscles are being worked during an</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• Now I would like to show you the proper form for a bent over row using real weights.</li> <li>• These are the muscles that you will be working out during the bent over row exercise. (See muscle chart in course</li> </ul>	<ul style="list-style-type: none"> <li>• When gripping the bar, make sure that your hands are shoulder width apart.</li> <li>• Your feet should be shoulder width apart also.</li> <li>• Always keep your knees bent.</li> <li>• Make sure that you are bent over at the waist.</li> <li>• Always keep your head up during this exercise.</li> </ul>	<p>What muscles are worked either in a free weight or machine bent over row?</p>

<p>upright row on the muscle chart. (Upper back)</p> <ul style="list-style-type: none"> <li>• Have advanced students teach other students the correct form for a bent over row.</li> <li>• Demonstrate by pin pointing advanced students.</li> <li>• Teacher, will walk around and make sure everyone is safe.</li> </ul>	<p>documents). These muscles are your latissimus dorsi, trapezius, rhomboid major, and rhomboid minor.</p> <ul style="list-style-type: none"> <li>• Each group should get their wooden dowel, and find self space. Make sure that you can't touch anyone that is around you.</li> <li>• I will now guide you through the steps of a proper bent over row. Each partner should take turns doing 12 simulated bent over rows, using their wooden dowels.</li> <li>• Go!</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure to exhale when you are pulling bar toward your body.</li> <li>• Inhale when you let the bar down.</li> <li>• Maintain a moderate, controlled tempo throughout the exercise.</li> </ul>	
<ul style="list-style-type: none"> <li>• Stop students.</li> <li>• Gather students around sitting row machine.</li> <li>• Demonstrate a sitting row at the sitting row machine.</li> <li>• Show the different muscles that a sitting row works on the muscle chart.</li> <li>• Show upper and lower body muscles that a sitting row works.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• I will now show you the proper form for a seated row, using the seated row machine.</li> <li>• These are the muscles that you will be working out during the sitting row exercise. (See muscle chart in course documents). These muscles are your latissimus dorsi, and</li> </ul>	<ul style="list-style-type: none"> <li>• Your feet need to be firmly placed on foot board, and you need to have a firm grip on the bar when setting up for this exercise.</li> <li>• Lean back as you pull with your arms.</li> <li>• Let your knees extend from the bended position when pulling back during this exercise.</li> <li>• Exhale when pulling the bar toward your body.</li> </ul>	<p>What is the difference between a sitting row, and an upright row? Be specific with muscles...</p>

<ul style="list-style-type: none"> <li>• Explain the difference between sitting and an up right row. (Upper/ Lower back).</li> <li>• Have advanced students teach other students the correct form for a sitting row.</li> <li>• Demonstrate by pin pointing advanced students.</li> <li>• Teacher, will walk around and make sure everyone is safe.</li> </ul>	<p>obliques.</p> <ul style="list-style-type: none"> <li>• Now I would like for all of you to go and find self space in the main gym.</li> <li>• You will now practice doing a simulated sitting row using your wooden dowels. Each partner will do a set of 11 sitting rows.</li> <li>• I will talk you through the proper form.</li> <li>• Go!</li> </ul>	<ul style="list-style-type: none"> <li>• Inhale when you let your arms extend outward.</li> <li>• Maintain a moderate, controlled tempo during this exercise.</li> </ul>	
<ul style="list-style-type: none"> <li>• Stop students.</li> <li>• Gather students around a power clean station.</li> <li>• Demonstrate a proper power clean using a barbell.</li> <li>• Explain the different muscles that a power clean works. (Upper/ Lower back)</li> <li>• Have advanced students teach other students the correct form for a power clean.</li> <li>• Demonstrate by pin pointing advanced students.</li> <li>• Teacher, will walk around and make sure everyone is safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• I will now show you the proper form for a power clean. This is an exercise where form errors can put you at risk for back injuries, so be sure to pay attention to your cues.</li> <li>• I will demonstrate using real weights, and a real bar.</li> <li>• These are the muscles that you will be working out during the power clean exercise. (See muscle chart in course documents). These muscles are your</li> </ul>	<ul style="list-style-type: none"> <li>• Exhale during explosive parts of the power clean</li> <li>• Inhale at rest</li> <li>• Wide, and stable base</li> <li>• Hands shoulder width apart, or a little more</li> <li>• Use all of your muscles, to take stain off your back</li> <li>• Explosive!!!</li> </ul>	<p>What is one key to a good power clean?</p>

	<p>latissimus dorsi, trapezius, rhomboid major, rhomboid minor, and obliques.</p> <ul style="list-style-type: none"> <li>• Now I would like for you to go back to your self space in the main gym, and practice a power clean using your wooden dowels, as I talk you through the exercise.</li> <li>• Go!</li> </ul>		
<ul style="list-style-type: none"> <li>• Stop students.</li> <li>• Stay at the power clean station.</li> <li>• Demonstrate a proper dead lift using a barbell.</li> <li>• Show which muscles are being worked during the dead lift on the muscle chart. (Lower back)</li> <li>• Have students put their wooden dowels back, and go to the back extension station.</li> <li>• Have advanced students teach other students the correct form for a dead lift.</li> <li>• Demonstrate by pin pointing advanced</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• Now I will show you the proper form for a dead lift, using just a barbell.</li> <li>• These are the muscles that you will be working out during the dead lift exercise. (See muscle chart in course documents). These muscles are your latissimus dorsi, and obliques.</li> <li>• Now you will practice doing a proper dead lift, using a wooden dowel in your self space.</li> <li>• I will talk you through the exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that your feet are at least shoulder width apart, and that you have a stable base.</li> <li>• Grip the bar with your hands shoulder width apart.</li> <li>• Bend at your waist.</li> <li>• Don't ever lock your knees during the dead lift exercise.</li> </ul>	<p>What back muscles does the dead-lift work?</p>

<p>students.</p> <ul style="list-style-type: none"> <li>Teacher, will walk around and make sure everyone is safe.</li> </ul>	<ul style="list-style-type: none"> <li>Now I would like you all to put your wooden dowels back, and follow me to the back extension station.</li> <li>Go!</li> </ul>		
<ul style="list-style-type: none"> <li>Stop students.</li> <li>Gather students around a back extension station.</li> <li>Demonstrate a proper back extension at a back extension station.</li> <li>Show which muscles are used during a back extension on the muscle chart. (Lower back)</li> <li>Have advanced students teach other students the correct form for a back extension.</li> <li>Demonstrate by pin pointing advanced students.</li> <li>Teacher, will walk around and make sure everyone is safe.</li> </ul>	<ul style="list-style-type: none"> <li>Stop!</li> <li>Now I will show you all the proper form for a back extension exercise.</li> <li>These are the muscles that you will be working out during the back extension exercise. (See muscle chart in course documents). These muscles are your latissimus dorsi, and obliques.</li> <li>Like pull-ups, you can't really practice this exercise with a wooden dowel, so you will need to remember your weight room etiquette when waiting for this machine.</li> <li>You will each do a set of 5 at the back extension station.</li> <li>Go!</li> </ul>	<ul style="list-style-type: none"> <li>Make sure that you place your hands across shoulders</li> <li>Point your toes toward the ground.</li> <li>Maintain a moderate, controlled tempo throughout the exercise.</li> </ul>	<p>What back muscles does the back extension work?</p>
<ul style="list-style-type: none"> <li>Stop class.</li> </ul>	<ul style="list-style-type: none"> <li>Stop!</li> </ul>		



<ul style="list-style-type: none"><li>• Instruct students to re-rack weights, and bring it in.</li></ul>	<ul style="list-style-type: none"><li>• Alright class, unfortunately it is time to call it a day.</li><li>• I would like for all of you to re-rack the weights and meet in the main gym.</li></ul>		
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**Closure/Assessment:**

- Who can name one exercise that works your lower back?
- Who can tell me which muscles a lat pull works?
- Close your eyes and point to your rhomboids.

**Physical Education  
Back Exercises  
Lesson #12**

**Objectives (Specific, Behavioral, Assessable)**

**Student objectives:**

1. By the end of this lesson students should be to demonstrate proper technique and form for several back exercises. (NASPE 2, 3, EALR 1.1)

- A.) Lat pull downs
  - A.) Wide grip
  - B.) Knees under knee bar
  - C.) Pull down behind neck
  - D.) Watch your head when pulling down
- B.) Pull-ups
  - A.) Hands face away from your body
  - B.) Cross feet
  - C.) Chin goes above bar
  - D.) No kicking
- C.) Rows
  - A.) Wide and stable base
  - B.) Hands shoulder width apart
  - C.) Bent knees
- D) Sitting Rows
  - A. Feet firmly placed on foot board
  - B. Lean back as you pull with your arms
  - C. Let your knees extend from the bended position when pulling back
  - D. Maintain a moderate controlled tempo
- E) Power Clean
  - A. Wide, and stable base
  - B. Hands shoulder width apart, or a little more
  - C. Use all of your muscles, to take stain off your back
  - D. Remember be explosive!!!
- F) Dead Lift

- A. Wide, and stable base
- B. Hand shoulder width apart
- C. Bend at waist
- D. Don't lock knees

G) Back extensions

- A. Maintain a moderate, controlled tempo
- B. Hands across shoulders
- C. Toes pointing to the ground

**Teacher objectives:**

**Equipment (for a class of 30 students)**

- 1 Pull down machine
- 3 Pull-up bars
- 1 Sitting rows Machine
- 1 Back extension machine
- 2 Platforms
- 15 Barbells
- Weights
- Dumbbells
- 30 weight belts
- 15 wooden dowels
- 15 chairs
- Back Development Task Cards #1-10
- Back Development Skill Charts

**Instant Activity:** To start off the class period, I would like for you to choose a partner and take turns doing 1 max out set of dumbbell squats. Do as many repetitions as you can with a weight that is challenging for you. Go! Stop!

**Set Induction:** To compliment your pectoral muscles, any athlete would tell you that a strong back is important in balancing out your strengths. Have you ever seen a professional football player? Most professional football players have muscles everywhere including their back. That's why they are able to make the amazing, acrobatic plays that they do. They are well balanced, and with any sport, balance is probably the most important skill to have.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Gather students around in the main</li> </ul>			

gym.			
<p><b>Informing Task:</b> Today class we are going to work in depth on the back exercises that we discussed in our last lesson. We will do a circuit using the 10 task card stations that are set up around the gym and weight room.</p>			
<ul style="list-style-type: none"> <li>• Show students on muscle chart which muscles are going to be worked during the days lesson.</li> <li>• Have students form groups of 4.</li> <li>• Show students the circuit that is set up.</li> <li>• Explain how the task card circuit will work.</li> </ul>	<ul style="list-style-type: none"> <li>• These are the muscles that you will be working out during the back exercises that are used in this circuit. (See muscle chart in course documents). These muscles are your latissimus dorsi, trapezius, rhomboid major, rhomboid minor, and obliques.</li> <li>• First off, I would like for you all to break into groups of 4 students.</li> <li>• Alright class, so I will now show you the circuit that you are going to be doing today. (See figure 4)</li> <li>• To finish the circuit, you must do each task card once.</li> <li>• When you finish one task, move on to the next task.</li> <li>• I will be informally assessing each student on their form at the pull-downs station.</li> <li>• The purpose of this circuit is to get you to</li> </ul>	<ul style="list-style-type: none"> <li>• If don't remember how to do a certain exercise, I have posted the skills charts for the exercises that are on the task cards, right next to the task cards.</li> <li>• If a task is too difficult, feel free to move on to another station, but try your best to do the tasks that each card asks.</li> <li>• When you finish the task card circuit, feel free to work on any of the lifts that you have included in your personalized weight training program that aren't back exercises</li> </ul>	<p>What muscles did we work out yesterday?</p> <p>What muscles will we work today?</p> <p>Which muscles are worked during a pull-down?</p>

	become more comfortable with the lifts that you learned yesterday.		
<ul style="list-style-type: none"> <li>• Have students start the task card circuit.</li> <li>• Teacher, will constantly watch for safety hazards.</li> <li>• Informally assess pairs of students on their form while doing the pull down task cards.</li> <li>• Allow students who have finished, to begin working on their personalized weight training program lifts, not including back exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• When I say go, I would like each group to go to a station. Make sure that there is only 1 group per station.</li> <li>• I would like for you to begin doing the task that is on the task card as soon as I say go.</li> <li>• When you finish the task card circuit, feel free to work on any of the lifts that you have included in your personalized weight training program that aren't back exercises</li> <li>• When it is time to end class, I will tell you to stop. Ready, Go!</li> </ul>	<ul style="list-style-type: none"> <li>• If don't remember how to do a certain exercise, I have posted the skills charts for the exercises that are on the task cards, right next to the task cards.</li> <li>• If a task is too difficult, feel free to move on to another station, but try your best to do the tasks that each card asks.</li> <li>• I will be informally assessing each student on their form at the pull-downs station.</li> </ul>	So what are you going to do when I say go?
<ul style="list-style-type: none"> <li>• Stop the class</li> <li>• Have students re-rack the weights, and meet in the main gym.</li> </ul>	<ul style="list-style-type: none"> <li>• Alright students, Stop! It is time to end class.</li> <li>• I would like for all of you to help put the equipment away, and meet in the main gym.</li> </ul>		
<b>Closure/Assessment:</b> <ul style="list-style-type: none"> <li>• How wide should you have your feet when performing the bent over rows?</li> <li>• What are the cues for a good pull-up?</li> </ul>			

- What muscles did we work today?

**Physical Education  
Back Exercises  
Lesson #13**

**Objectives (Specific, Behavioral, Assessable)**

**Student objectives:**

1. By the end of this lesson students should be to demonstrate proper technique and form for several upper back exercises. (NASPE 2, 3, EALR 1.1)

- A.) Lat pull downs
  - A. Wide grip
  - B. Knees under knee bar
  - C. Pull down behind neck
  - D. Watch your head when pulling down
- B.) Pull-ups
  - A. Hands face away from your body
  - B. Cross feet
  - C. Chin goes above bar
  - D. No kicking
- C.) Rows
  - A. Wide and stable base
  - B. Hands shoulder width apart
  - C. Bent knees

2. Students will be able to name the muscles used during each upper back exercise. (NASPE 3, EALR 1.1)

- a. Upper back muscles-
  - i. Latissimus Dorsi
  - ii. Trapezius
  - iii. Rhomboid Major
  - iv. Rhomboid Minor.

**Teacher objectives:**

**Equipment (for a class of 30 students)**

- 1 Pull down machine
- 3 Pull-up bars
- 2 Platforms
- 15 Barbells
- Weights
- 30 weight belts
- 30 assessment #5 sheets
- All skills charts

<p><b>Instant Activity:</b> To start today class I would like for you to do a one minute burn out set of push ups with your weight training partner. You will start when I say go and stop when I say stop. GO! Stop!</p>			
<p><b>Set Induction:</b> To compliment your pectoral muscles, any athlete would tell you that a strong upper back is important in balancing out your strengths. That is why today, we are going to assess you on how well you do the upper back exercises that you have been working on throughout this week. Using correct form is very important, because it can help increase the results that you have from lifting weights, and more importantly, it can prevent injury.</p>			
MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Gather students around in the weight room.</li> </ul>			
<p><b>Informing Task:</b> Today class you will need to break get into groups of 6 students, so I would like for all of you to line up and number yourselves from 1-5. Group 1 will start out with assessment #5. The rest of the groups will individually work on the non upper back lifts from their personalized weight training program until their group number is called. Each group will then split into twos, and rotate through the three upper back assessment exercises. Go!</p>			
<ul style="list-style-type: none"> <li>• Show students on muscle chart which muscles are going to be worked during the assessment.</li> <li>• Hand out Assessment #5</li> <li>• Have students find the people with the same</li> </ul>	<ul style="list-style-type: none"> <li>• These are the muscles that you will be working out during today's upper back assessments. (See muscle chart in course documents). These muscles are your latissimus dorsi,</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for your group number being called for assessment.</li> <li>• Remember your weight room etiquette.</li> </ul>	<p>Name one muscle that you will use with today's upper back assessment.</p>



<p>number as them.</p> <ul style="list-style-type: none"><li>• Explain how the assessment day will be arranged.</li></ul>	<p>trapezius, rhomboid major, and rhomboid minor.</p> <ul style="list-style-type: none"><li>• This is the assessment sheet that you will be working off of today. Make sure that you hold onto this until it is your group's turn to assess. Do not lose this sheet!</li><li>• Now I would like for all of you to find all of the people that counted the same number as you, and form into your groups of 6.</li><li>• If you are in group #1 than you will begin assessing when I say go.</li><li>• If you are in any other group, than work on your lifts with a partner until I call your group number.</li><li>• Once your group's number is called, it is your turn to do the assessment.</li><li>• Have a partner assess your lifting technique by filling out assessment sheet #5.</li><li>• You will turn this in at the end of the class</li></ul>		
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	period.		
<ul style="list-style-type: none"> <li>• Each student work on the “non upper back” lifts that are included in their personalized weight training plan, while waiting to be assessed.</li> <li>• Each group of 6 will re-assemble when they are called on to assess.</li> <li>• The groups of 6 will rotate through the assessments for pull-ups, pull downs, and upright rows.</li> <li>• A group of 2 people are at each assessment station.</li> <li>• When a group is finished with their assessment, they will go back to free lifting.</li> <li>• Teacher watches out for safety hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• When I say go, Group 1 will begin their assessment, while the rest of the groups will practice their lifts. Remember to stop when I say stop.</li> <li>• I will let you know when the class period is over.</li> <li>• Ready, Go!</li> </ul>	<ul style="list-style-type: none"> <li>• If you need cues for your lifts, you can find them on your assessment sheet.</li> <li>• Try to find a partner in your group that has a similar personal weight training plan compared to yours.</li> <li>• Remember to turn in your assessment at the end of the class period.</li> </ul>	<p>How many people are supposed to be in each group?</p> <p>How many people assess you at once?</p>
<ul style="list-style-type: none"> <li>• Stop the class.</li> <li>• Instruct students to re-rack weights, and meet in the main gym.</li> </ul>	<ul style="list-style-type: none"> <li>• Ok class stop!</li> <li>• Great job today, you all did a fine job of being efficient. We finished all of the assessments!</li> <li>• Now I would like for all of you to re-rack the</li> </ul>		

	weights, and meet in the main gym when you are done.		
<ul style="list-style-type: none"><li>• <b>Closure/Assessment-</b></li><li>• How wide should you have your feet when performing the bent over rows?</li><li>• What are the cues for a good pull-up?</li><li>• What muscles did we work today?</li><li>• Have students turn in their completed assessment sheet #5.</li></ul>			

**Physical Education  
Back Exercises  
Lesson #14**

**Objectives (Specific, Behavioral, Assessable)**

**Student objectives:**

1. By the end of this lesson students should be to demonstrate proper technique and form for various back exercises. (NASPE 2, 3, EALR 1.1)

- A.) Lat pull downs
  - A.) Wide grip
  - B.) Knees under knee bar
  - C.) Pull down behind neck
  - D.) Watch your head when pulling down
- B.) Pull-ups
  - A.) Hands face away from your body
  - B.) Cross feet
  - C.) Chin goes above bar
  - D.) No kicking
- C.) Rows
  - A.) Wide and stable base
  - B.) Hands shoulder width apart
  - C.) Bent knees
- D) Sitting Rows
  - A. Feet firmly placed on foot board
  - B. Lean back as you pull with your arms
  - C. Let your knees extend from the bended position when pulling back
  - D. Maintain a moderate controlled tempo
- B.) Power Clean
  - A. Wide, and stable base
  - B. Hands shoulder width apart, or a little more
  - C. Use all of your muscles, to take stain off your back
  - D. Remember be explosive!!!
- C.) Dead Lift

- A. Wide, and stable base
  - B. Hand shoulder width apart
  - C. Bend at waist
  - D. Don't lock knees
- D.) Back extensions
- A. Maintain a moderate, controlled tempo
  - B. Hands across shoulders
  - C. Toes pointing to the ground
2. Students will be able to name the muscles used during various upper and lower back exercises (NASPE 3, EALR 1.1)
- a. Lower back muscles-
    - i. Obliques
    - ii. Latissimus Dorsi
  - b. Upper back muscles-
    - i. Latissimus Dorsi
    - ii. Trapezius
    - iii. Rhomboid Major
    - iv. Rhomboid Minor.

**Teacher objectives:**

**Equipment (for a class of 30 students)**

- 5 Benches
- 2 Leg machines
- 1 Pull down machine
- 3 Pull-up bars
- 1 Sitting rows machine
- 1 Back Extension Machine
- 2 Platforms
- 15 Barbells
- 30 Dumbbells
- 30 Jump ropes
- 30 lifting belts
- Sitting row machines
- 30 weight belts

- Skills charts
- 30 Assessment #12 sheets

<p><b>Instant Activity:</b> To start today class I would like for you to find a partner and grab 1 jump rope per person. Lay the jump ropes on the floor in the main gym, so that they are touching at 1 end only. Try to jump across the jump ropes without touching them. How far can you jump without touching in between the two ropes? When I say go, begin, when I say stop, stop. Ready, Go! Stop!</p>			
<p><b>Set Induction:</b> Do you ever wake up in the morning, and you roll out of bed, and start to walk, and your back is just killing you? Has your mom or dad ever thrown their back out? This week has been all about working out your lower back. When you get older, and your back starts to hurt for no reason, then you'll be thinking... "Wow I should have never stopped working out my back". Without a strong back, our posture may suffer, and so might our muscles themselves. Without a strong back, all of your front side muscles are working 10 times harder to keep you upright. Not only will a strong back benefit your life, but it will also benefit you athletically too! Are there any track and field throwers here? What is one thing that you need when you throw a hammer? Good, and that's why this exercise is a great exercise for you!</p>			
MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Gather students around the weight room.</li> </ul>			
<p><b>Informing Task:</b> Today class I am going to let you free lift using your personalized weight training plan. It is important to know how a real weight room operates. Today, you must remember your weight room etiquette.</p>			
<ul style="list-style-type: none"> <li>• Refresh the students on their weight room etiquette.</li> <li>• Have students break into groups of 2-3 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Alright class, who remembers a few rules for weight room etiquette?</li> <li>• Now I would like for all of you to get into groups of 2-3 students who have similar workout plans to yours. This means that if you are training for baseball, you should be partnered up with other baseball players.</li> <li>• Also today you are</li> </ul>	<ul style="list-style-type: none"> <li>• Share the equipment with the rest of your classmates.</li> <li>• Ask to work in with someone, before doing it. Don't just cut in.</li> <li>• Finish your sets as fast as possible. Other people need the equipment too.</li> <li>• Wipe off the weights when you are done using them.</li> <li>• Put the weights away</li> </ul>	<p>Ask students to point out which muscles they have been using for their back exercises, and name them using muscle charts.</p>

	<p>required to add 1 new back lift to your new lifts sheet (assessment #12) which are all in the pickup box with your personal weight training plans.</p>	<p>when you are done using them.</p>	
<ul style="list-style-type: none"> <li>• Have students get their Assessment #12 from the pickup box.</li> <li>• Have each group begin lifting.</li> <li>• Have advanced students teach other students the correct form for lifts.</li> <li>• Teacher, will walk around and make sure everyone is safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Now I would like for each of you to get your personal weight training plan and assessment #12 from the pickup box which is located right next to the door.</li> <li>• Once you have your sheets, than you may begin lifting with your partners.</li> <li>• I will be informally assessing students on their form for back extensions.</li> <li>• When I say go, you may go and get your sheets, and begin working on the lifts that are included in your personal plan. Be sure to add a new lift on your sheet, and turn it in to the box at the end of class.</li> <li>• I will tell you to stop at the end of class.</li> </ul>		<p>Name 3 types of back exercises.</p>

	Ready, Go!		
<ul style="list-style-type: none"> <li>• Stop the class</li> <li>• Instruct students to re-rack weights, and meet in the main gym.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• Alright class, it is time to end class.</li> <li>• I need all of you to help put the weights away.</li> <li>• When all the weights are put away in the proper place, let's all meet in the main gym.</li> </ul>		
<p><b>Closure/Assessment:</b></p> <ul style="list-style-type: none"> <li>• Turn in your assessment #12 sheets.</li> <li>• How wide should you have your feet when performing a good power clean?</li> <li>• What are the cues for a good back extension?</li> <li>• What muscles did we work today?</li> <li>• What exercises worked which muscles?</li> </ul>			



**Physical Education**  
**Continuing Lower Back Exercises**  
**Lesson #15**

**Objectives (Specific, Behavioral, Assessable)**

**Student objectives:**

1. By the end of this lesson students should be to demonstrate proper technique and form for various lower back exercises. (NASPE 2, 3, EALR 1.1,)

A.) Sitting Rows

- A. Feet firmly placed on foot board
- B. Lean back as you pull with your arms
- C. Let your knees extend from the bended position when pulling back
- D. Maintain a moderate controlled tempo

B.) Power Clean

- A. Wide, and stable base
- B. Hands shoulder width apart, or a little more
- C. Use all of your muscles, to take stain off your back
- D. Remember be explosive!!!

C.) Dead Lift

- A. Wide, and stable base
- B. Hand shoulder width apart
- C. Bend at waist
- D. Don't lock knees

D.) Back extensions

- A. Maintain a moderate, controlled tempo
- B. Hands across shoulders
- C. Toes pointing to the ground

2. Students will be able to name the muscles used during the sitting rows, power cleans, dead lift, back extensions (NASPE2, 3, EALR 1.1)

a. Lower back muscles-

- i. Obliques
- ii. Latissimus Dorsi

**Teacher objectives:**

**Equipment (for a class of 30 students)**

- Sitting row machines
- 1 Back extension machine
- Power clean platforms
- 15 Barbells
- 30 Dumbbells
- 30 weight belts
- 30 scarves
- 30 Assessment #6 sheets

**Instant Activity:** To start off the class period, I would like for each person to find a partner. One person from each group should go and grab a scarf from the bucket by the door of the weight room. Once you have your scarf, each group should go and find self space in the main gym. Once you and your partner find self space, spread out so that you are standing about 5 feet apart. When I say go, the partner that is holding the scarf will reach as high as they can, and drop the scarf. The person who is not holding the scarf will try to catch it before it hits the ground. Take turns doing this with your partner. If you successfully catch the scarf before it hits the ground, than feel free to take 1 step back. If you are unsuccessful, then either stay where you are, or move closer to your partner. Begin when I say go, and stop when I say stop. Ready, Go! Stop!

**Set Induction:** Well class, today we are finishing up our week on back development. We all know that we can correctly do our upper back exercises, and now it is time to assess how well we do our lower back exercises. Who can tell me 1 reason that they need a strong back for their particular sport or hobby? Great. Can anyone tell me 1 reason why a strong back can benefit you in your life outside of sports? Good job.

<b>MAF/Instructional techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Gather students in main gym.</li> </ul>			

**Informing Task:** Today class you will need to break get into groups of 6 students, so I would like for all of you to line up and number yourselves from 1-5. Group 1 will start out with doing assessment #6. The rest of the groups will individually work on the non lower back lifts from their personalized weight training program until their group number is called. Each group will then split into twos, and rotate through the 3 lower back assessment exercises. Go!

<ul style="list-style-type: none"> <li>• Show students on muscle chart which muscles are going to</li> </ul>	<ul style="list-style-type: none"> <li>• These are the muscles that you will be working out during today's</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure to listen for your group number being called for assessment.</li> </ul>	What are the 4 lower back workouts that you will be assessing yourselves on today?
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<p>be worked during the assessment.</p> <ul style="list-style-type: none"> <li>• Hand out Assessment #6</li> <li>• Have students find the people with the same number as them.</li> <li>• Explain how the assessment day will be arranged.</li> </ul>	<p>lower back lifts assessment. (See muscle chart in course documents). These muscles are your latissimus dorsi, and obliques.</p> <ul style="list-style-type: none"> <li>• Here is your assessment sheet #6, which you will be working off of today. Make sure you hold on to this until the end of the class period. Be sure to fill it out when it is your turn to be assessed.</li> <li>• Now I would like for all of you to find all of the people that counted the same number as you, and form into your groups of 6.</li> <li>• If you are in group #1 than you will begin assessing when I say go.</li> <li>• If you are in any other group, than work on your lifts with a partner until I call your group number.</li> <li>• Once your group's number is called, it is your turn to do the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember your weight room etiquette. It is very important that you learn how to function with the other lifters in the weight room, because real weight rooms require you use proper weight room etiquette.</li> </ul>	<p>Who should the spotter be watching at all times?</p>
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	<ul style="list-style-type: none"> <li>• Have a partner assess your lifting technique by filling out assessment sheet #6.</li> <li>• You will turn this in at the end of the class period.</li> </ul>		
<ul style="list-style-type: none"> <li>• Each student work on the “non lower back lifts” that are included in their personalized weight training plan, while waiting to be assessed.</li> <li>• Each group of 6 will re-assemble when they are called on to assess.</li> <li>• The groups of 6 will rotate through the assessments for pull-ups, pull downs, and upright rows.</li> <li>• A group of 2 people are at each assessment station.</li> <li>• When a group is finished with their assessment, they will go back to free lifting.</li> <li>• Teacher watches out for safety hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• When I say go, Group 1 will begin their assessment, while the rest of the groups will practice their lifts. Remember to stop when I say stop.</li> <li>• I will let you know when the class period is over.</li> <li>• Ready, Go!</li> </ul>	<ul style="list-style-type: none"> <li>• Try to find a partner in your group that has a similar personal weight training plan compared to yours. For example, if you wrestle, then find someone else who is training for wrestling.</li> <li>• If you need cues for your lifts, you can find them on your assessment sheet.</li> <li>• Remember to turn in your assessment at the end of the class period.</li> </ul>	<p>Where can you find the cues for each exercise if you need them?</p> <p>Name 1 muscle that you will be using today.</p>
<ul style="list-style-type: none"> <li>• Stop the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop! Alright class it is</li> </ul>		

<ul style="list-style-type: none"><li>• Instruct students to re-rack weights, and meet in the main gym.</li></ul>	<p>time to go now.</p> <ul style="list-style-type: none"><li>• Great job today, you all did a fine job of being efficient. We finished all of the assessments!</li><li>• Now I would like for all of you to re-rack the weights, and meet in the main gym when you are done.</li></ul>		
<p><b>Closure/Assessment:</b></p> <ul style="list-style-type: none"><li>• Turn in assessment sheet #6</li><li>• What do you do with your weights when you are done?</li></ul>			

**Physical Education**  
**Introduction to Bicep Curl Exercises**  
**Lesson #16**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will be able to pin point the biceps brachii. (NASPE 2, 3, EALR 1.1)
2. The students should be able to and perform several bicep curls: Dumbbell bicep curls, Barbell bicep curls, Inner bicep curls, and Outer bicep curls. (NASPE 3, EALR 1.1)

Dumbbell/ Barbell Curls:

- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Inner Bicep Curls:

- Wide grip w/ elbows close to body.
- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Outer Bicep Curls:

- Grip w/ hands close together
- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions

- Let muscles extend fully

**Teacher Objectives:**

**Equipment: (for a class of 30 students)**

- 60 10" (short) wooden dowels
- 30 Wooden dowels
- 30 Dumbbell sets
- 15 Curl bars
- Weights
- Anatomy sheets

<b>Instant Activity:</b> To start today class I would like for you to do a one pull up burnout. Each partner will have a turn, to try and do as many pull-ups as they can in one minute. When I say go, you will begin, when I say stop, you will stop. Go! Stop.			
<b>Set Induction:</b> Who here has ever seen Mark Maguire's arms? Those things are huge. Do you ever wonder: How can I get arms like that? 27" diameter arms are pretty big though, and to do that, we will need to start doing some bicep exercises. Baseball players and wrestlers really need to have a strong grip when they are competing, and bicep curls can help strengthen your grip.			
<b>MAF/Instructional techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Have all the students bring their anatomy sheets to class.</li> <li>• Gather students around in the main gym, with their anatomy sheets.</li> </ul>			
<b>Informing Task:</b> Today we will be working out our biceps brachii. The biceps are right here on your muscle chart. This is the only major muscle that you will be using for this week designed around bicep development. Please fill in your sheet. Now that you all have filled in your sheet, we will learn the dumbbell bicep curl.			

<ul style="list-style-type: none"> <li>• Have each student pick 2 short wooden dowels each.</li> <li>• Have students also pick up 1 long wooden dowel per person.</li> <li>• Have students find self space.</li> </ul>	<ul style="list-style-type: none"> <li>• Alright class, I need each student to grab 2 short wooden dowels, and 1 long wooden dowel from the pile next to the weight room door.</li> <li>• When you are done picking up your wooden dowels, find self space out here in the main gym.</li> <li>• Go!</li> </ul>		
<ul style="list-style-type: none"> <li>• Stop students.</li> <li>• Have students watch while you demonstrate the proper form for a dumbbell bicep curl.</li> <li>• Have students practice while you talk them through the exercise.</li> <li>• Demonstrate further by pin-pointing advanced students.</li> <li>• Have students do 10 push ups, 10 sit ups, and 10 jumping jacks when they are done.</li> <li>• Teacher watches out for safety hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• Now I will demonstrate a proper dumbbell curl for you using real dumbbells.</li> <li>• I would now like for you all to practice doing a set of 51 simulated dumbbell bicep curls, using your 2 short wooden dowels.</li> <li>• I will talk you through the exercise.</li> <li>• When you are finished doing your set of 51 simulated dumbbell bicep curls, do 10 push ups, 10 sit ups, and 10 jumping jacks.</li> <li>• Go!</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure not to use your back when doing any kind of curl exercise. Keep your back stiff as a board.</li> <li>• Always flex your biceps during a bicep curl.</li> <li>• Make sure that you let your arms extend fully when letting the weight down.</li> <li>• Always make slow and controlled movements.</li> </ul>	<p>What muscle group does this exercise work? Where is the Biceps Brachii?</p>



<ul style="list-style-type: none"> <li>• Stop students.</li> <li>• Have students watch while you demonstrate the proper form for a barbell curl.</li> <li>• Have students practice while you talk them through the exercise.</li> <li>• Demonstrate further by pin-pointing advanced students.</li> <li>• Have students do as many pull ups as they can do when they are done.</li> <li>• Teacher watches out for safety hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• Now I will demonstrate a proper barbell curl for you using a real curl bar, and real weights.</li> <li>• I would now like for you all to practice doing a set of 62 simulated barbell bicep curls, using your long wooden dowel.</li> <li>• I will talk you through the exercise.</li> <li>• When you are finished doing 62 simulated barbell bicep curls, do as many pull ups as you can.</li> <li>• Go!</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure not to use your back when doing any kind of curl exercise. Keep your back stiff as a board.</li> <li>• Always flex your biceps during a bicep curl.</li> <li>• Make sure that you let your arms extend fully when letting the weight down.</li> <li>• Always make slow and controlled movements.</li> </ul>	<p>Everyone close your eyes, and demonstrate without using a barbell, how to do a proper barbell curl.</p>
<ul style="list-style-type: none"> <li>• Stop students.</li> <li>• Have students watch while you demonstrate the proper form for an inner bicep curl.</li> <li>• Have students practice while you talk them through the exercise.</li> <li>• Demonstrate further by pin-pointing</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• Now I will demonstrate a proper inner bicep curl for you, using the same weights, and barbell that I used for the last exercise.</li> <li>• I would now like for you all to practice</li> </ul>	<ul style="list-style-type: none"> <li>• When doing an inner bicep curl, grip the bar with your hands close together. Make sure that your hands are inside your elbows.</li> <li>• Be sure not to use your back when doing any kind of curl exercise. Keep your back stiff as a</li> </ul>	<p>What is the key to targeting your inner bicep during an inner bicep curl?</p>

<p>advanced students.</p> <ul style="list-style-type: none"> <li>• Have students do 85 jumping jacks when they are finished.</li> <li>• Teacher watches out for safety hazards.</li> </ul>	<p>doing 75 simulated inner bicep curls, using your long wooden dowels.</p> <ul style="list-style-type: none"> <li>• I will talk you through the exercise.</li> <li>• When you are done, begin doing 85 jumping jacks.</li> <li>• Go!</li> </ul>	<p>board.</p> <ul style="list-style-type: none"> <li>• Always flex your biceps during a bicep curl.</li> <li>• Make sure that you let your arms extend fully when letting the weight down.</li> <li>• Always make slow and controlled movements.</li> </ul>	
<ul style="list-style-type: none"> <li>• Stop students.</li> <li>• Have students watch while you demonstrate the proper form for an outer bicep curl.</li> <li>• Have students practice while you talk them through the exercise.</li> <li>• Demonstrate further by pin-pointing advanced students.</li> <li>• Have students do 21 side crunches on each side when they finish.</li> <li>• Teacher watches out for safety hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• Now I will demonstrate an outer bicep curl for you using real weights, and a real curl bar.</li> <li>• I would now like for you all to practice doing 98 simulated outer bicep curls with your long wooden dowels.</li> <li>• I will talk you through the exercise.</li> <li>• When you finish with the simulated outer bicep curls, begin doing 21 side crunches on each side.</li> <li>• Go!</li> </ul>	<ul style="list-style-type: none"> <li>• When doing an outside bicep curl, grip the bar with your hands far apart. Make sure that your hands are outside of your elbows.</li> <li>• Be sure not to use your back when doing any kind of curl exercise. Keep your back stiff as a board.</li> <li>• Always flex your biceps during a bicep curl.</li> <li>• Make sure that you let your arms extend fully when letting the weight down.</li> <li>• Always make slow and controlled movements.</li> </ul>	<p>What is the difference between an inner and outer bicep curl?</p>
<ul style="list-style-type: none"> <li>• Stop students.</li> <li>• Have students gather around in the main gym.</li> <li>• Give the students the</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• Alright class, now I would like for all of you who feel like you are ready to use real</li> </ul>	<ul style="list-style-type: none"> <li>• When doing an inner bicep curl, grip the bar with your hands close together. Make sure that your hands are inside</li> </ul>	<p>Can you do each set of bicep curls perfectly?</p>

<p>option to use either wooden dowels, or real weights for the next task.</p> <ul style="list-style-type: none"> <li>• Have students who don't need wooden dowels put them away where they found them.</li> <li>• Have students move to weight room.</li> <li>• Have students find a partner.</li> <li>• Have students do 3 sets of each exercise using real weights, or wooden dowels.</li> </ul>	<p>weights for these exercises to put your wooden dowels away.</p> <ul style="list-style-type: none"> <li>• Those of you who would like to use their wooden dowels, may do so.</li> <li>• Now I would like for all of you to follow me into the weight room.</li> <li>• Now I would like for every person to find a partner to work with.</li> <li>• You will all be doing 2 sets of each exercise using either real weights, or wooden dowels.</li> <li>• I told you to get a partner for 2 reasons: you should always use a spotter, and your partner will be informally assessing you on your form.</li> <li>• If you are lifting with real weights, your sets should be 8-12 reps. If you are using wooden dowels, then you should do sets of 30-50 reps.</li> <li>• Start when I say go. Go!</li> </ul>	<p>your elbows.</p> <ul style="list-style-type: none"> <li>• When doing an outside bicep curl, grip the bar with your hands far apart. Make sure that your hands are outside of your elbows.</li> <li>• Be sure not to use your back when doing any kind of curl exercise. Keep your back stiff as a board.</li> <li>• Always flex your biceps during a bicep curl.</li> <li>• Make sure that you let your arms extend fully when letting the weight down.</li> <li>• Always make slow and controlled movements.</li> </ul>	
<ul style="list-style-type: none"> <li>• Stop class.</li> <li>• Instruct students to re-</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• Alright class, great job</li> </ul>		

<p>rack weights, and bring it in outside of weight room.</p>	<p>today learning these new exercises.</p> <ul style="list-style-type: none"><li>• You all worked hard at the end of class.</li><li>• Now what I need you to do is re-rack the weights, and have everyone meet out in the main gym once everything is put away.</li><li>• Go!</li></ul>		
<p><b>Closure/Assessment:</b></p> <ul style="list-style-type: none"><li>• What cues do you use for any type of bicep curl?</li><li>• Can you demonstrate the proper grip for an inner bicep curl?</li><li>• What about an outer bicep curl?</li></ul>			

**Physical Education  
Bicep Curl Exercises  
Lesson #17**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will be able to demonstrate the proper form for each different of bicep curls. (NASPE 2, 3, EALR 1.1)
2. The students should be able to name the cues for each bicep curl. (NASPE 3, EALR 1.1)

Dumbbell/ Barbell Curls:

- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Inner Bicep Curls:

- Wide grip w/ elbows close to body.
- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Outer Bicep Curls:

- Grip w/ hands close together
- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

**Teacher Objectives:**

**Equipment: (for a class of 30 students)**

- 60 10" (short) wooden dowels
- 30 Wooden dowels
- 30 Dumbbell sets
- 15 Curl bars
- 15 Barbells
- Weights
- Anatomy sheets
- Bicep curls skills charts

<p><b>Instant Activity:</b> To start today class I would like for you to find a partner, and choose lift to do a burnout on. You and your partner will take turns seeing how many reps you can do without stopping. When I say go, find a partner, and choose your exercise quickly. Ready Go! Alright, now we will start our burnouts. Go! Stop!</p>			
<p><b>Set Induction:</b> Today we will continue to work on our Mark Maguire arms. Let's get beefy! Are there any pole-vaulters in this class? Would you agree that you need strong biceps to help you get your body upside down, and over the bar? How high can you vault? Well if you incorporate your bicep curl exercises into your personalized workout plan, you will be able to go even higher.</p>			
MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Gather students in the main gym.</li> </ul>			
<p><b>Informing Task:</b> Today we will be working on the bicep curl exercises that we covered during our last meeting. We will start out with dumbbell curls. But first, what muscle does any type of bicep curl work, and where is the muscle at on this muscle chart? Great!</p>			
<ul style="list-style-type: none"> <li>• Have students get into groups of 2-3 students.</li> <li>• Have students who don't feel ready to use real weights grab 2 10" wooden dowels, and 1 long wooden dowel.</li> </ul>	<ul style="list-style-type: none"> <li>• Alright students, first off I would like for all of you to form into groups of 2-3 people.</li> <li>• Great! Now that we know who we will be working with today,</li> </ul>		<p>Now everyone line up, and with your weights demonstrate 1 perfect curl for me at the same time. Ready? Go!</p>

<ul style="list-style-type: none"> <li>• Have students grab 2 dumbbells of their choice of weight in the weight room, and take it to an open space, and set them down.</li> </ul>	<p>those of you who feel like you need more practice using wooden dowels for your bicep curls, pick up 2 10" wooden dowels, and 1 long wooden dowel on your way into the weight room.</p> <ul style="list-style-type: none"> <li>• If you would like to use real weights, then pick up 2 dumbbells of any weight you choose, and take them to an open space that your group will work in.</li> <li>• Once you put your weights where you want them, you will bring it in to me.</li> <li>• Ready? Go!</li> </ul>		
<ul style="list-style-type: none"> <li>• Gather students around in the weight room.</li> <li>• Demonstrate a proper dumbbell curl.</li> <li>• Have students do 3 sets of 8-10 repetitions of dumbbell bicep curls.</li> <li>• Have partners take turns doing dumbbell curls.</li> <li>• Further demonstrate by pin-pointing advanced students on their form.</li> </ul>	<ul style="list-style-type: none"> <li>• Alright class, now I would like for you all to gather around as I demonstrate the proper form for a dumbbell bicep cur.</li> <li>• Now that you are refreshed on the proper form, I would like for all of you to take turns with your partners doing 3 sets of 8-10 repetitions</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure not to use your back when doing any kind of curl exercise. Keep your back stiff as a board.</li> <li>• Always flex your biceps during a bicep curl.</li> <li>• Make sure that you let your arms extend fully when letting the weight down.</li> <li>• Always make slow and</li> </ul>	

<ul style="list-style-type: none"> <li>• Have advanced students teach other students the correct form for a dumbbell curl.</li> <li>• Teacher will informally assess students on their dumbbell curl form.</li> <li>• Teacher will watch out for safety hazards.</li> </ul>	<p>of dumbbell curls.</p> <ul style="list-style-type: none"> <li>• I will be walking around and assessing you on your form.</li> <li>• Ready? Go!</li> </ul>	<p>controlled movements</p>	
<ul style="list-style-type: none"> <li>• Stop class.</li> <li>• Have students put away their dumbbells.</li> <li>• Have students grab weights and 1 curl bar for each group.</li> <li>• Instruct students that they may use wooden dowels if they would like.</li> <li>• Have students grab either a barbell, or a curl bar.</li> <li>• Have students bring the weights, and equipment back to their groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• Alright class, now I would like for all of you to put your dumbbells away.</li> <li>• After you put your dumbbells away, 1 person from each group should grab a curl bar, or barbell, and any amount of weight that every person in your group can do.</li> <li>• If you would like, you can use a wooden dowel for this exercise.</li> <li>• Once you are all back with your groups I will give you your next task.</li> <li>• Go when I say go. Go!</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure not to use your back when doing any kind of curl exercise. Keep your back stiff as a board.</li> <li>• Always flex your biceps during a bicep curl.</li> <li>• Make sure that you let your arms extend fully when letting the weight down.</li> <li>• Always make slow and controlled movements.</li> </ul>	<p>On your last set, see if you can do 15 reps. instead of 10 reps.</p>
<ul style="list-style-type: none"> <li>• Demonstrate a proper straight bicep curl.</li> </ul>	<ul style="list-style-type: none"> <li>• Alright class, now I would like for you all to</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure not to use your back when doing any</li> </ul>	



<ul style="list-style-type: none"> <li>• Have students do 3 sets of 8-10 repetitions of straight bicep, barbell curls.</li> <li>• Have partners take turns doing straight bicep curls.</li> <li>• Further demonstrate by pin-pointing advanced students on their form.</li> <li>• Have advanced students teach other students the correct form for a straight bicep curl.</li> <li>• Teacher will informally assess students on their straight bicep curl form.</li> <li>• Teacher will watch out for safety hazards.</li> </ul>	<p>gather around as I demonstrate the proper form for a straight bicep curl.</p> <ul style="list-style-type: none"> <li>• Now that you are refreshed on the proper form, I would like for all of you to take turns with your partners doing 3 sets of 8-10 repetitions of straight bicep curls.</li> <li>• I will be walking around and assessing you on your form.</li> <li>• Ready? Go!</li> </ul>	<p>kind of curl exercise. Keep your back stiff as a board.</p> <ul style="list-style-type: none"> <li>• Always flex your biceps during a bicep curl.</li> <li>• Make sure that you let your arms extend fully when letting the weight down.</li> <li>• Always make slow and controlled movements.</li> </ul>	
<ul style="list-style-type: none"> <li>• Stop Class.</li> <li>• Demonstrate a proper inner bicep curl.</li> <li>• Have students do 3 sets of 8-10 repetitions of inner bicep, barbell curls.</li> <li>• Have partners take turns doing inner bicep curls.</li> <li>• Further demonstrate by pin-pointing advanced students on their form.</li> <li>• Have advanced students teach other students the correct form for a inner bicep curl.</li> <li>• Teacher will informally</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• Alright class, now I would like for you all to gather around as I demonstrate the proper form for an inner bicep curl.</li> <li>• Now that you are refreshed on the proper form, I would like for all of you to take turns with your partners doing 3 sets of 8-10 repetitions of inner bicep curls using the same weight, and bar that you used for</li> </ul>	<ul style="list-style-type: none"> <li>• When doing an inner bicep curl, grip the bar with your hands close together. Make sure that your hands are inside your elbows.</li> <li>• Be sure not to use your back when doing any kind of curl exercise. Keep your back stiff as a board.</li> <li>• Always flex your biceps during a bicep curl.</li> <li>• Make sure that you let your arms extend fully when letting the weight down.</li> </ul>	<p>Challenge yourself to do your last set as slow as you can.</p>

<p>assess students on their inner bicep curl form.</p> <ul style="list-style-type: none"> <li>Teacher will watch out for safety hazards</li> </ul>	<p>the last exercise.</p> <ul style="list-style-type: none"> <li>I will be walking around and assessing you on your form.</li> <li>Ready? Go!</li> </ul>	<ul style="list-style-type: none"> <li>Always make slow and controlled movements.</li> </ul>	
<ul style="list-style-type: none"> <li>Stop class.</li> <li>Demonstrate a proper outer bicep curl.</li> <li>Have students do 3 sets of 8-10 repetitions of outer bicep curls.</li> <li>Have partners take turns doing straight bicep curls.</li> <li>Further demonstrate by pin-pointing advanced students on their form.</li> <li>Have advanced students teach other students the correct form for a outer bicep curl.</li> <li>Teacher will informally assess students on their outer bicep curl form.</li> <li>Teacher will watch out for safety hazards</li> </ul>	<ul style="list-style-type: none"> <li>Stop!</li> <li>Alright class, now I would like for you all to gather around as I demonstrate the proper form for an outer bicep curl.</li> <li>Now that you are refreshed on the proper form, I would like for all of you to take turns with your partners doing 3 sets of 8-10 repetitions of outer bicep curls using the same weight, and bar that you used for the last exercise.</li> <li>I will be walking around and assessing you on your form.</li> <li>Ready? Go!</li> </ul>	<ul style="list-style-type: none"> <li>When doing an outside bicep curl, grip the bar with your hands far apart. Make sure that your hands are outside of your elbows.</li> <li>Be sure not to use your back when doing any kind of curl exercise. Keep your back stiff as a board.</li> <li>Always flex your biceps during a bicep curl.</li> <li>Make sure that you let your arms extend fully when letting the weight down.</li> <li>Always make slow and controlled movements.</li> </ul>	<p>How many can you do on your last set?</p>
<ul style="list-style-type: none"> <li>Stop class.</li> <li>Have students chose 1 bicep exercise to do.</li> <li>Have students get the necessary equipment for the exercise.</li> <li>Have students go back to self space.</li> </ul>	<ul style="list-style-type: none"> <li>Stop!</li> <li>Now I would like for you to chose 1 bicep exercise that you will do for your last task of the day.</li> <li>Once you know what lift you want to do, than go ahead and grab</li> </ul>		<p>What is the difference between a straight bicep curl, and an inner bicep curl?</p> <p>What about a straight bicep curl and an outer bicep curl?</p>

	<p>your equipment and bring it back to your self space.</p> <ul style="list-style-type: none"> <li>• Go!</li> </ul>		
<ul style="list-style-type: none"> <li>• Have students take turns with their partner, doing a burnout for the exercise of their choice.</li> <li>• Stop class.</li> <li>• Instruct students to re-rack weights, and bring it in outside of the gym.</li> </ul>	<ul style="list-style-type: none"> <li>• Now I would like for you and your partner to take turns doing a burnout for the exercise of your choice.</li> <li>• Go!</li> <li>• Alright class, stop!</li> <li>• Class is over now, so please re-rack your weights and meet in the main gym once all the weights are properly put away.</li> <li>• Go!</li> </ul>		How many reps can you do in your burnout?
<p><b>Closure/Assessment:</b></p> <ul style="list-style-type: none"> <li>• What is the most important cue for an inner bicep curl?</li> <li>• Should you be using your back when doing a curl?</li> </ul>			

**Physical Education  
Bicep Curl Exercises  
Lesson #18**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will be able to demonstrate the proper form for each of the bicep curl exercises that they have learned. (NASPE 2, 3, EALR 1.1)
2. The students should be able to name the cues for each bicep curl. (NASPE 3, EALR 1.1)

Dumbbell/ Barbell Curls:

- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Inner Bicep Curls:

- Wide grip w/ elbows close to body.
- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Outer Bicep Curls:

- Grip w/ hands close together
- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

**Teacher Objectives:**

**Equipment: (for a class of 30 students)**

- 60 10” (short) wooden dowels
- 30 Wooden dowels
- 30 Dumbbell sets
- 15 Curl bars
- 15 Barbells
- 15 chairs
- Muscle charts
- Bicep Development Task Cards #1-10
- Bicep Development Skill Charts

**Instant Activity: Instant Activity:** To start today class I would like for you find a partner and do a push up burnout. See how many repetitions you can do without stopping. Have your partner judge if you are doing them correctly or not. Ready Go!

**Set Induction:** How are those “guns” feeling today class? Pretty soon you will have the biceps of a world class body builder, anyone who ever done body building, or fitness modeling knows that you need strong defined bicep muscles. Who wants to be as ripped as a world class body builder? Then let’s get to work!

<b>MAF/Instructional techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"><li>• Gather students around in main gym.</li></ul>			

**Informing Task:** Today class you will be working with your partner using the bicep curl exercises that you have been working on all week. You may lift with any amount of weight that you would like. I would like for you to challenge yourself. I would like for you all to complete the 10 task cards that are set up on and around the equipment that you will be using. Once you are done with the task cards (Biceps #1-10), you are free to work on the lifts that are in your personalized weight training plan. Be sure to keep proper form in mind!

<ul style="list-style-type: none"> <li>• Show students on muscle chart which muscle is going to be worked during the days lesson.</li> <li>• Have students form groups of 4.</li> <li>• Show students the circuit that is set up.</li> <li>• Explain how the task card circuit will work.</li> </ul>	<ul style="list-style-type: none"> <li>• This is the one muscle that you will be working out today during the bicep curl exercises that are used in this circuit. (See muscle chart in course documents). This is your biceps brachii of course.</li> <li>• First off, I would like for you all to break into groups of 4 students.</li> <li>• Alright class, so I will now show you the circuit that you are going to be doing today. (See figure 5)</li> <li>• To finish the circuit, you must do each task card once.</li> <li>• When you finish one task, move on to the next task.</li> <li>• The purpose of this circuit is to get you to become more comfortable with the lifts that you have been working on all week.</li> </ul>	<ul style="list-style-type: none"> <li>• If don't remember how to do a certain exercise, I have posted the skills charts for the exercises that are on the task cards, right next to the task cards.</li> <li>• If a task is too difficult, feel free to move on to another station, but try your best to do the tasks that each card asks.</li> <li>• When you finish the task card circuit, feel free to work on any of the lifts that you have included in your personalized weight training program that aren't back exercises</li> </ul>	<p>What muscles did we work out yesterday?</p> <p>What muscles will we work today?</p> <p>Which muscle is worked during a curl?</p>
<ul style="list-style-type: none"> <li>• Have students start the task card circuit.</li> <li>• Teacher, will constantly watch for safety hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• When I say go, I would like each group to go to a station. Make sure that there is only 1 group per station.</li> </ul>	<ul style="list-style-type: none"> <li>• If don't remember how to do a certain exercise, I have posted the skills charts for the exercises that are on the task</li> </ul>	<p>So what are you going to do when I say go?</p>

<ul style="list-style-type: none"> <li>• Informally assess pairs of students on their form while doing the straight bicep curl task cards.</li> <li>• Allow students who have finished, to begin working on their personalized weight training program lifts, not including back exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• I would like for you to begin doing the task that is on the task card as soon as I say go.</li> <li>• I will be informally assessing each student on their form at the straight bicep curls station.</li> <li>• When you finish the task card circuit, feel free to work on any of the lifts that you have included in your personalized weight training program that aren't back exercises</li> <li>• When it is time to end class, I will tell you to stop. Ready, Go!</li> </ul>	<p>cards, right next to the task cards.</p> <ul style="list-style-type: none"> <li>• If a task is too difficult, feel free to move on to another station, but try your best to do the tasks that each card asks.</li> <li>• I will be informally assessing each student on their form at the pull-downs station.</li> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>• Stop the class</li> <li>• Have students re-rack the weights, and meet in the main gym.</li> </ul>	<ul style="list-style-type: none"> <li>• Alright students, Stop! It is time to end class.</li> <li>• I would like for all of you to help put the equipment away, and meet in the main gym.</li> </ul>		
<p><b>Closure/Assessment:</b></p> <ul style="list-style-type: none"> <li>• What are the cues for a good inner bicep curl?</li> <li>• How should you grip the bar for an outer bicep curl?</li> </ul>			

**Physical Education  
Bicep Curl Exercises  
Lesson #19**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will be able to demonstrate the proper form for 2 of the bicep curl exercises that they have learned. (NASPE 2, 3, EALR 1.1)
2. The students should be able to name the cues for each bicep curl. (NASPE 3, EALR 1.1)

Dumbbell/ Barbell Curls:

- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Inner Bicep Curls:

- Wide grip w/ elbows close to body.
- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Outer Bicep Curls:

- Grip w/ hands close together
- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions



- Let muscles extend fully

**Teacher Objectives:**

**Equipment: (for a class of 30 students)**

- 30 Dumbbell sets
- 30 Barbells
- 30 Curl bars
- Anatomy sheets
- 30 pencils
- 30 sheets of paper
- 30 scarves
- Cones

**Instant Activity:** To start off the class period, I would like for each person to find a partner. One person from each group should go and grab a scarf from the bucket by the door of the weight room. Once you have your scarf, each group should go and find self space in the main gym. Once you and your partner find self space, spread out so that you are standing about 5 feet apart. When I say go, the partner that is holding the scarf will reach as high as they can, and drop the scarf. The person who is not holding the scarf will try to catch it before it hits the ground. Take turns doing this with your partner. If you successfully catch the scarf before it hits the ground, than feel free to take 1 step back. If you are unsuccessful, then either stay where you are, or move closer to your partner. Begin when I say go, and stop when I say stop. Ready, Go! Stop!

**Set Induction:** Hey does anyone know where the weight room is? YEAH IT'S OVER THERE... POINT AND FLEX... Do you need a band aid Julie? "Why?" Because you're arms are getting CUT! Alright class, other than working out for a particular sport, wouldn't you like to have those beach muscles ready for spring break? Alright though, lets get serious. Does anyone swim here? Have you ever felt fatigue in your arms when you are having a meet? Well, if I told you that you would be a lot faster, and stronger in the water with strong bicep muscles, would you add some bicep exercises to your personalized plan? Well it's true!

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Gather students around in the main gym.</li> </ul>			

**Informing Task:** Today class you will be working with your partner using the bicep curl exercises that you have been working on all week. I am going to let you free lift using your personalized weight training plan. It is important to know how a real weight room operates. Today, you must remember your weight room etiquette.

<ul style="list-style-type: none"> <li>• Refresh the students on their weight room etiquette.</li> <li>• Have students break into groups of 2-3 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Alright class, who remembers a few rules for weight room etiquette?</li> <li>• Now I would like for all of you to get into groups of 2-3 students who have similar workout plans to yours. This means that if you are training for basketball, you should be partnered up with other basketball players.</li> <li>• Also today you are required to add 1 new bicep exercise to your new lifts sheet (assessment #12) which are all in the pickup box with your personal weight training plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Share the equipment with the rest of your classmates.</li> <li>• Ask to work in with someone, before doing it. Don't just cut in.</li> <li>• Finish your sets as fast as possible. Other people need the equipment too.</li> <li>• Wipe off the weights when you are done using them.</li> <li>• Put the weights away when you are done using them.</li> </ul>	<p>What muscle do you use for bicep curls? Isn't it obvious?</p> <p>Where is your bicep?</p>
<ul style="list-style-type: none"> <li>• Have students get their Assessment #12 from the pickup box, and add at least 1 new lift.</li> <li>• Have each group begin lifting.</li> <li>• Have advanced</li> </ul>	<ul style="list-style-type: none"> <li>• Now I would like for each of you to get your personal weight training plan and assessment #12 from the pickup box which is located right next to the door.</li> </ul>		<p>Name 3 types of bicep curl exercises.</p>

<p>students teach other students the correct form for lifts.</p> <ul style="list-style-type: none"> <li>• Teacher informally assesses students on their dumbbell curls.</li> <li>• Teacher, will walk around and make sure everyone is safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure to add 1 new bicep exercise to your personalized weight training plan, and your assessment #12 sheet by the end of the period.</li> <li>• Once you have your sheets, than you may begin lifting with your partners.</li> <li>• I will be informally assessing students who are doing dumbbell curls.</li> <li>• When I say go, you may go and get your sheets, and begin working on the lifts that are included in your personal plan. Be sure to add a new lift on your sheet, and turn it in to the box at the end of class.</li> <li>• I will tell you to stop at the end of class. Ready, Go!</li> </ul>		
<ul style="list-style-type: none"> <li>• Stop the class</li> <li>• Instruct students to re-rack weights, and meet in the main gym.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop!</li> <li>• Alright class, it is time to end class.</li> <li>• I need all of you to help put the weights away.</li> <li>• When all the weights are put away in the</li> </ul>		

	proper place, let's all meet in the main gym.		
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**Closure/Assessment:**

- How did you all do today?
- Were you able to use the lifts that you learned effectively in the weight room?
- Turn in your new lifts sheet, with updated lifts.

**Physical Education  
Bicep Curl Exercises  
Lesson #20**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will be able to demonstrate the proper form for each of the bicep curl exercises that they have learned. (NASPE 2, 3, EALR 1.1)
2. The students should be able to name the cues for each bicep curl. (NASPE 3, EALR 1.1)

Dumbbell/ Barbell Curls:

- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Inner Bicep Curls:

- Wide grip w/ elbows close to body.
- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Outer Bicep Curls:

- Grip w/ hands close together
- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

**Teacher Objectives:**

**Equipment: (for a class of 30 students)**

- 30 Dumbbell sets
- 15 Barbells
- 15 Curl bars
- Anatomy sheets
- 30 pencils
- 30 Assessment #7 Sheets

<p><b>Instant Activity:</b> Today we are going to do a sit-up pyramid. Find a partner, and begin doing 10 sit-ups each. When you are both done doing 10, then you move to 9 sit-ups each. Next is 8, 7, 6, 5, 4, 3, 2, and finally 1. When you hit 1, than you are done with the sit-up pyramid.</p>			
<p><b>Set Induction:</b> Congratulations class, you all have made it through the bicep curls portion of the weight training unit! Today we will see what you all have learned during the last week.</p>			
MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Gather students around teacher.</li> </ul>			
<p><b>Informing Task:</b> Today class you will need to break get into groups of 6 students, so I would like for all of you to line up and number yourselves from 1-5. Group 1 will start out with doing assessment #7. The rest of the groups will individually work on the non bicep curl lifts from their personalized weight training program until their group number is called. Each group will then split into twos, and rotate through the 3 bicep curl assessment exercises. Go!</p>			
<ul style="list-style-type: none"> <li>• Show students on muscle chart which muscle is going to be worked during the assessment.</li> <li>• Hand out Assessment #7</li> </ul>	<ul style="list-style-type: none"> <li>• The only muscle that you will be working today is your biceps brachii. This is right here of course. (See muscle chart in course documents)</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure to listen for your group number being called for assessment.</li> <li>• Remember your weight room etiquette. It is very important that you learn how to function with the</li> </ul>	<p>What are the 3 bicep workouts that you will be assessing yourselves on today?</p> <p>Who should the spotter be watching at all times?</p>

<ul style="list-style-type: none"><li>• Have students find the people with the same number as them.</li><li>• Explain how the assessment day will be arranged.</li></ul>	<ul style="list-style-type: none"><li>• Here is your assessment sheet #7, which you will be working off of today. Make sure you hold on to this until the end of the class period. Be sure to fill it out when it is your turn to be assessed.</li><li>• Now I would like for all of you to find all of the people that counted the same number as you, and form into your groups of 6.</li><li>• If you are in group #1 than you will begin assessing when I say go.</li><li>• If you are in any other group, than work on your lifts with a partner until I call your group number.</li><li>• Once your group's number is called, it is your turn to do the assessment.</li><li>• Have a partner assess your lifting technique by filling out assessment sheet #7.</li><li>• You will turn this in at the end of the class period.</li></ul>	<p>other lifters in the weight room, because real weight rooms require you use proper weight room etiquette.</p>	
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<ul style="list-style-type: none"> <li>• Each student work on the “non lower back lifts” that are included in their personalized weight training plan, while waiting to be assessed.</li> <li>• Each group of 6 will re-assemble when they are called on to assess.</li> <li>• The groups of 6 will rotate through the assessments for pull-ups, pull downs, and upright rows.</li> <li>• A group of 2 people are at each assessment station.</li> <li>• When a group is finished with their assessment, they will go back to free lifting.</li> <li>• Teacher watches out for safety hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• When I say go, Group 1 will begin their assessment, while the rest of the groups will practice their lifts. Remember to stop when I say stop.</li> <li>• I will let you know when the class period is over.</li> <li>• Ready, Go!</li> </ul>	<ul style="list-style-type: none"> <li>• Try to find a partner in your group that has a similar personal weight training plan compared to yours. For example, if you wrestle, then find someone else who is training for wrestling.</li> <li>• If you need cues for your lifts, you can find them on your assessment sheet.</li> <li>• Remember to turn in your assessment at the end of the class period.</li> </ul>	<p>Where can you find the cues for each exercise if you need them?</p> <p>Name 1 muscle that you will be using today.</p>
<ul style="list-style-type: none"> <li>• Stop the class.</li> <li>• Instruct students to re-rack weights, and meet in the main gym.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop! Alright class it is time to go now.</li> <li>• Great job today, you all did a fine job of being efficient. We finished all of the assessments!</li> <li>• Now I would like for all of you to re-rack the</li> </ul>		



	weights, and meet in the main gym when you are done.		
<b>Closure/Assessment:</b> <ul style="list-style-type: none"><li>• Please turn in your assessment sheet #7.</li><li>• Are you proficient in your bicep curl exercises?</li></ul>			

**Physical Education**  
**Introduction to Triceps exercises**  
**Lesson #21**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will be able to pinpoint the triceps. (NASPE 2, 3 ,EALR 1.1,)
2. By the end of class students will be able to perform: (NASPE 3, EALR 1.1)
  - Skull Crushers
  - Dips
  - Close Grip Bench Press

**Teacher Objectives:**

**Cues:**

Skull Crushers:

- Flat on back
- Body controlled and balanced
- Elbows in, parallel with body
- Flex the muscle during muscle contractions
- Let muscles extend fully

Dips:

- Slow and controlled movement
- Arms parallel with body
- Keep legs straight and fully extended
- Flex the muscle during muscle contractions
- Let muscles extend fully

Close Grip Bench Press:

- Back flat on bench
- Hands gripped closely together
- Slow controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

**Equipment: (For a class of 30 students)**

- 30 wooden dowels
- 3 Curl Bars
- 3 Bench Bars
- 3 Flat bench or bench presses
- Anatomy sheets
- 30 Jump ropes

**Instant Activity:** To start class today I would like everyone to grab a jump rope from the jump rope rack located next to the main entrance of the weight room and find self space around the weight room. We will have three minutes to jump rope in place using whatever jumping combinations you would like. When I say go you may begin. When I say stop please stop jumping and return your jump rope back to where you got it.

**Set Induction:** NFL quarterbacks have strong arms and are able to throw the football very far and accurate. Having strong arms and especially strong triceps muscles really contributes in their ability to do so. Having strong Triceps muscles also contributes in hammering of objects as well as striking objects with bats, clubs and sticks.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Have students find a partner</li> <li>• Have each partnership grab a wooden dowel.</li> <li>• Show students on muscle chart the triceps muscles and explain motion and movement when contracting.</li> <li>• Make sure students have anatomy charts with them.</li> </ul>	<ul style="list-style-type: none"> <li>• I would like for everyone to get out there anatomy chart and find the triceps muscles located on the posterior side of the arm opposite of the biceps brachii.</li> <li>• When you extend the arm completely you will notice that the triceps muscle contracts.</li> </ul>		<p>What are some motions or activities we do with our arms that causes are triceps muscles to contract?</p>

**Informing Task:** Today we begin our triceps portion of the unit and we will learn the Skull Crusher, Dips and the close grip bench press. When I say “Go” please gather around me at the flat bench. Go!

<ul style="list-style-type: none"> <li>• Gather students around a flat bench and teacher will demonstrate skull crusher exercise.</li> <li>• Teacher will observe as each student safely and correctly performs skull crusher.</li> <li>• Students will work on personal workout routines around weight room while waiting to perform lift for teacher.</li> <li>• Students may use</li> </ul>	<ul style="list-style-type: none"> <li>• Your partner or spotter should be holding the curl bar as you lay down on the flat bench or bench press. Be sure to have your back flat on the bench. You may place your feet on the bench or keep them on the floor, whichever feels most comfortable to you.</li> <li>• In the starting position you need to place your arms fully extended in the air</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure you keep your back flat on the bench. If you arch you’re putting excess strain on other muscles.</li> <li>• Try and keep your elbows in to ensure the triceps muscles are the pinpoint of the lift.</li> <li>• Be sure to contract the muscles as you extend your arms. This ensures that your triceps are getting maximum</li> </ul>	<p>What muscle groups does this exercise work? Where are the Triceps located?</p>
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<p>wooden dowels to demonstrate lift to teacher.</p>	<p>above your chest.</p> <ul style="list-style-type: none"> <li>Your partner will hand you the curl bar.</li> <li>Make sure as you bring the bar down to your forehead that you keep your elbows in perpendicular to your body.</li> <li>You need to then return to the starting position keeping your elbows in until your arms are once again fully extended above your chest.</li> </ul>	<p>extension.</p>	
<ul style="list-style-type: none"> <li>Gather students around a flat bench or bench press and teacher will demonstrate dips exercise.</li> <li>Teacher will observe as each student safely and correctly performs skull crusher.</li> <li>Students will work on personal workout routines around weight room while waiting to perform lift for teacher.</li> <li>Students may use wooden dowels to demonstrate lift to teacher.</li> </ul>	<ul style="list-style-type: none"> <li>When you begin a dip, sit down comfortably in a chair or on a bench.</li> <li>Position yourself so that your hands are holding the chair or bench just to the side and below the buttocks.</li> <li>Position your feet straight out in front so that your legs are extended out in front and are perpendicular with your hips.</li> <li>Slowly lower your body out so that your arms are extended completely on the bench and are supporting the rest of your body.</li> <li>Lower your bodies down</li> </ul>	<ul style="list-style-type: none"> <li>Be sure to have slow and controlled movement keeping your legs straight and extended out in front of your body.</li> <li>Keep your arms perpendicular with your body to be sure triceps are the main focus point of the exercise.</li> <li>Be sure to fully extend and contract the triceps upon returning to the starting and upright position.</li> </ul>	<p>See if you can do 7 dips while having correct form?</p>

	<p>until your buttocks are close to the floor or you can't bend your arms any more.</p> <ul style="list-style-type: none"> <li>• Raise your body back up until your arms are fully extended on the bench and your triceps are fully contracted.</li> </ul>		
<ul style="list-style-type: none"> <li>• Gather students around a bench press and teacher will demonstrate close grip bench press lift.</li> <li>• Teacher will observe as each student safely and correctly performs skull crusher.</li> <li>• Students will work on personal workout routines around weight room while waiting to perform lift for teacher.</li> <li>• Students may use wooden dowels to demonstrate lift to teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• When starting a close grip bench press lay down completely so that your back is flat on the bench.</li> <li>• Position your hands as close as you feel comfortable, but not too far away from each other. We want to make sure that the triceps are being pinpointed rather than the pectorals.</li> <li>• Have your spotter assist you in lifting the weight directly over your chest.</li> <li>• Lower the weight down until it comes close to</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure you keep your back flat on the bench. If you arch you're putting excess strain on other muscles.</li> <li>• Be sure you keep your hands gripped closely together.</li> <li>• Be sure to fully extend and contract the triceps upon returning to the starting and upright position.</li> </ul>	<p>What is the difference between a regular bench press and a close gripped bench press?</p>

	contacting your chest and then return the weight to the starting position above your chest. <ul style="list-style-type: none"><li>• Be sure to fully contract your triceps upon return to the starting position.</li></ul>		
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**Closure/Assessment:**

- What is the name of the muscle we worked out and learned today?
- What are some cues used in working out your Triceps?
- Why is it important to keep your elbows in while doing repetitions?





**Physical Education**  
**Triceps exercises**  
**Lesson #22**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will be able to demonstrate proper form of the skull crusher triceps exercise. (NASPE 2, 3, EALR 1.1)
2. By the end of class students will be able to name cues for the skull crusher triceps exercise. (NASPE 2, EALR 1.1)

**Teacher Objectives:**

**Cues:**

Skull Crushers:

- Flat on back
- Body controlled and balanced
- Elbows in, parallel with body
- Flex the muscle during muscle contractions
- Let muscles extend fully

Dips:

- Slow and controlled movement
- Arms parallel with body
- Keep legs straight and fully extended
- Flex the muscle during muscle contractions
- Let muscles extend fully

Close Grip Bench Press:

- Back flat on bench
- Hands gripped closely together
- Slow controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

**Equipment: (For a class of 30 students)**

- 6 wooden dowels
- 3 Curl Bars
- 3 Bench Bars
- 3 Flat bench or bench presses
- Anatomy sheets

**Instant Activity:** To start class today I would like everyone to find self space in the weight room. When I say go I would like for everyone to begin jogging in place, doing jumping jacks, sit ups or push ups. When I say stop please stop activity and gather around me. Go!

**Set Induction:** Today we will continue working our triceps muscles so that we can have strong and powerful throwing and striking ability. Everyone always wonders how not so big athletes are able to throw a javelin super far or hit a baseball out of a stadium. I will say that having a strong triceps has a lot to do with it.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Have students find a partner and team up with two other partnerships making a group of six. There should be five groups of six students.</li> </ul>			

**Informing Task:** Today we will continue working out with triceps exercises as well as other lifts we have learned in previous lessons. We will focus today on the skull crusher. I will have six students at a time at the flat benches. The other students will work in groups practicing other lifts learned in previous lessons until I call your group over to the flat bench area.

<ul style="list-style-type: none"> <li>Gather students around flat bench and review technique of the skull crusher.</li> <li>Students will work in groups of 6 but in partners at the three flat benches.</li> <li>Teacher will observe and be sure proper technique is being used and spotters are being responsible.</li> <li>Students will remain until they feel comfortable with the lift.</li> <li>Wooden dowels may be used if student feels</li> </ul>	<ul style="list-style-type: none"> <li>I would like you all to remember the cues taught to you in the last class period concerning the skull crusher.</li> <li>Remember to keep your elbows in as you lift and spotters are conscientious as to what your partner is doing.</li> <li>Please only use weight that is comfortable to you and isn't too strenuous.</li> <li>You may also use wooden dowels if it makes you feel more comfortable.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure you keep your back flat on the bench. If you arch you're putting excess strain on other muscles.</li> <li>Try and keep your elbows in to ensure the triceps muscles are the pinpoint of the lift.</li> <li>Be sure to contract the muscles as you extend your arms. This ensures that your triceps are getting maximum extension.</li> </ul>	<p>Is your body in a comfortable and controlled position? Be positive as your partner does the lift. Try and do 3 sets of 7 with a weight that is comfortable.</p>
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<p>necessary.</p> <ul style="list-style-type: none"><li>• When all members in the group are finished another group will be called over.</li></ul>	<ul style="list-style-type: none"><li>• I will demonstrate if necessary and give feedback to your performance as well as answer any questions you may have.</li></ul>		
<p><b>Closure/Assessment:</b></p> <ul style="list-style-type: none"><li>• What are some cues to remember in the other two triceps exercise we learned in the last lesson?</li><li>• What are the other two triceps exercises called?</li><li>• Name two cues associated with the skull crusher triceps exercise?</li><li>• Why is it important to be a careful spotter and keep your eyes on your partner at all times?</li></ul>			



**Physical Education**  
**Triceps exercises Continued**  
**Lesson #23**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will be able to demonstrate the proper form of dips and the close grip bench press. (NASPE 2, 3. EALR 1.1.2- Safely participates in a variety of developmentally appropriate physical activities.)
2. Students should be able to name cues for the skull crusher, dips and the close grip bench press.

**Teacher Objectives:**

**Cues:**

Skull Crushers:

- Flat on back
- Body controlled and balanced
- Elbows in, parallel with body
- Flex the muscle during muscle contractions
- Let muscles extend fully

Dips:

- Slow and controlled movement
- Arms parallel with body
- Keep legs straight and fully extended
- Flex the muscle during muscle contractions
- Let muscles extend fully

Close Grip Bench Press:

- Back flat on bench
- Hands gripped closely together
- Slow controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

**Equipment: (For a class of 30 students)**

- 3 Curl Bars
- 3 Bench Bars
- 3 Flat bench or bench presses
- Anatomy sheets
- Two Footballs
- 4 Cones
- 4 pennies
- 30 Assessment sheets #8
- New Lift Assessment sheet #12

**Instant Activity: “Catch Tag”** (On Field or in Gym, whichever is available) Today we will be playing a game called catch tag. (Four cones will be set up in a twenty by twenty yard space.) Four students will volunteer to be the chasers (these students will wear the pinnies) and the rest of the class will be the runners. If you are tagged by one of the chasers you are to remain frozen until another student throws you the football. Once you’ve successfully caught the ball (ball may not be dropped) you may run with the ball and throw it to another student to unfreeze them. You must stay in the field of play. When I say go you may begin and when I say stop please stop, return pennies back to where you got them and return quietly to the weight room. Ready go.

**Set Induction:** I was very impressed at your throwing ability during our instant activity. I can already see your triceps becoming stronger. I know that if you all stay consistent and continue conditioning your triceps and other muscles you will see a huge improvement in throwing and striking which will help you in what ever sport or activity you choose to do.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Have students find a partner and team up with two other partnerships making a group of six. There should be five groups of six students.</li> </ul>			

**Informing Task:** Today class we will continue working out with triceps exercises as well as other lifts we have learned in previous lessons. We will focus today on dips and the close grip bench press. I will have six students at a time at the bench presses. While at the bench presses you will be assessing your partner on dips, close grip bench press as well as the skull crusher we reviewed yesterday. Students not at the bench press area will practice other lifts learned in previous lessons until your group is called over.

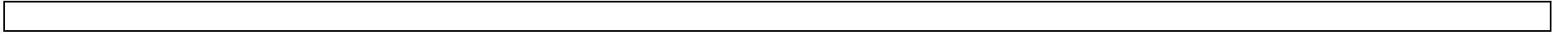
<ul style="list-style-type: none"> <li>Pass out assessment sheet # 8 to each student.</li> <li>Gather students around bench and review techniques of dips and close grip bench press.</li> <li>Teacher will observe and be sure proper technique is being used and spotters are being responsible.</li> <li>Wooden dowels may be used if student feels it</li> </ul>	<ul style="list-style-type: none"> <li>I am handing out assessment #8. Please set this aside until review of dips and close grip bench press is complete.</li> <li>I would like for you all to remember the cues taught while performing the different lifts.</li> <li>Please only use weight that is comfortable and not to strenuous.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure you keep your back flat on the bench. If you arch you’re putting excess strain on other muscles.</li> <li>Try and keep your elbows in to ensure the triceps muscles are the pinpoint of the lift.</li> <li>Be sure to contract the muscles as you extend your arms. This ensures</li> </ul>	<p>Are we all being safe and watching our partners? Is everyone comfortable with the weight you have chosen to lift?</p>
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<p>necessary.</p> <ul style="list-style-type: none"> <li>Once students finish dips and close grip bench press they will assess partner on all three triceps exercises.</li> <li>Students will remain at station until entire group is finished with assessment.</li> <li>Students will add new lift to their new lifts sheets.</li> </ul>	<ul style="list-style-type: none"> <li>I will demonstrate if necessary and give feedback to your performance as well as answer any questions you may have.</li> <li>While you are assessing your partner remember to be positive and repeat any cues important in the assessment.</li> </ul>	<p>that your triceps are getting maximum extension.</p> <ul style="list-style-type: none"> <li>Be sure to have slow and controlled movement keeping your legs straight and extended out in front of your body.</li> <li>Keep your arms perpendicular with your body to be sure triceps are the main focus point of the exercise.</li> <li>Be sure to fully extend and contract the triceps upon returning to the starting and upright position.</li> <li>Make sure you keep your back flat on the bench. If you arch you're putting excess strain on other muscles.</li> <li>Be sure you keep your hands gripped closely together.</li> <li>Be sure to fully extend and contract the triceps upon returning to the starting and upright position.</li> </ul>	
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**Closure/Assessment:**

- How did everyone feel with the weight and the lifts today?
- Did everyone feel comfortable with their assessment today?
- Did everyone add new lift to their new lift sheets and turn them in?





**Physical Education**  
**Triceps exercises Continued**  
**Lesson #24**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will be able to demonstrate the proper form for the skull crusher, dips and the close grip bench press and incorporate one or all of them into their personal workout program. (NASPE 2,3.EALR 1.1)
2. The students should be able to name the cues for the skull crusher, dips and close grip bench press. (NASPE 2, EALR 1.1,)

**Teacher Objectives:**

**Cues:**

Skull Crushers:

- Flat on back
- Body controlled and balanced
- Elbows in, parallel with body
- Flex the muscle during muscle contractions
- Let muscles extend fully

Dips:

- Slow and controlled movement
- Arms parallel with body
- Keep legs straight and fully extended
- Flex the muscle during muscle contractions
- Let muscles extend fully

Close Grip Bench Press:

- Back flat on bench
- Hands gripped closely together
- Slow controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

**Equipment: (For a class of 30 students)**

- 6 Wooden Dowels
- 3 Curl Bars
- 3 Bench Bars
- 3 Flat bench or bench presses
- Anatomy sheets
- 30 Jump ropes
- Task Cards

<p><b>Instant Activity:</b> I would like everyone to grab a jump rope from the jump rope rack and find self space somewhere in the weight room. When I say go you may begin jumping. Try and see how many different combinations of jumps you can do in three minutes. When you hear me say stop, please stop jumping and return your rope to where you got it. I would then like everyone to gather around me for instruction. Go!</p>			
<p><b>Set Induction:</b> How are everyone's triceps feeling today? I can already see great progress in all of your arms. I was watching the homerun derby on ESPN last night and took great notice to Albert Pujols triceps as he swung the bat. With each swing his triceps would contract and the ball would travel like a rocket off the bat. As I watch this class I can see that you all are to on your way to having strong and healthy triceps.</p>			
MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Have students find a partner and team up with two other partnerships making a group of six. There should be five groups of six students.</li> </ul>			

**Informing Task:** Today we will continue working on triceps exercises. You are free to work on your personal workout program with a partner. When I call your group you will stop all other activity and go to the flat bench and bench press area where there will be task cards posted on the three triceps exercises we have learned. Please follow the task cards and practice working on the exercises.

<ul style="list-style-type: none"> <li>• Have students follow task cards.</li> <li>• Have students record lifts on a piece of paper.</li> <li>• When students are done, they may work on any other lifts that they have learned.</li> <li>• Teacher watches out for safety hazards.</li> <li>• Assure that students are being safe and alert spotters.</li> <li>• Students are to remain at station until everyone in group is finished.</li> </ul>	<ul style="list-style-type: none"> <li>• I would like you to read each task card and carefully read the cues and stick to them.</li> <li>• Please be alert to students around you and be conscientious spotters.</li> <li>• You may ask me questions at any time if you are confused as to what you're supposed to be doing.</li> <li>• If you feel something is too hard you may modify it to fit your comfort level.</li> <li>• Please remain in the station until all others have completed the task cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure you keep your back flat on the bench. If you arch you're putting excess strain on other muscles.</li> <li>• Try and keep your elbows in to ensure the triceps muscles are the pinpoint of the lift.</li> <li>• Be sure to contract the muscles as you extend your arms. This ensures that your triceps are getting maximum extension.</li> <li>• Be sure to have slow and controlled movement keeping your legs straight and extended out in front of your body.</li> <li>• Keep your arms perpendicular with your body to be sure triceps are the main focus point of the exercise.</li> <li>• Be sure to fully extend and contract the triceps upon returning to the starting and upright position.</li> <li>• Make sure you keep your back flat on the bench. If you arch you're putting</li> </ul>	<p>Are we all being safe and watching our partners? Is everyone comfortable with the weight you have chosen to lift? What is the most important thing in the weight room?</p>
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		<p>excess strain on other muscles.</p> <ul style="list-style-type: none"><li>• Be sure you keep your hands gripped closely together.</li><li>• Be sure to fully extend and contract the triceps upon returning to the starting and upright position.</li></ul>	
<p><b>Closure/Assessment:</b></p> <ul style="list-style-type: none"><li>• Was everyone comfortable with the task cards today?</li><li>• Are you seeing any improvements of the strength of your triceps?</li><li>• What are some things having strong triceps will help us do?</li></ul>			





**Physical Education**  
**Triceps exercises Continued**  
**Lesson #25**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will be able to demonstrate the proper form for the skull crusher, dips and the close grip bench press and incorporate one or all of them into their personal workout program. (NASPE 2,3.EALR 1.1)
2. The students should be able to name the cues for the skull crusher, dips and close grip bench press. (NASPE 2, EALR 1.1,)

**Teacher Objectives:**

**Cues:**

Skull Crushers:

- Flat on back
- Body controlled and balanced
- Elbows in, parallel with body
- Flex the muscle during muscle contractions
- Let muscles extend fully

Dips:

- Slow and controlled movement
- Arms parallel with body
- Keep legs straight and fully extended
- Flex the muscle during muscle contractions
- Let muscles extend fully

Close Grip Bench Press:

- Back flat on bench
- Hands gripped closely together
- Slow controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

**Equipment: (For a class of 30 students)**

- 3 Curl Bars
- 3 Bench Bars
- 3 Flat bench or bench presses
- Anatomy sheets
- 30 assessment # 9 Sheets
- 15 Scarves
- 15 Cones

**Instant Activity:** To start off the class period we will be meeting in the gym. I would like for you to choose a partner and go stand by one of the cones. Stand five feet apart from each other (cones will be set, all they have to do is choose who stands where and pick up the scarf that is placed at the base of the cone.) When I say “GO” I want one person to pick up your scarf and toss it up as high as you can. The other person is going to try to catch the scarf before it reaches the floor. If you are successful, take a giant step back. If you are not successful, you have the choice to move forward or stay in the same spot. Make sure that both partners get their turn, both tossing and catching. When I say “Stop” please stop activity, return scarves to cones and return quietly to the weight room. Go!

**Set Induction:** Congratulations class, we have made it through the triceps portion of the weight training unit. I see all of you on your way to having strong and well conditioned triceps. Today we will see what you have learned over the last week.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Have students find a partner and team up with two other partnerships making a group of six. There should be five groups of six students.</li> </ul>			
<p><b>Informing Task:</b> Today we will finish up the triceps portion of the unit. I will call one group over at a time to the bench press and flat bench area. While waiting your turn feel free to work with a partner on your personal workout program. When you hear your group called please stop all activity and report to the triceps area to assess your partner.</p>			
<ul style="list-style-type: none"> <li>Pass out assessment sheet # 9 to each student.</li> <li>Teacher will observe and be sure proper technique is being used and spotters are being responsible.</li> <li>Students will remain at station until entire group is finished with assessment.</li> <li>Once entire group is finished students may return to working on personal workout plan.</li> </ul>	<ul style="list-style-type: none"> <li>I would like partners to assess without helping partners with cues.</li> <li>At this point you all should feel comfortable with all three of the exercises we have learned.</li> <li>Please be courteous to students around you and be safe and conscientious spotters.</li> <li>Please assess your partners fairly for this is to help them improve and also see where they are in the lifts.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure you keep your back flat on the bench. If you arch you're putting excess strain on other muscles.</li> <li>Try and keep your elbows in to ensure the triceps muscles are the pinpoint of the lift.</li> <li>Be sure to contract the muscles as you extend your arms. This ensures that your triceps are getting maximum extension.</li> <li>Be sure to have slow and controlled movement keeping your legs straight and extended out in front of your body.</li> <li>Keep your arms perpendicular with your body to be sure triceps are the main focus point of the exercise.</li> </ul>	<p>Is everyone comfortable with their performance? Is our form correct and safe?</p>

		<ul style="list-style-type: none"><li>• Be sure to fully extend and contract the triceps upon returning to the starting and upright position.</li><li>• Make sure you keep your back flat on the bench. If you arch you're putting excess strain on other muscles.</li><li>• Be sure you keep your hands gripped closely together.</li><li>• Be sure to fully extend and contract the triceps upon returning to the starting and upright position.</li></ul>	
<p><b>Closure/Assessment:</b></p> <ul style="list-style-type: none"><li>• Did everyone complete the assessment sheet with perfection?</li><li>• Are there any last questions before we end our portion on triceps exercises?</li></ul>			



**Physical Education**  
**Introduction to Shoulder exercises**  
**Lesson #26**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will be able to pinpoint the following major muscles in the shoulder region: (NASPE 2, 3, EALR 1.1)
  - Deltoids (Front, Side and Rear)
  
2. By the end of class students will be able to perform: (EALR 1.1,3)
  - Seated Military Press
  - Shoulder Shrugs
  - Front Shoulder Raises

**Teacher Objectives:**

**Cues:**

- A. Seated Military Press
  - Back straight and against back of seat bench or chair.
  - Arms bent at 90 degree angle holding dumbbells close to shoulders.
  - Weights are lifted straight above head until arms are fully extended.
  - Flex muscle during muscle contraction.
  - Slowly lower weights down to starting point.

B. Shoulder Shrugs

- Stand up straight with straight back.
- Arms straight down at sides.
- Firm tight grip on dumbbells.
- Arms still straight at side as you shrug shoulders straight upward.
- Flex muscle during muscle contraction.
- Slowly lower weights down to starting point.

C. Front shoulder raises

- Stand straight up with a straight back slightly bending the knees.
- Palm in neutral position in front of body.
- Arms stay straight as you lift dumb bell straight out and up.
- Only one dumb bell at a time.
- Flex muscle during muscle contraction
- Slowly lower weights down to starting position.

**Equipment: (For a class of 30 students)**

- 6 Dumbbells
- Anatomy Sheets
- 30 Jump ropes
- 15 Wooden dowels (8 Inches Long each)
- 3 Chairs or seat benches

**Instant Activity:** To start class off today I would like you to grab a jump rope from the jump rope rack and find self space in the weight room. When I say “go” you may start jumping using whatever jumping sequence you would like. We will do this for three minutes. Try to work up a good sweat class and get your muscles good and ready to lift. When I say “stop” please stop activity, put jump ropes back where you got them and gather around me at the seated bench area. Go!

**Set Induction:** How many of you have watched the world’s strongest man competition on ESPN? One thing you notice about all the contestants is their wide and broad shoulders. Having strong shoulders are important in almost every sport we play. Has anyone ever seen a gymnast, tennis player or offensive lineman with small shoulders? Most of the power for what they are doing comes from healthy strong shoulders. Today we will be introduced to shoulder muscles and lifts we can do to strengthen and condition them.

<b>MAF/Instructional techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Have students find a partner</li> <li>• Have each partnership grab a pair of wooden dowels.</li> <li>• Show students on anatomy sheets the Deltoid muscles and explain motion and movement when contracting.</li> <li>• Show students on anatomy sheets Supraspinatus and explain motion and movement when contracting.</li> <li>• Make sure students have anatomy charts with them.</li> </ul>	<ul style="list-style-type: none"> <li>• I would like for everyone to get out their anatomy chart and find the Deltoid muscles located near the shoulder region.</li> <li>• Your deltoids help you in all range of motions with your arm.</li> <li>• I would like for all of you to lift your arm straight up to the front, straight up to the side and as far back as you can go. When doing these ranges of motion you are contracting your deltoid muscles.</li> <li>• Now I would like you to pretend like you are carrying groceries in from your moms car. Remember the burning you feel in your shoulders when you carry for a long period of time. One of the muscles you are feeling are the supraspinatus</li> </ul>		<p>What are the major muscles of the shoulder region that you have filled out on your anatomy sheets?</p>



	muscles.		
<p><b>Informing Task:</b> Now that you all are familiar with the major muscles of the shoulder region, we will learn the seated military press, shoulder shrugs and the front shoulder raises, all in which will help to strengthen and condition those muscles.</p>			
<ul style="list-style-type: none"> <li>• Gather students around a seated bench and teacher will demonstrate seated military press.</li> <li>• Teacher will observe as each student safely and correctly performs seated military press.</li> <li>• Students will work on personal workout routines around weight room while waiting to perform lift for teacher.</li> <li>• Students may use wooden dowels to demonstrate lift to teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• When you first sit down to begin this lift get into a comfortable position with you back all the way back against the rest of the seat. If in some cases you don't have a seated bench or a chair have your spotter place a knee on the bench for support.</li> <li>• Start with the dumb bells on both of your knees and have a firm grip on each.</li> <li>• One at a time lift your knee up just enough to get the momentum to raise the weight so that the dumb bells are at your shoulder level.</li> <li>• Lift both dumb bells simultaneously straight above your head until you are able to touch the dumb bells together above your head.</li> <li>• At this point both arms should be fully extended and your deltoids fully contracted.</li> <li>• Slowly lower the dumb bells back to the starting position.</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure to have your back straight and against back of seat bench or chair to make sure you don't put any excess strain on your back.</li> <li>• Your arms need to be bent at 90 degree angle holding dumbbells close to shoulders to ensure you are starting at a correct and safe location. You wouldn't want to tear any muscles.</li> <li>• Make sure you lift weights straight above head until arms are fully extended. This ensures full contraction of muscles.</li> <li>• Be sure to flex muscle during muscle contraction.</li> <li>• Slowly lower weights down to starting point ensuring safety and prevention of tearing of the muscles.</li> </ul>	<p>Why is it important to have a straight back when doing this lift?</p>

	<ul style="list-style-type: none"> <li>• Spotters be sure and place your hands at your partners shoulder level to show when they have lowered the weights to the proper starting point.</li> </ul>		
<ul style="list-style-type: none"> <li>• Gather students around a seated bench and teacher will demonstrate shoulder shrugs exercise.</li> <li>• Teacher will observe as each student safely and correctly performs shoulder shrugs.</li> <li>• Students will work on personal workout routines around weight room while waiting to perform lift for teacher.</li> <li>• Students may use wooden dowels to demonstrate lift to teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• When you do shoulder shrugs you may sit down on a seated bench or chair, or you may stand close to the dumbbell rack. Whichever feels most comfortable to you.</li> <li>• Be sure to choose a weight that is comfortable and not too heavy.</li> <li>• Stand or sit holding dumbbells to your side and be sure your arms are as close to body as possible.</li> <li>• Lift your shoulders straight up toward towards your ears.</li> <li>• Be sure you don't roll your shoulders. This puts strain on other muscles and isn't proper way of doing this lift.</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure and Stand up straight with straight back. This will ensure that you don't strain your back or put stress on muscles not associated with the lift.</li> <li>• Make sure your Arms are straight down at sides. The closer the weight is to your body the easier it is to do the lift.</li> <li>• Have a Firm tight grip on dumbbells. People usually use heavier weight with this lift so hold on tight to ensure a dumb bell doesn't slip out of your hand.</li> <li>• Keep your Arms straight at side as you shrug shoulders straight upward. Doing this will ensure you work the Deltoids along with the Trapezius that you all learned in a previous class.</li> <li>• Remember to flex muscle during muscle contraction.</li> <li>• Remember to slowly</li> </ul>	<p>Who can name one of the muscles we have talked about today in class?  What is the most important thing in the weight room?</p>

		<p>lower weights down to starting point keeping yourself safe from injury.</p>	
<ul style="list-style-type: none"> <li>• Gather students around a seated bench and teacher will demonstrate front shoulder raises.</li> <li>• Teacher will observe as each student safely and correctly performs front shoulder raises.</li> <li>• Students will work on personal workout routines around weight room while waiting to perform lift for teacher.</li> <li>• Students may use wooden dowels to demonstrate lift to teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• When starting a front shoulder raise, find a comfortable position in front of a comfortable weight at the dumb bell rack.</li> <li>• When you grab your dumb bells from the rack start with them down by the fronts of your thighs.</li> <li>• It is smart to bend your knees a little when performing this lift to take stress off of the lower back.</li> <li>• Now one at a time lift the dumb bell straight out in front until your arm is fully extended in front of your body even with your shoulders.</li> <li>• You will notice contraction of the deltoid region. Try and hold that contraction for a split second before slowly lowering the weight back to the starting point.</li> <li>• Remember to only do one arm at a time.</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure to stand straight up with a straight back slightly bending the knees. This will take unnecessary pressure off of the lower back.</li> <li>• Be sure your Palms are in neutral position in front of body facing towards your thighs.</li> <li>• Keep your Arms straight as you lift dumb bell straight out and up. This ensures you get stress on the proper muscle and prevent any injuries.</li> <li>• Only one dumb bell at a time.</li> <li>• Flex muscle during muscle contraction and hold it to get a good workout.</li> <li>• Be safe and slowly lower weights down to starting position. This will prevent any unnecessary injuries.</li> </ul>	<p>Why is it important to have a spotter during all lifts? Are you keeping a straight back?</p>
<p><b>Closure/Assessment:</b></p> <ul style="list-style-type: none"> <li>• Who can tell me the muscles that today's exercises worked?</li> <li>• What are some important things to remember when doing a shoulder lift?</li> <li>• Who can show me where the Deltoids are?</li> </ul>			





**Physical Education**  
**Shoulder exercises**  
**Lesson #27**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students should be able to demonstrate proper technique and form for the seated military press, shoulder shrugs and front shoulder raise exercises. (NASPE 2, 3, EALR 1.1)
2. By the end of class students will be able to name cues for the seated military press, shoulder shrugs and front shoulder raises. (NASPE 2, EALR 1.1)

A. Seated Military Press

- Back straight and against back of seat bench or chair.
- Arms bent at 90 degree angle holding dumbbells close to shoulders.
- Weights are lifted straight above head until arms are fully extended.
- Flex muscle during muscle contraction.
- Slowly lower weights down to starting point.

B. Shoulder Shrugs

- Stand up straight with straight back.
- Arms straight down at sides.
- Firm tight grip on dumbbells.
- Arms still straight at side as you shrug shoulders straight upward.
- Flex muscle during muscle contraction.
- Slowly lower weights down to starting point.

C. Front shoulder raises

- Stand straight up with a straight back.
- Palm in neutral position in front of body.
- Arms stay straight as you lift dumb bell straight out and up.
- Only one dumb bell at a time.
- Flex muscle during muscle contraction
- Slowly lower weights down to starting position.

**Teacher Objectives:**

**Equipment: (For a class of 30 students)**

- 6 Dumbbells
- 3 Chairs or seat benches
- Four pennies
- 4 cones
- 6 wooden dowels (8 inches long each)

**Instant Activity: “Leap Frog Tag”** (Take all students out to field or in the gym, whichever is available. Set up cones 20 yards by 20 yards) To start off class today we will play leap frog tag. Four students will wear the pennies and be the chasers. The rest of the class will act as the runners. Once you’ve been tagged by one of the chasers you must drop down to all fours. You must remain frozen on all fours until another classmate leaps over you from behind. Classmate must put hands on back of frozen classmate and leap frog over. Students must remain inside the field of play which is the 4 cones set up. When I say “go” you may begin and when you hear “stop” please stop activity, return pennies to where you got them, and return to the weight room. You will gather around me at the seat benches. Go!

**Set Induction:** Today we will continue in our quest to have big strong healthy shoulders like so many gymnast we see on TV. Isn’t it unbelievable how gymnast pull off the “Iron Cross” on the rings? Pretty amazing huh? They are able to do so by having strong and well conditioned shoulder muscles. Let’s get started!

<b>MAF/Instructional techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"><li>• Have students find a partner and team up with two other partnerships making a group of six. There should be five groups of six students.</li></ul>			

**Informing Task:** Today we will continue working out with shoulder exercises as well as other lifts we have learned in previous lessons. We will focus today on the seated military press. I will have six students at a time at the seated benches. The other students will work in groups practicing other lifts learned in previous lessons until I call your group over to the seated bench area.

<ul style="list-style-type: none"> <li>• Gather students around seated bench and review technique of the seated military press.</li> <li>• Students will work in groups of 6 but in partners at the three seated benches.</li> <li>• Teacher will observe and be sure proper technique is being used and spotters are being responsible.</li> <li>• Students will remain until they feel comfortable with the lift.</li> <li>• Wooden dowels may be used if student feels necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• I would like you all to remember the cues taught to you in the last class period concerning the seated military press.</li> <li>• Remember to keep your back straight and fully extend your arms above your head to get maximum contraction. Spotters are conscientious as to what your partner is doing.</li> <li>• Please only use weight that is comfortable to you and isn't too strenuous.</li> <li>• I will demonstrate if necessary and give feedback to your performance as well as answer any questions you may have.</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure to have your back straight and against back of seat bench or chair to make sure you don't put any excess strain on your back.</li> <li>• Your arms need to be bent at 90 degree angle holding dumbbells close to shoulders to ensure you are starting at a correct and safe location. You wouldn't want to tear any muscles.</li> <li>• Make sure you lift weights straight above head until arms are fully extended. This ensures full contraction of muscles.</li> <li>• Be sure to flex muscle during muscle contraction.</li> <li>• Slowly lower weights down to starting point ensuring safety and prevention of tearing of the muscles.</li> </ul>	<p>What are the muscles being worked in this exercise? Is that back straight and pressed to the back of your seat?</p>
<p><b>Closure/Assessment:</b></p> <ul style="list-style-type: none"> <li>• Does everyone feel comfortable with proper posture and having a straight back?</li> <li>• What are some of the things to remember when doing shoulder exercises?</li> <li>• What are all the muscles that we learned in the shoulder region?</li> </ul>			



**Physical Education**  
**Shoulder exercises Continued**  
**Lesson #28**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will be able to demonstrate the proper form of the seated military press, shoulder shrugs and front shoulder raises. (NASPE 2, 3. EALR 1.1.2- Safely participates in a variety of developmentally appropriate physical activities.)
2. Students should be able to name cues for the seated military press, shoulder shrugs and front shoulder raises.

**Teacher Objectives:**

**Cues:**

A. Seated Military Press

- Back straight and against back of seat bench or chair.
- Arms bent at 90 degree angle holding dumbbells close to shoulders.
- Weights are lifted straight above head until arms are fully extended.
- Flex muscle during muscle contraction.
- Slowly lower weights down to starting point.

B. Shoulder Shrugs

- Stand up straight with straight back.
- Arms straight down at sides.
- Firm tight grip on dumbbells.
- Arms still straight at side as you shrug shoulders straight upward.
- Flex muscle during muscle contraction.
- Slowly lower weights down to starting point.

C. Front shoulder raises

- Stand straight up with a straight back.
- Palm in neutral position in front of body.
- Arms stay straight as you lift dumb bell straight out and up.
- Only one dumb bell at a time.
- Flex muscle during muscle contraction
- Slowly lower weights down to starting position.

**Equipment: (For a class of 30 students)**

- 3 Chairs or Seated Benches
- 6 Dumbbells
- Anatomy sheets
- Two Footballs
- 4 Cones
- 4 pennies
- 30 Assessment sheets #10
- New lift sheet #12

**Instant Activity: “Catch Tag”** (On Field or in Gym, whichever is available) Today we will be playing a game called catch tag. (Four cones will be set up in a twenty by twenty yard space.) Four students will volunteer to be the chasers (these students will wear the pinnies) and the rest of the class will be the runners. If you are tagged by one of the chasers you are to remain frozen until another student throws you the football. Once you’ve successfully caught the ball (ball may not be dropped) you may run with the ball and throw it to another student to unfreeze them. You must stay in the field of play. When I say go you may begin and when I say stop please stop, return pennies back to where you got them and return quietly to the weight room and gather around me at the dumbbell rack. Ready go.

**Set Induction:** Great job in the instant activity. You all extended your arms high above your heads to catch the ball. The range of motion that enables you to do that is generated by having strong and healthy shoulder muscles. Today we are going to continue working out our shoulder muscles and helping them to be healthy and happy.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>Have students find a partner and team up with two other partnerships making a group of six. There should be five groups of six students.</li> </ul>			

**Informing Task:** Today class we will continue working out with shoulder exercises as well as other lifts we have learned in previous lessons. We will focus today on shoulder shrugs and front shoulder raises. I will have six students at a time at the seated benches. While at the seated bench we will first review shoulder shrugs and front shoulder raises. Once you all have demonstrated to me your understanding of those lifts you will then assess your partner on seated military press, shoulder shrugs and front shoulder raises. Students not at the bench press area will practice other lifts learned in previous lessons until your group is called over.

<ul style="list-style-type: none"> <li>Pass out assessment sheet # 10 to each student.</li> <li>Gather students around seated bench and review techniques of shoulder shrugs and front shoulder raises.</li> <li>Teacher will observe and be sure proper technique is being used and spotters are being responsible.</li> <li>Wooden dowels may be</li> </ul>	<ul style="list-style-type: none"> <li>I am handing out assessment #10. Please set this aside until review of shoulder shrugs and front shoulder raises are complete.</li> <li>I would like for you all to remember the cues taught while performing the different lifts.</li> <li>Please only use weight that is comfortable and not to strenuous.</li> </ul>	<ul style="list-style-type: none"> <li>Be sure and Stand up straight with straight back. This will ensure that you don’t strain your back or put stress on muscles not associated with the lift.</li> <li>Make sure your Arms are straight down at sides. The closer the weight is to your body the easier it is to do the lift.</li> <li>Have a Firm tight grip on dumbbells. People usually</li> </ul>	<p>Are we all being safe and watching our partners? Is everyone comfortable with the weight you have chosen to lift?</p>
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<p>used if student feels it necessary.</p> <ul style="list-style-type: none"><li>• Once students finish shoulder shrugs and front shoulder raises, they will assess partner on all three shoulder exercises.</li><li>• Students will remain at station until entire group is finished with assessment.</li><li>• Students will add new lift to their new lifts sheets.</li></ul>	<ul style="list-style-type: none"><li>• I will demonstrate if necessary and give feedback to your performance as well as answer any questions you may have.</li><li>• While you are assessing your partner remember to be positive and repeat any cues important in the assessment.</li></ul>	<p>use heavier weight with this lift so hold on tight to ensure a dumb bell doesn't slip out of your hand.</p> <ul style="list-style-type: none"><li>• Keep your Arms straight at side as you shrug shoulders straight upward. Doing this will ensure you work the Supraspinatus along with the Trapezius that you all learned in a previous class.</li><li>• Remember to flex muscle during muscle contraction.</li><li>• Remember to slowly lower weights down to starting point keeping yourself safe from injury.</li><li>• Be sure to stand straight up with a straight back slightly bending the knees. This will take unnecessary pressure off of the lower back.</li><li>• Be sure your Palms are in neutral position in front of body facing towards your thighs.</li><li>• Keep your Arms straight as you lift dumb bell straight out and up. This ensures you get stress on the proper muscle and prevent any injuries.</li></ul>	
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|  |  | <ul style="list-style-type: none"><li>• Only one dumb bell at a time.</li><li>• Flex muscle during muscle contraction and hold it to get a good workout.</li><li>• Be safe and slowly lower weights down to starting position. This will prevent any unnecessary injuries.</li><li>• Be sure to have your back straight and against back of seat bench or chair to make sure you don't put any excess strain on your back.</li><li>• Your arms need to be bent at 90 degree angle holding dumbbells close to shoulders to ensure you are starting at a correct and safe location. You wouldn't want to tear any muscles.</li><li>• Make sure you lift weights straight above head until arms are fully extended. This ensures full contraction of muscles.</li><li>• Be sure to flex muscle during muscle contraction.</li><li>• Slowly lower weights down to starting point ensuring safety and prevention of tearing of the muscles.</li></ul> |  |
|--|--|--|--|

<b>Closure/Assessment:</b>			

- How did everyone feel with the weight and the lifts today?
- Did everyone feel comfortable with their assessment today?
- Did everyone add new lift to their new lift sheets and turn them in?

**Physical Education**  
**Shoulder exercises Continued**  
**Lesson #29**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will be able to demonstrate the proper form for the seated military press, shoulder shrugs and front shoulder raises and incorporate one or all of them into their personal workout program. (NASPE 2,3.EALR 1.1)
2. The students should be able to name the cues for the. (NASPE 2, EALR 1.1,)

**Teacher Objectives:**

**Cues:**

- A. Seated Military Press
  - Back straight and against back of seat bench or chair.
  - Arms bent at 90 degree angle holding dumbbells close to shoulders.
  - Weights are lifted straight above head until arms are fully extended.
  - Flex muscle during muscle contraction.
  - Slowly lower weights down to starting point.
- B. Shoulder Shrugs
  - Stand up straight with straight back.
  - Arms straight down at sides.
  - Firm tight grip on dumbbells.
  - Arms still straight at side as you shrug shoulders straight upward.
  - Flex muscle during muscle contraction.
  - Slowly lower weights down to starting point.
- C. Front shoulder raises
  - Stand straight up with a straight back.
  - Palm in neutral position in front of body.

- Arms stay straight as you lift dumb bell straight out and up.
- Only one dumb bell at a time.
- Flex muscle during muscle contraction
- Slowly lower weights down to starting position.

**Equipment: (For a class of 30 students)**

- 3 Chairs or Seated Benches
- 18 Wooden Dowels(8 inches long)
- 6 Dumbbells
- Anatomy sheets
- 30 Jump ropes
- Task Cards

<p><b>Instant Activity:</b> I would like everyone to grab a jump rope from the jump rope rack and find self space somewhere in the weight room. When I say go you may begin jumping. Try and see how many different combinations of jumps you can do in three minutes. When you hear me say stop, please stop jumping and return your rope to where you got it. I would then like everyone to gather around me for instruction. Go!</p>			
<p><b>Set Induction:</b> How are everyone's shoulders feeling today. I know they might be a little sore but that is a good thing. That means you all have been working hard and getting one step closer to having those strong, healthy and powerful shoulders. Let's keep up the good work class!</p>			
MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• Have students find a partner and team up with two other partnerships making a group of six. There should be five groups of six students.</li> </ul>			
<p><b>Informing Task:</b> Today we will continue working on shoulder exercises. You are free to work on your personal workout program with a partner. When I call your group you will stop all other activity and go to the seated bench area where there will be task cards posted on the three shoulder exercises we have learned. Please follow the task cards and practice working on the exercises.</p>			
<ul style="list-style-type: none"> <li>• Have students follow task cards.</li> </ul>	<ul style="list-style-type: none"> <li>• I would like you to read each task card and</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure and Stand up straight with straight back.</li> </ul>	<p>Are we all being safe and watching our partners?</p>



<ul style="list-style-type: none"> <li>• Have students record lifts on a piece of paper.</li> <li>• When students are done, they may work on any other lifts that they have learned.</li> <li>• Teacher watches out for safety hazards.</li> <li>• Assure that students are being safe and alert spotters.</li> <li>• Students are to remain at station until everyone in group is finished.</li> </ul>	<p>carefully read the cues and stick to them.</p> <ul style="list-style-type: none"> <li>• Please be alert to students around you and be conscientious spotters.</li> <li>• You may ask me questions at any time if you are confused as to what you're supposed to be doing.</li> <li>• If you feel something is too hard you may modify it to fit your comfort level.</li> <li>• Please remain in the station until all others have completed the task cards.</li> <li>• Feel free to ask me any questions about shoulder exercises or any other lifts we have learned so far in the unit.</li> </ul>	<p>This will ensure that you don't strain your back or put stress on muscles not associated with the lift.</p> <ul style="list-style-type: none"> <li>• Make sure your Arms are straight down at sides. The closer the weight is to your body the easier it is to do the lift.</li> <li>• Have a Firm tight grip on dumbbells. People usually use heavier weight with this lift so hold on tight to ensure a dumb bell doesn't slip out of your hand.</li> <li>• Keep your Arms straight at side as you shrug shoulders straight upward. Doing this will ensure you work the Supraspinatus along with the Trapezius that you all learned in a previous class.</li> <li>• Remember to flex muscle during muscle contraction.</li> <li>• Remember to slowly lower weights down to starting point keeping yourself safe from injury.</li> <li>• Be sure to stand straight up with a straight back slightly bending the knees. This will take unnecessary pressure off</li> </ul>	<p>Is everyone comfortable with the weight you have chosen to lift? What is the most important thing in the weight room?</p>
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		<p>of the lower back.</p> <ul style="list-style-type: none"><li>• Be sure your Palms are in neutral position in front of body facing towards your thighs.</li><li>• Keep your Arms straight as you lift dumb bell straight out and up. This ensures you get stress on the proper muscle and prevent any injuries.</li><li>• Only one dumb bell at a time.</li><li>• Flex muscle during muscle contraction and hold it to get a good workout.</li><li>• Be safe and slowly lower weights down to starting position. This will prevent any unnecessary injuries.</li><li>• Be sure to have your back straight and against back of seat bench or chair to make sure you don't put any excess strain on your back.</li><li>• Your arms need to be bent at 90 degree angle holding dumbbells close to shoulders to ensure you are starting at a correct and safe location. You wouldn't want to tear any muscles.</li><li>• Make sure you lift weights</li></ul>	
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		<p>straight above head until arms are fully extended. This ensures full contraction of muscles.</p> <ul style="list-style-type: none"><li>• Be sure to flex muscle during muscle contraction.</li><li>• Slowly lower weights down to starting point ensuring safety and prevention of tearing of the muscles.</li></ul>	
<p><b>Closure/Assessment:</b></p> <ul style="list-style-type: none"><li>• Was everyone comfortable with the task cards today?</li><li>• Are you seeing any improvements of the strength of your triceps?</li><li>• What are some things having strong triceps will help us do?</li></ul>			

**Physical Education  
Final Day of Weight Training Unit  
Lesson #30**

**Objectives (Specific, Behavioral, Assessable)**

**Student Objectives:**

1. By the end of class students will have completed the weight training unit and be able to perform with proper technique all of the lifts learned throughout the lesson. (NASPE 2,3.EALR 1.1)
2. The students should be able to name the cues of all lifts learned over the course of the unit. (NASPE 2, EALR 1.1)

**Teacher Objectives:**

**Equipment: (For a class of 30 students)**

- 30 pencils
- 30 Final Muscle exams(Assessment #11)
- 30 Assessment #12 New Lift Sheets

**Instant Activity:** To start class off today I would like you to grab a jump rope from the jump rope rack and find self space in the weight room. When I say “go” you may start jumping using whatever jumping sequence you would like. We will do this for three minutes. Try to work up a good sweat class and get your muscles good and ready to lift. When I say “stop” please stop activity, put jump ropes back where you got them

and gather around me in the weight room area. Go!

**Set Induction:** Congratulations class! You have successfully completed the weight training unit. Keeping healthy and strong muscles will help you in all that you do in life. I challenge all of you to continue lifting and learning new lifts and exercises that will keep your body in shape and healthy. Remember if you work hard and stay focused you can do and be whatever you want in life.

<b>MAF/Instructional techniques</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Have students pick up assessment #12 from box by door.</li> <li>• Have students find self space somewhere around the gym.</li> </ul>			

**Informing Task:** Today we wrap up the weight training unit. We will begin this class by taking a muscle exam on the muscles we covered in class. Once you complete the exam you are free to go into the weight room and work on your personal program that you have been working on over the course of the unit.

<ul style="list-style-type: none"> <li>• Pass out final muscle exam to each student.</li> <li>• Teacher will observe students taking exam.</li> <li>• As students finish exam teacher will observe students in weight room while randomly observing students taking exam.</li> <li>• Have students add one final lift to assessment #12.</li> <li>• Students will turn in assessment #12 at end of class.</li> <li>• Teacher will observe to be sure students are being safe and following proper lifting procedures.</li> <li>• Have students re rack weights when finished lifting.</li> </ul>	<ul style="list-style-type: none"> <li>• I am handing out the final exam. Once you have an exam I would like complete silence and eyes on your own paper.</li> <li>• Once you complete the exam bring it to me wherever I am to turn it in.</li> <li>• Once you are done you may work on your personal lifting program.</li> <li>• Be sure to follow cues taught over the course of this class as well as safety precautions of the weight room.</li> <li>• Use a spotter when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow cues taught throughout the unit.</li> <li>• If you have a question asks a student or the teacher.</li> </ul>	<p>How did everyone like the muscle exam?            What is the most important thing to remember in the weight room?            (Safety)</p>
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**Closure/Assessment:**

- Did everyone enjoy the unit?
- Who can tell me something exciting they have learned over the unit?
- What is the most important thing to remember in the weight room?

**UNIT: Weight Training****YOUR NAMES: Rory Magana, David Campos, Jason Norris**

<b>Day</b>	<b>Lesson Theme</b>	<b>Informal Assessment</b>	<b>Standards</b>	<b>Formal Assessment</b>	<b>Standards</b>
1 Weight Training Unit	Weight Room Rules	Are there any questions regarding the rules?	EALR 1.2 NASPE 2		
2 Weight Training Unit	Introduction to bench press exercises	Ask verbal questions regarding the form of the day's chest exercises.  What muscles did we use today and where are they on the muscle chart?  Watch students lift at the bench press, and give them feedback regarding their form.	NASPE 2 EALR 1.1 EALR 3	Assessment #13- Weight room etiquette.	NASPE 2 NASPE 3
3 Weight Training Unit	Chest	Ask verbal questions regarding the form of the day's chest exercises.  What muscles did we use today and where are they on the muscle chart?	NASPE 2 EALR 1.1 EALR 3	Assessment #1- Bench press skills assessment sheet.	NASPE 2 EALR 1.1 EALR 3
4 Weight Training	Chest	Ask verbal questions	NASPE 2	Assessment #12-	NASPE 2

Unit		<p>regarding the form of the day's chest exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p> <p>Watch students lift at the bench press, and give them feedback regarding their form.</p>	<p>EALR 1.1 EALR 3</p>	<p>New lifts sheet, recording a new lift that can benefit the student, and why.</p>	<p>EALR 1.1 EALR 3</p>
5 Weight Training Unit	Chest	<p>Ask verbal questions regarding the form of the day's chest exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p>	<p>NASPE 2 EALR 1.1 EALR 3</p>	<p>Assessment #2- Dumbbell bench press skills assessment sheet.</p>	<p>NASPE 2 EALR 1.1 EALR 3</p>
6 Weight Training Unit	Introduction to lower body exercises	<p>Ask verbal questions regarding the form of the day's leg exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p> <p>Watch students lift at</p>	<p>NASPE 2 EALR 1.1 EALR 3</p>		



		the leg press, and give them feedback regarding their form.			
7 Weight Training Unit	Legs	<p>Ask verbal questions regarding the form of the day's leg exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p> <p>Watch students lift at the leg curl, and give them feedback regarding their form.</p>	NASPE 2 EALR 1.1 EALR 3		
8 Weight Training Unit	Legs	<p>Ask verbal questions regarding the form of the day's leg exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p>	NASPE 2 EALR 1.1 EALR 3	Assessment #3- Barbell squats skills assessment sheet.	NASPE 2 EALR 1.1 EALR 3
9 Weight Training Unit	Legs	<p>Ask verbal questions regarding the form of the day's leg exercises.</p> <p>What muscles did we use today and where</p>	NASPE 2 EALR 1.1 EALR 3	Assessment #12- New lifts sheet, recording a new lift that can benefit the student and why.	NASPE 2 EALR 1.1 EALR 3

		are they on the muscle chart?			
10 Weight Training Unit	Legs	<p>Ask verbal questions regarding the form of the day's leg exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p>	NASPE 2 EALR 1.1 EALR 3	Assessment #4- Dumbbell squat skills assessment sheet.	NASPE 2 EALR 1.1 EALR 3
11 Weight Training Unit	Introduction to Upper and Lower Back Exercises	<p>Ask verbal questions regarding the form of the day's back exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p> <p>Watch students practice their form for each exercise, using wooden dowels, and give them feedback regarding their form for the exercise.</p> <p>Watch students do back extensions at the back extension machine, and give</p>	NASPE 2 EALR 1.1 EALR 3		

		them feedback regarding their form for the exercise.			
12 Weight Training Unit	Upper Back	<p>Ask verbal questions regarding the form of the day's back exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p> <p>Watch student perform pull downs at the pull down station and give them feedback regarding their form for the exercise.</p>	NASPE 2 EALR 1.1 EALR 3		
13 Weight Training Unit	Upper Back	<p>Ask verbal questions regarding the form of the day's back exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p>	NASPE 2 EALR 1.1 EALR 3	Assessment #5- Upper back exercises assessment sheet.	NASPE 2 EALR 1.1 EALR 3
14 Weight Training Unit	Lower Back	Ask verbal questions regarding the form of the day's back exercises.	NASPE 2 EALR 1.1 EALR 3	Assessment #12- New lifts sheet, recording a new lift that can benefit the	NASPE 2 EALR 1.1 EALR 3

		What muscles did we use today and where are they on the muscle chart?		student and why	
15 Weight Training Unit	Lower Back	Ask verbal questions regarding the form of the day's back exercises.  What muscles did we use today and where are they on the muscle chart?	NASPE 2 EALR 1.1 EALR 3	Assessment #6- Lower back exercises assessment sheet.	NASPE 2 EALR 1.1 EALR 3
16 Weight Training Unit	Biceps	Ask verbal questions regarding the form of the day's back exercises.  What muscles did we use today and where are they on the muscle chart?  Watch student perform mock bicep curls and give them feedback regarding their form for the exercise.	NASPE 2 EALR 1.1 EALR 3		
17 Weight Training Unit	Biceps	Ask verbal questions regarding the form of	NASPE 2 EALR 1.1		

		<p>the day's back exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p> <p>Watch student perform inner bicep curls and give them feedback regarding their form for the exercise.</p>	EALR 3		
18 Weight Training Unit	Biceps	<p>Ask verbal questions regarding the form of the day's back exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p> <p>Watch student perform straight bicep curls and give them feedback regarding their form for the exercise.</p>	NASPE 2 EALR 1.1 EALR 3		
19 Weight Training Unit	Biceps	<p>Ask verbal questions regarding the form of the day's back</p>	NASPE 2 EALR 1.1 EALR 3	Assessment #12- New lifts sheet, recording a new lift	EALR 1.1

		<p>exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p> <p>Watch student perform dumbbell curls and give them feedback regarding their form for the exercise.</p>		that can benefit the student and why.	
20 Weight Training Unit	Biceps	<p>Ask verbal questions regarding the form of the day's back exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p>	NASPE 2 EALR 1.1 EALR 3	Assessment #7- Bicep curls assessment sheet.	NASPE 2 EALR 1.1 EALR 3
21 Weight Training Unit	Triceps	<p>Ask verbal questions regarding the form of the day's back exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p>	NASPE 2 EALR 1.1 EALR 3		

		Watch student perform simulated skull crushers and give them feedback regarding their form for the exercise.			
22 Weight Training Unit	Triceps	Ask verbal questions regarding the form of the day's back exercises.  What muscles did we use today and where are they on the muscle chart?  Watch student perform tricep dips and give them feedback regarding their form for the exercise.	NASPE 2 EALR 1.1 EALR 3		
23 Weight Training Unit	Triceps	Ask verbal questions regarding the form of the day's back exercises.  What muscles did we use today and where are they on the muscle chart?	NASPE 2 EALR 1.1 EALR 3	Assessment #8- Tricep exercises assessment sheet. Assessment #12- New lifts sheet, recording a new lift that can benefit the student and why.	NASPE 2 EALR 1.1 EALR 3
24 Weight Training Unit	Triceps	Ask verbal questions regarding the form of	NASPE 2 EALR 1.1		

		<p>the day's back exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p> <p>Watch student perform the close grip bench press at the close grip bench station and give them feedback regarding their form for the exercise.</p>	EALR 3		
25 Weight Training Unit	Triceps	<p>Ask verbal questions regarding the form of the day's back exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p>	NASPE 2 EALR 1.1 EALR 3	Assessment #9- Tricep exercises assessment sheet.	NASPE 2 EALR 1.1 EALR 3
26 Weight Training Unit	Deltoids	<p>Ask verbal questions regarding the form of the day's back exercises.</p> <p>What muscles did we use today and where are they on the</p>	NASPE 2 EALR 1.1 EALR 3		



		<p>muscle chart?</p> <p>Watch student perform dumbbell shoulder press and give them feedback regarding their form for the exercise.</p>			
27 Weight Training Unit	Deltoids	<p>Ask verbal questions regarding the form of the day's back exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p> <p>Watch student perform the shoulder press and give them feedback regarding their form for the exercise.</p>	NASPE 2 EALR 1.1 EALR 3		
28 Weight Training Unit	Deltoids	<p>Ask verbal questions regarding the form of the day's back exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p>	NASPE 2 EALR 1.1 EALR 3	Assessment #10- Shoulder exercises assessment sheet.	

29 Weight Training Unit	Deltoids	<p>Ask verbal questions regarding the form of the day's back exercises.</p> <p>What muscles did we use today and where are they on the muscle chart?</p> <p>Watch student perform shoulder raises and give them feedback regarding their form for the exercise.</p>	<p>NASPE 2 EALR 1.1 EALR 3</p>		
30 Weight Training Unit	Deltoids			<p>Assessment #11- Written muscle test. Assessment #12- Finish and turn in New lifts sheet, and personalized weight training plan.</p>	<p>NASPE 2 EALR 1.1 EALR 3</p>

## Assessment Sheet # 1 Barbell Bench Press

**Directions:** Each one of you will have an assessment sheet that checks your form for every chest exercise. One of your partners will be spotting you while another one checks your form. Choose one of your partners to check your form while you perform the flat, incline, and decline barbell bench press. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they do not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor (remind students that they will not use weights).

**Observer:** some possible, appropriate feedback:

Nice firm wrists

Nice job coming to full extension.

Way to keep the bar steady on the way up and down.

Remember not to bounce the bar off your chest.

**Performer:** cues to remember.

A.) Straight wrists

B.) back flat on bench

C.) feet flat on floor

D.) arms forming an L shape

E.) keep bar stable

**Spotter:** cues to remember.

A.) Always keep your eyes on performer

B.) Place hands under bar but do not touch bar

C.) Stand in back of rack

### Flat Barbell Bench Press

Critical feature	Set 1	Set 2	Set 3
Back and bottom was in contact with bench throughout set.			
Arms formed an L shape			
Feet were in contact with floor throughout set			
Did not bounce bar off chest			
Fully extended arms on the press			
Wrists were straight			
Inhaled on the way down and exhaled on the way up			

### Incline Barbell Bench Press

Critical feature	Set 1	Set 2	Set 3
Back and bottom was in contact with bench throughout set.			

Arms formed an L shape			
Feet were in contact with floor throughout set			
Did not bounce bar off chest			
Fully extended arms on the press			
Wrists were straight			
Inhaled on the way down and exhaled on the way up			

Decline Barbell Bench Press

Critical feature	Set 1	Set 2	Set 3
Back and bottom was in contact with bench throughout set.			
Arms formed an L shape			
Feet were in contact with floor throughout set			
Did not bounce bar off chest			
Fully extended arms on the press			
Wrists were straight			
Inhaled on the way down and exhaled on the way up			

## Assessment Sheet # 2 Dumbbell Bench Press

**Directions:** Each one of you will have an assessment sheet that checks your form for every chest exercise. One of your partners will be spotting you while another one checks your form. Choose one of your partners to check your form while you perform the flat, incline and decline dumbbell bench press. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they did not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor.

**Observer:** some possible, appropriate feedback:

Nice firm wrists

Nice job coming to full extension.

Way to keep the bar steady on the way up and down.

Remember not to bounce the bar off your chest.

**Performer:** cues to remember.

A.) Straight wrists

B.) back flat on bench

C.) feet flat on floor

D.) arms forming an L shape

E.) keep bar stable

**Spotter:** cues to remember.

A.) Always keep your eyes on performer

B.) Place hands under bar but do not touch bar

C.) Stand in back of rack

### Flat Dumbbell Bench Press

Critical feature	Set 1	Set 2	Set 3
Back and bottom was in contact with bench throughout set.			
Arms formed an L shape			
Feet were in contact with floor throughout set			
Did not bounce bar off chest			
Fully extended arms on the press			
Wrists were straight			
Inhaled on the way down and exhaled on the way up			

### Incline Dumbbell Bench Press

Critical feature	Set 1	Set 2	Set 3
Back and bottom was in contact with bench throughout set.			
Arms formed an L shape			
Feet were in contact with floor throughout set			

Did not bounce bar off chest			
Fully extended arms on the press			
Wrists were straight			
Breathed on the way down and exhaled on the way up			

Decline Dumbbell Bench Press

Critical feature	Set 1	Set 2	Set 3
Back and bottom was in contact with bench throughout set.			
Arms formed an L shape			
Feet were in contact with floor throughout set			
Did not bounce bar off chest			
Fully extended arms on the press			
Wrists were straight			
Breathed on the way down and exhaled on the way up			

### Assessment Sheet # 3 Part 1 Barbell Parallel Squat

**Directions:** Each one of you will have an assessment sheet that checks your form for every chest exercise. One of your partners will be spotting you while another one checks your form. Choose one of your partners to check your form while you perform the barbell parallel squat. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they did not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor.

**Observer:** some possible, appropriate feedback:

- Nice feet placement
- Nice job coming to full extension
- Way to keep the bar steady on the way up and down.
- Way to keep your back straight

**Performer:** cues to remember.

- A.) keep a back straight
- B.) feet shoulder width apart
- C.) heels planted on floor throughout lift
- D.) squat until you reach a 90% angle or until legs are parallel to floor
- E.) keep bar stable
- F.) knees do not exceed toes

**Spotter:** cues to remember.

- A.) Always keep your eyes on performer
- B.) Place hands on waist
- C.) Stand in back of rack and performer

Critical feature	Set 1	Set 2	Set 3
Back was straight throughout lift			
Feet were shoulder width apart			
Knees did not exceed toes			
Legs formed a 90% angle or were parallel to floor			
Bar was stable throughout lift			
Heels did not come up from floor			
Inhaled on the way down and exhaled on the way up			
Keep head up			
Performed 10-12 reps			

## Assessment Sheet Part 2 Leg Extension

**Directions:** Each one of you will have an assessment sheet that checks your form for every chest exercise. One of your partners will be spotting you while another one checks your form. Choose one of your partners to check your form while you perform the leg extension. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they did not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor.

**Observer:** some possible, appropriate feedback:

Nice job coming to full extension

Way to keep the weight steady on the way up and down

Way to keep your back straight

**Performer:** cues to remember.

A.) Gluteus flat on bench.

B.) Slow controlled motions

C.) No momentum

D.) Hands holding on to handles

**Spotter:** (no spotter)

Critical feature	Set 1	Set 2	Set 3
Back was straight throughout lift			
Did not use momentum			
Legs came up to full extension			
Gluteus did not lift off the bench			
Hands were holding on to handles			
Inhaled on the way up and exhaled on the way down			
Performed 10-12 reps			



**Assessment Sheet # 3 Part 3**  
**Leg Curl**

**Directions:** Each one of you will have an assessment sheet that checks your form for every chest exercise. One of your partners will be spotting you while another one checks your form. Choose one of your partners to check your form while you perform the leg curl. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they did not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor.

**Observer:** some possible, appropriate feedback:

- Nice job coming to full extension
- Way to keep the weight steady on the way up and down
- Way to keep your body on the bench

**Performer:** cues to remember.

- A.) Gluteus flat on bench.
- B.) Slow controlled motions
- C.) No momentum
- D.) Hands holding on to handles

**Spotter:** (no spotter)

Critical feature	Set 1	Set 2	Set 3
Hands were holding on to handles			
Did not use momentum to lift weights			
Legs flex at top of exercise			
Stomach is flat on bench			
Inhaled on the way up and exhaled on the way down			
Performed 10-12 reps			

**Assessment Sheet # 4 Part 1  
Dumbbell Parallel Squat**

**Directions:** Each one of you will have an assessment sheet that checks your form for every chest exercise. One of your partners will be spotting you while another one checks your form. Choose one of your partners to check your form while you perform the dumbbell parallel squat. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they did not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor.

**Observer:** some possible, appropriate feedback:

- Nice feet placement
- Nice job coming to full extension on the way up
- Way to keep the dumbbells stable
- Way to keep your back straight

**Performer:** cues to remember.

- A.) keep a back straight
- B.) Wide stance
- C.) Feet make a 90 % angle when coming down.
- D.) Dumbbells on side of body.
- E.) Knees do not exceed toes when squatting.

**Spotter:** cues to remember.

- A.) Always keep your eyes on performer
- B.) Place hands on waist
- C.) Stand in back of performer

Critical feature	Set 1	Set 2	Set 3
Back was straight throughout lift			
Keep head up			
Knees did not exceed toes			
Legs formed a 90% angle or were parallel to floor			
Dumbbells were stable during lifts			
Heels did not come up from floor			
Inhaled on the way down and exhaled on the way up			
Performed 10-12 reps			

**Assessment Sheet # 4 Part 2**

## Barbell Lunge

**Directions:** Each one of you will have an assessment sheet that checks your form for every chest exercise. One of your partners will be spotting you while another one checks your form. Choose one of your partners to check your form while you perform the barbell lunge. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they did not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor.

**Observer:** some possible, appropriate feedback:

Nice feet placement

Nice job coming to full extension

Way to keep the bar steady on the way up and down.

Way to keep your back straight

**Performer:** cues to remember.

A.) keep a back straight

B.) arms holding on to bar

C.) knee does not exceed toes

D.) lunge until you reach a 90° angle or until leg is parallel to floor

E.) keep bar stable

**Spotter:** cues to remember.

D.) Always keep your eyes on performer

E.) Place hands on waist

F.) Stand in back of rack and performer

Critical feature	Set 1	Set 2	Set 3
Back was straight throughout lift			
Keep head up			
Knees did not exceed toes			
Legs formed a 90° angle or were parallel to floor			
Bar was stable throughout lift			
Inhale on the way down and exhale on the way up			
Performed 10-12 reps			

### Assessment Sheet # 4 Part 3 Dumbbell Lung

**Directions:** Each one of you will have an assessment sheet that checks your form for every chest exercise. One of your partners will be spotting you while another one checks your form. Choose one of your partners to check your form while you perform the dumbbell lung. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they did not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor.

**Observer:** some possible, appropriate feedback:

- Nice feet placement
- Nice job coming to full extension on the way up
- Way to keep the dumbbells stable
- Way to keep your back straight

**Performer:** cues to remember.

- A.) Keep a back straight
- B.) Normal stance
- C.) Leg makes a 90 % angle when coming down.
- D.) Dumbbells on side of body.
- E.) Knees do not exceed toes when squatting.
- F.) One leg at a time

**Spotter:** cues to remember.

- G.) Always keep your eyes on performer
- H.) Place hands on waist
- I.) Stand in back of performer

Critical feature	Set 1	Set 2	Set 3
Back was straight throughout lift			
Keep head up			
Knees did not exceed toes			
Legs formed a 90% angle or were parallel to floor			
Dumbbells were stable during lifts			
Heels did not come up from floor			
Inhaled on the way down and exhaled on the way up			
Performed 10-12 reps			

## Assessment Sheet #5 Upper Back

**Directions:** Each one of you will have an assessment sheet that checks your form for every upper back exercise. One of your partners will be spotting you while another one checks your form. Choose one of your partners to check your form while you perform the lat pull down, pull up, and bent over row exercises. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they do not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor.

**Observer/ Performer:** cues to remember.

- A.) Lat pull downs
  - A.) Wide grip
  - B.) Knees under knee bar
  - C.) Pull down behind neck
  - D.) Watch your head when pulling down
- B.) Pull-ups
  - A.) Hands face away from your body
  - B.) Cross feet
  - C.) Chin goes above bar
  - D.) No kicking
- C.) Bent over rows
  - A.) Wide and stable base
  - B.) Hands shoulder width apart
  - C.) Bent knees

Observer: Always be positive, NO PUT DOWNS!!!

**Spotter:** cues to remember.

- A.) Always keep your eyes on performer
- B.) Place hands under bar but do not touch bar
- C.) Stand in back of rack

### Lat Pull Downs

Critical feature	Set 1	Set 2	Set 3
Wide grip			
Knees under knee bar			
Pull down behind neck			
Watch your head when pulling down			

### Pull Ups

Critical feature	Set 1	Set 2	Set 3
Hands face away from your body			
Cross feet			
Chin goes above bar			
No kicking			

### Bent over Rows

Critical feature	Set 1	Set 2	Set 3
Wide and stable base			
Hands shoulder width apart			
Bent knees			

**Assessment Sheet #6  
Lower Back**

**Directions:** Each one of you will have an assessment sheet that checks your form for every lower back exercise. One of your partners will be spotting you while another one checks your form. Choose one of your partners to check your form while you perform the sitting row, power clean, dead lift, and back extension exercises. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they do not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor.

**Observer/ Performer:** cues to remember.

- A.) Sitting Rows
  - A. Feet firmly placed on foot board
  - B. Lean back as you pull with your arms
  - C. Let your knees extend from the bended position when pulling back
  - D. Maintain a moderate controlled tempo
- B.) Power Clean
  - A. Wide, and stable base
  - B. Hands shoulder width apart, or a little more
  - C. Use all of your muscles, to take stain off your back
  - D. Remember be explosive!!!
- C.) Dead Lift
  - A. Wide, and stable base
  - B. Hand shoulder width apart
  - C. Bend at waist
  - D. Don't lock knees
- D.) Back extensions
  - A. Maintain a moderate, controlled tempo
  - B. Hands across shoulders
  - C. Toes pointing to the ground

Observer: Always be positive, NO PUT DOWNS!!!

**Spotter:** cues to remember.

- A.) Always keep your eyes on performer
- B.) Place hands under bar but do not touch bar
- C.) Stand in back of rack

Sitting Rows

Critical feature	Set 1	Set 2	Set 3
Feet firmly placed on foot board			

Lean back as you pull with your arms			
Let your knees extend from the bended position when pulling back			
Maintain a moderate controlled tempo			

#### Power Clean

Critical feature	Set 1	Set 2	Set 3
Wide, and stable base			
Hands shoulder width apart, or a little more			
Use all of your muscles, to take strain off your back			
Remember be explosive!!!			

#### Dead Lift

Critical feature	Set 1	Set 2	Set 3
Wide, and stable base			
Hand shoulder width apart			
Bend at waist			
Don't lock knees			

#### Back Extensions

Critical feature	Set 1	Set 2	Set 3
Maintain a moderate, controlled tempo			
Hands across shoulders			
Toes pointing to the ground			



## Assessment Sheet #7 Bicep Curls

**Directions:** Each one of you will have an assessment sheet that checks your form for every chest exercise. One of your partners will be spotting you while another one checks your form. Choose one of your partners to check your form while you perform the flat, incline, and decline barbell bench press. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they do not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor.

**Observer:** some possible, appropriate feedback:

Way to keep you back straight.

Nice job coming to full extension.

Way to keep the bar steady on the way up and down.

Great job staying in control.

**Performer:** cues to remember.

Dumbbell/ Barbell Curls:

- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Inner Bicep Curls:

- Wide grip w/ elbows close to body.
- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Outer Bicep Curls:

- Grip w/ hands close together
- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

**Spotter:** cues to remember.

- A.) Always keep your eyes on performer
- B.) Place hands under bar but do not touch bar
- C.) Stand in back of rack

### Dumbbell Curl

Critical feature	Set 1	Set 2	Set 3
Don't use your back			
Slow and controlled movement			
Flex the muscle during muscle contractions			

Let muscles extend fully			
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### Barbell Curl

Critical feature	Set 1	Set 2	Set 3
Don't use your back			
Slow and controlled movement			
Flex the muscle during muscle contractions			
Let muscles extend fully			

### Inner Bicep Curl

Critical feature	Set 1	Set 2	Set 3
Wide grip w/ elbows close to body			
Don't use your back			
Slow and controlled movement			
Flex the muscle during muscle contractions			
Let muscles extend fully			

### Outer Bicep Curl

Critical feature	Set 1	Set 2	Set 3
Grip w/ hands close together			
Don't use your back			
Slow and controlled movement			
Flex the muscle during muscle contractions			
Let muscles extend fully			

## Assessment Sheet #8 Triceps

**Directions:** Each one of you will have an assessment sheet that checks your form for every Triceps exercise. Your partner will be spotting you and checking your form. Once you have finished one lift switch with your partner and allow him/her to perform the lift. Do this for the skull crusher, dips and the close grip bench press. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they do not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor.

**Observer/ Performer:** cues to remember.

A) Skull Crushers:

- Flat on back
- Body controlled and balanced
- Elbows in, parallel with body
- Flex the muscle during muscle contractions
- Let muscles extend fully

B) Dips:

- Slow and controlled movement
- Arms parallel with body
- Keep legs straight and fully extended
- Flex the muscle during muscle contractions
- Let muscles extend fully

C) Close Grip Bench Press:

- Back flat on bench
- Hands gripped closely together
- Slow controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Observer: Always be positive, NO PUT DOWNS!!!

**Spotter:** cues to remember.

- A.) Always keep your eyes on performer
- B.) Place hands under bar but do not touch bar
- C.) Always be ready to assist your partner

### Skull Crushers

Critical feature	Set 1	Set 2	Set 3
Lifter is flat on back and in proper position to receive weight			
Elbows are parallel with body			
Controlled lift bringing weight to or near forehead			
Controlled lift as weight is returned to starting position and arms are fully extended			

### Dips

Critical feature	Set 1	Set 2	Set 3
Student is in comfortable starting position with hands positioned correctly to the side and close to buttocks			
As student moves away from bench legs are straight out parallel to each other with heels on floor toes pointed upward			
Controlled movement as student lowers body towards the floor.			
Controlled movement as student returns to starting position			
Arms are fully extended in starting position			

### Close grip bench press

Critical feature	Set 1	Set 2	Set 3
Back is flat on the bench			
Hands are together or close together comfortably on the bar			
Student fully extends weight above chest			
Lowers weight slowly and controlled to or near to chest			
Student returns weight to starting position with arms fully extended			

## Assessment Sheet #8 Triceps

**Directions:** Each one of you will have an assessment sheet that checks your form for every Triceps exercise. Your partner will be spotting you and checking your form. Once you have finished one lift switch with your partner and allow him/her to perform the lift. Do this for the skull crusher, dips and the close grip bench press. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they do not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor.

**Observer/ Performer:** cues to remember.

A) Skull Crushers:

- Flat on back
- Body controlled and balanced
- Elbows in, parallel with body
- Flex the muscle during muscle contractions
- Let muscles extend fully

B) Dips:

- Slow and controlled movement
- Arms parallel with body
- Keep legs straight and fully extended
- Flex the muscle during muscle contractions
- Let muscles extend fully

C) Close Grip Bench Press:

- Back flat on bench
- Hands gripped closely together
- Slow controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Observer: Always be positive, NO PUT DOWNS!!!

**Spotter:** cues to remember.

- A.) Always keep your eyes on performer
- B.) Place hands under bar but do not touch bar
- C.) Always be ready to assist your partner

### Skull Crushers

Critical feature	Set 1	Set 2	Set 3
Lifter is flat on back and in proper position to receive weight			
Elbows are parallel with body			
Controlled lift bringing weight to or near forehead			
Controlled lift as weight is returned to starting position and arms are fully extended			

### Dips

Critical feature	Set 1	Set 2	Set 3
Student is in comfortable starting position with hands positioned correctly to the side and close to buttocks			
As student moves away from bench legs are straight out parallel to each other with heels on floor toes pointed upward			
Controlled movement as student lowers body towards the floor.			
Controlled movement as student returns to starting position			
Arms are fully extended in starting position			

### Close grip bench press

Critical feature	Set 1	Set 2	Set 3
Back is flat on the bench			
Hands are together or close together comfortably on the bar			
Student fully extends weight above chest			
Lowers weight slowly and controlled to or near to chest			
Student returns weight to starting position with arms fully extended			

## Assessment Sheet #9 Triceps

**Directions:** Each one of you will have an assessment sheet that checks your form for every Triceps exercise. Your partner will be spotting you and checking your form. Once you have finished one lift switch with your partner and allow him/her to perform the lift. Do this for the skull crusher, dips and the close grip bench press. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they do not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor.

**Observer/ Performer:** cues to remember.

A) Skull Crushers:

- Flat on back
- Body controlled and balanced
- Elbows in, parallel with body
- Flex the muscle during muscle contractions
- Let muscles extend fully

B) Dips:

- Slow and controlled movement
- Arms parallel with body
- Keep legs straight and fully extended
- Flex the muscle during muscle contractions
- Let muscles extend fully

C) Close Grip Bench Press:

- Back flat on bench
- Hands gripped closely together
- Slow controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully

Observer: Always be positive, NO PUT DOWNS!!!

**Spotter:** cues to remember.

- A.) Always keep your eyes on performer
- B.) Place hands under bar but do not touch bar
- C.) Always be ready to assist your partner

### Skull Crushers

Critical feature	Set 1	Set 2	Set 3
Lifter is flat on back and in proper position to receive weight			
Elbows are parallel with body			
Controlled lift bringing weight to or near forehead			
Controlled lift as weight is returned to starting position and arms are fully extended			

### Dips

Critical feature	Set 1	Set 2	Set 3
Student is in comfortable starting position with hands positioned correctly to the side and close to buttocks			
As student moves away from bench legs are straight out parallel to each other with heels on floor toes pointed upward			
Controlled movement as student lowers body towards the floor.			
Controlled movement as student returns to starting position			
Arms are fully extended in starting position			

### Close grip bench press

Critical feature	Set 1	Set 2	Set 3
Back is flat on the bench			
Hands are together or close together comfortably on the bar			
Student fully extends weight above chest			
Lowers weight slowly and controlled to or near to chest			
Student returns weight to starting position with arms fully extended			



## **Assessment Sheet #10 Shoulders**

**Directions:** Each one of you will have an assessment sheet that checks your form for every Shoulders exercise. Your partner will be spotting you and checking your form. Once you have finished one lift switch with your partner and allow him/her to perform the lift. Do this for the seated military press, shoulder shrugs and front shoulder raises. Whoever is assessing should give feedback to the lifter on his/her technique after every set. If they do not perform it correctly explain to him/her why he/she did not perform the lift correctly. Don't just mark on his/her sheet if they did not do the lift correctly. You will perform each exercise for three sets of 10-12 reps before moving on to the next exercise. This is not a race; perform at your own pace. It is o.k. if it takes you longer to master the form. If you need help ask the instructor.

**Observer/ Performer:** cues to remember.

### A. Seated Military Press

- Back straight and against back of seat bench or chair.
- Arms bent at 90 degree angle holding dumbbells close to shoulders.
- Weights are lifted straight above head until arms are fully extended.
- Flex muscle during muscle contraction.
- Slowly lower weights down to starting point.

### B. Shoulder Shrugs

- Stand up straight with straight back.
- Arms straight down at sides.
- Firm tight grip on dumbbells.
- Arms still straight at side as you shrug shoulders straight upward.
- Flex muscle during muscle contraction.
- Slowly lower weights down to starting point.

### C. Front shoulder raises

- Stand straight up with a straight back slightly bending the knees.
- Palm in neutral position in front of body.
- Arms stay straight as you lift dumb bell straight out and up.
- Only one dumb bell at a time.
- Flex muscle during muscle contraction
- Slowly lower weights down to starting position.

Observer: Always be positive, NO PUT DOWNS!!!

**Spotter:** cues to remember.

- A.) Always keep your eyes on performer
- B.) Place hands under bar but do not touch bar
- C.) Always be ready to assist your partner

#### Seated Military Press

Critical feature	Set 1	Set 2	Set 3
Lifters back is straight and against seated bench			
Dumbbells are in correct starting form near shoulders with arms bent at 90 degree angle			
Controlled lift pressing dumbbells up directly over head			
Controlled lift as dumbbells are returned to starting position			

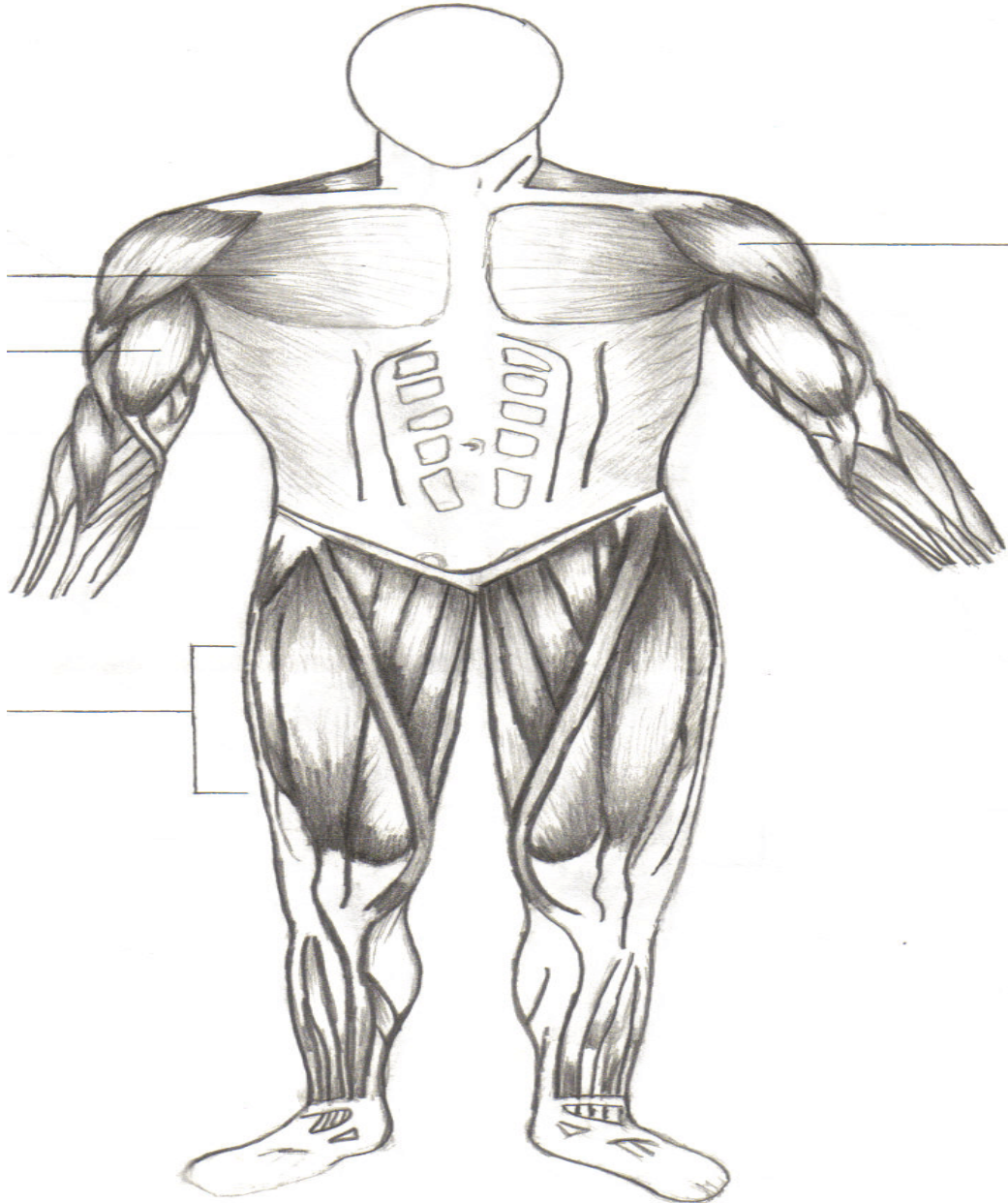
#### Shoulder Shrugs

Critical feature	Set 1	Set 2	Set 3
Student is in upright position or seated in seated bench with back straight			
Student has firm grip of dumbbells holding them in the correct starting position with arms close to body			
Student shrugs shoulders directly upward without rolling shoulders to the front or the back			
Student returns weight slowly back to starting position with arms still close to the body			

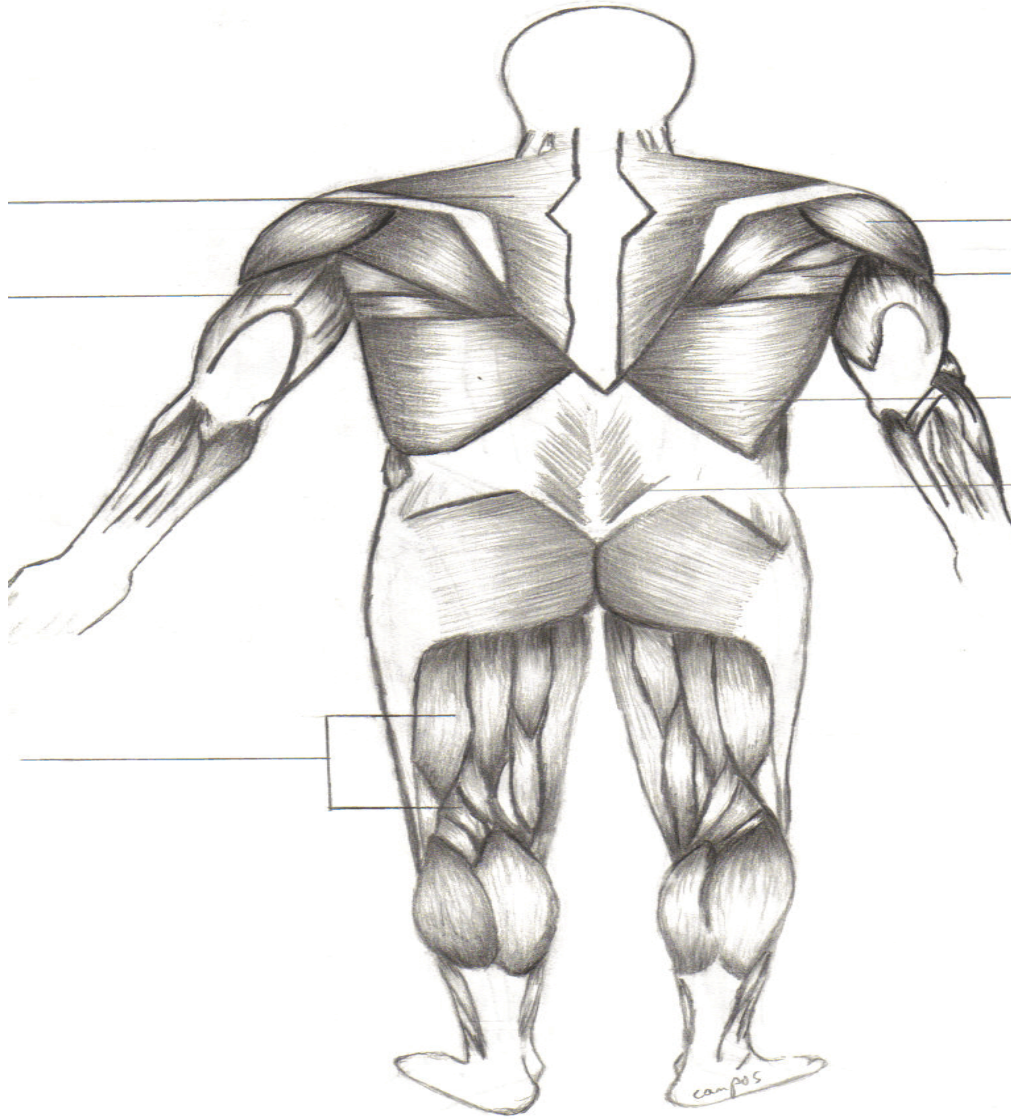
#### Front shoulder raises

Critical feature	Set 1	Set 2	Set 3
Student is upright with back straight			
Student is in correct starting position with dumbbells towards the front of the thighs			
Student fully extends dumbbells one at a time straight out and up to shoulder level			
Student lowers dumbbells slowly back to starting position			

Quiz



Quiz



NAME \_\_\_\_\_

**New Lifts Sheet  
Additions to My Personalized Plan  
Assessment #12**

Instructions:

Use this sheet to write down new lifts that you will incorporate into your personalized weight training program. There will be days when you are required to add a new lift into your plan, but you can use this sheet daily to add new lifts.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

**Have you found any lifts from any other resources? If so which ones will you use?**

## Weight Room Quiz

### True or False

- 1). You don't have to use collars when performing bicep curls. **T F**
- 2). Always face the letters on free weight towards you. **T F**
- 3). Jump in on someone's exercise equipment when ever you feel like it. **T F**

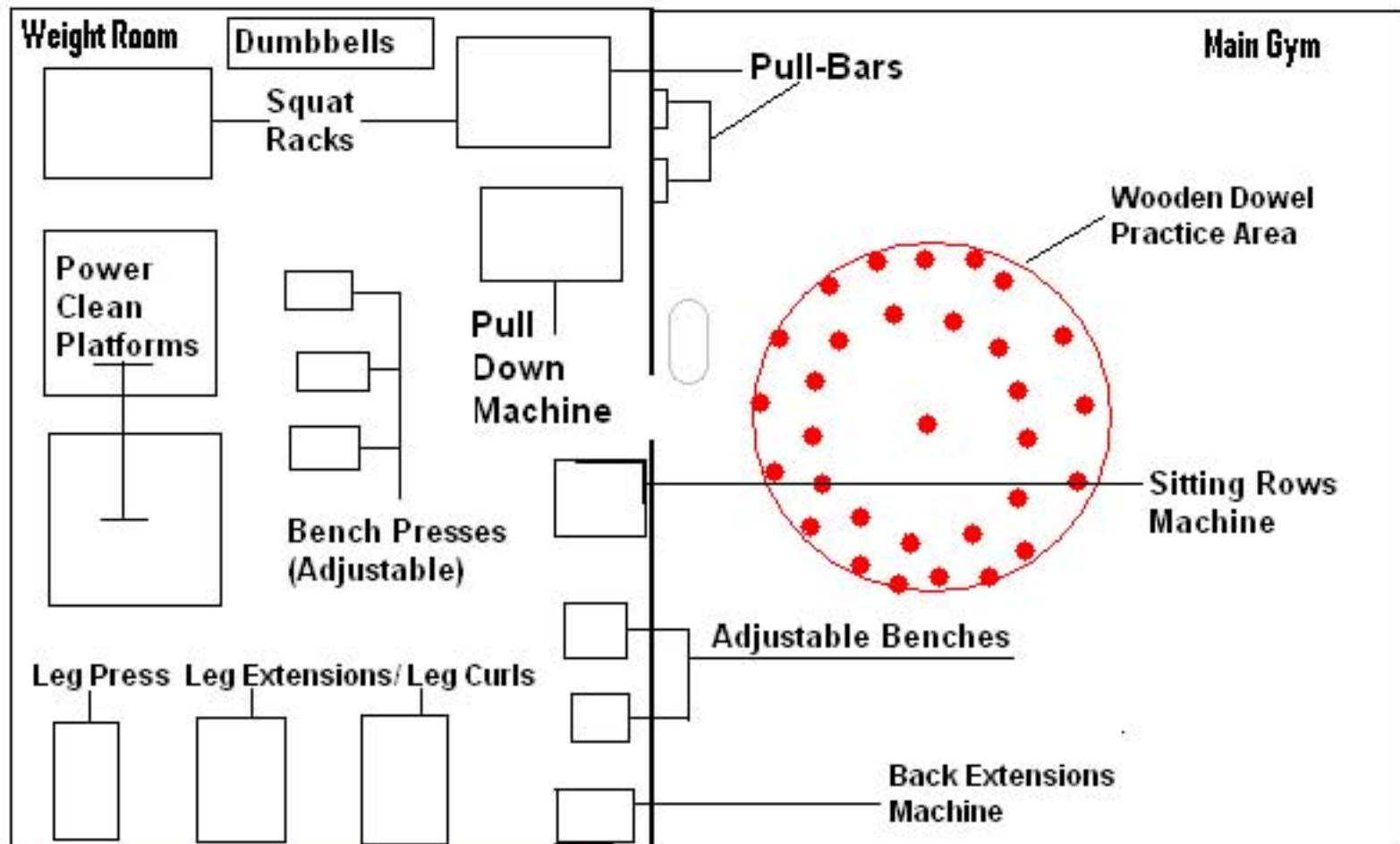
### Fill in the blanks

- 4). Always have a \_\_\_\_\_ when performing any press.
- 5). The most important thing remember in the weight room is \_\_\_\_\_.

## **Task Cards**

Set up these task cards in a task card circuit. The task cards should be placed on the equipment that will be used for each specific task. Tasks that don't require weight room equipment will be done outside the weight room, in the main gym. Be sure to place the corresponding skills charts next to the task stations. Depending on the day's lesson, different task cards, and different formats of following the circuit will be used. You can find diagrams of each task circuit with each lesson plan that utilizes task cards. You can find the same diagrams in the Resources section, and also before each set of task cards.

**Figure 1: Gym Setup**



**Key**

-  Weights
-  Chair area
-  Wooden Dowels



# **Chest Task # 1**

## **Presses using dowel**

**Perform 10 pushups, then do 20 reps with the wooden dowel on the bench. Rest a minute then do as many crunches as you can.**

**Move on to task# 2**



## **Chest Task # 2**

### **Barbell**

**Perform 10 to 12 reps of flat barbell bench press with the weight of your choice. Perform 2 to 3 sets of each exercise. Remember to always choose appropriate poundage. If you can not execute the lift correctly, the weight might be to heavy.**

**For cues, look at the barbell skill chart.**

**Move on to task # 3**



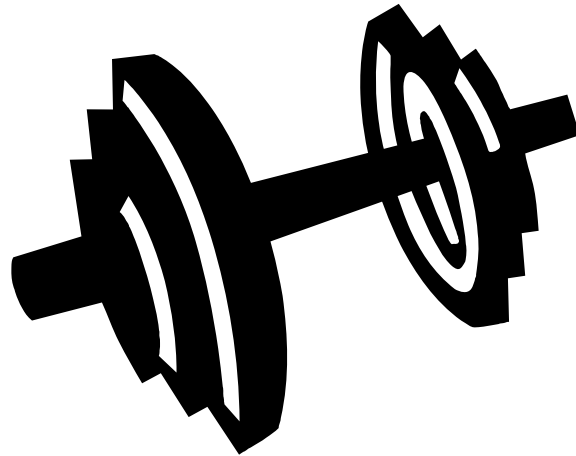
# **Chest Task # 3**

## **Dumbbell**

**Perform 12 to 15 dumbbell fly's with the weight of your choice. Remember to always choose appropriate poundage. If you can not execute the lift correctly, the weight might be to heavy.**

**For cues, look at the dumbbell skill chart.**

**Move on to task # 4**



## **Chest Task # 4**

### **Barbell**

**Perform 6 to 8 reps flat barbell bench press with the weight of your choice. Rest 1 minute then perform either an incline or decline barbell press with the weight of your choice. Perform 3 to 4 sets of each exercise.**

**For cues, look at the barbell & dumbbell skill chart.**

**You can change up the order of this circuit by simply performing the decline or incline press before the flat bench press.**

**Move on to task # 5**



## **Chest Task # 5**

### **Barbell & Dumbbell**

**Perform 4 to 6 reps of flat barbell bench press with the weight of your choice. Rest a 1 minute then perform the incline bench press with the weight of you choice. Rest 1 minute then perform 6 to 8 reps of decline bench press. Perform 3 to 4 sets of each exercise.**

**For cues, look at the barbell & dumbbell skill chart.**

**Move on to task # 6**



# **Chest & Leg Task # 6**

## **Bench & Squat**

### **Advanced A.**

**Perform 1 set of flat, incline or decline barbell bench press with the weight of your choice. Rest 1 minute then perform 1 set of barbell squats with the weight of your choice. Rest 2 minutes then do again. Do this three times.**

**For cues, look at bench & squat skill charts.**

**Move on to Task # 7**



# **Leg Task # 7**

## **Squats Using Wooden Dowels**

**Perform 25 squats with the wooden dowels, rest a minute then do lunges with each leg.**

**For cues, look at the squat skill chart.**

**Move on to task # 8**



# **Chest & Leg Task # 8**

## **Barbell Bench & Dumbbell Squat.**

### **Advanced C.**

**Perform one set of flat barbell bench press, rest one minute then perform one set of dumbbell parallel squat. Rest another minute then perform one set of leg extensions. You have the choice to go heavy or light on each exercise.**

**If you go heavy perform 2 to 3 sets for each exercise.**

**If you go light perform 3 to 4 sets for each exercise.**

**Move on to the task card # 9**





# **Chest & Back Task # 9**

## **Barbell Bench Press & Lat pull-down**

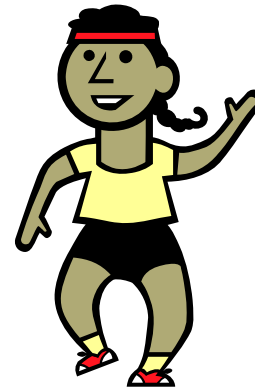
### **Advanced B.**

**Perform 15 to 20 flat bench presses with very light weight. Rest 45 seconds then perform 12 to 15 lat pull-downs. Rest 2 minutes and start all over. Do 4 sets of each exercise.**

**Reduce resting time to make it more difficult.**

**For cues, look at barbell bench press & lat pull-down skill charts.**

**Move to task # 10**



# **Leg Task # 10**

## **Barbell**

**Perform 10 to 12 reps of barbell squats with the weight of your choice. Rest 30 seconds and then do as many crunches as you can. Do 2 to 3 sets.**

**For cues, look at the barbell squat skill chart.**

**Move on to task # 11**



# **Leg Task # 11**

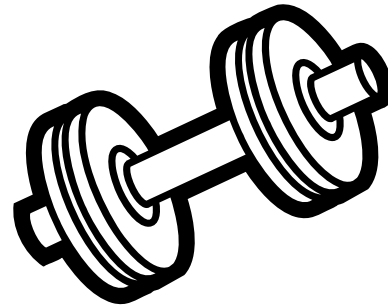
## **Dumbbell Squats**

**Perform 12 to 15 reps of dumbbell squats with the weight of your choice.**

**Add a couple of sets of leg extensions or leg curls, to make this task more difficult.**

**For cues, look at the dumbbell squat skill chart.**

**Move on to task # 12**



# **Leg Task # 12**

## **Leg Extension**

**Perform 10 to 12 leg extensions, with the weight of your choice.**

**For cues, leg extension skill chart.**

**Move on to task # 13**



# **Leg Task # 13**

## **Leg curl & Leg extension**

**Perform 12 to 15 reps of leg curls with the weight of your choice. Rest 1 minute then perform 10 to 12 reps of leg extensions with the weight of your choice. Rest another minute then perform 14 sit ups.**

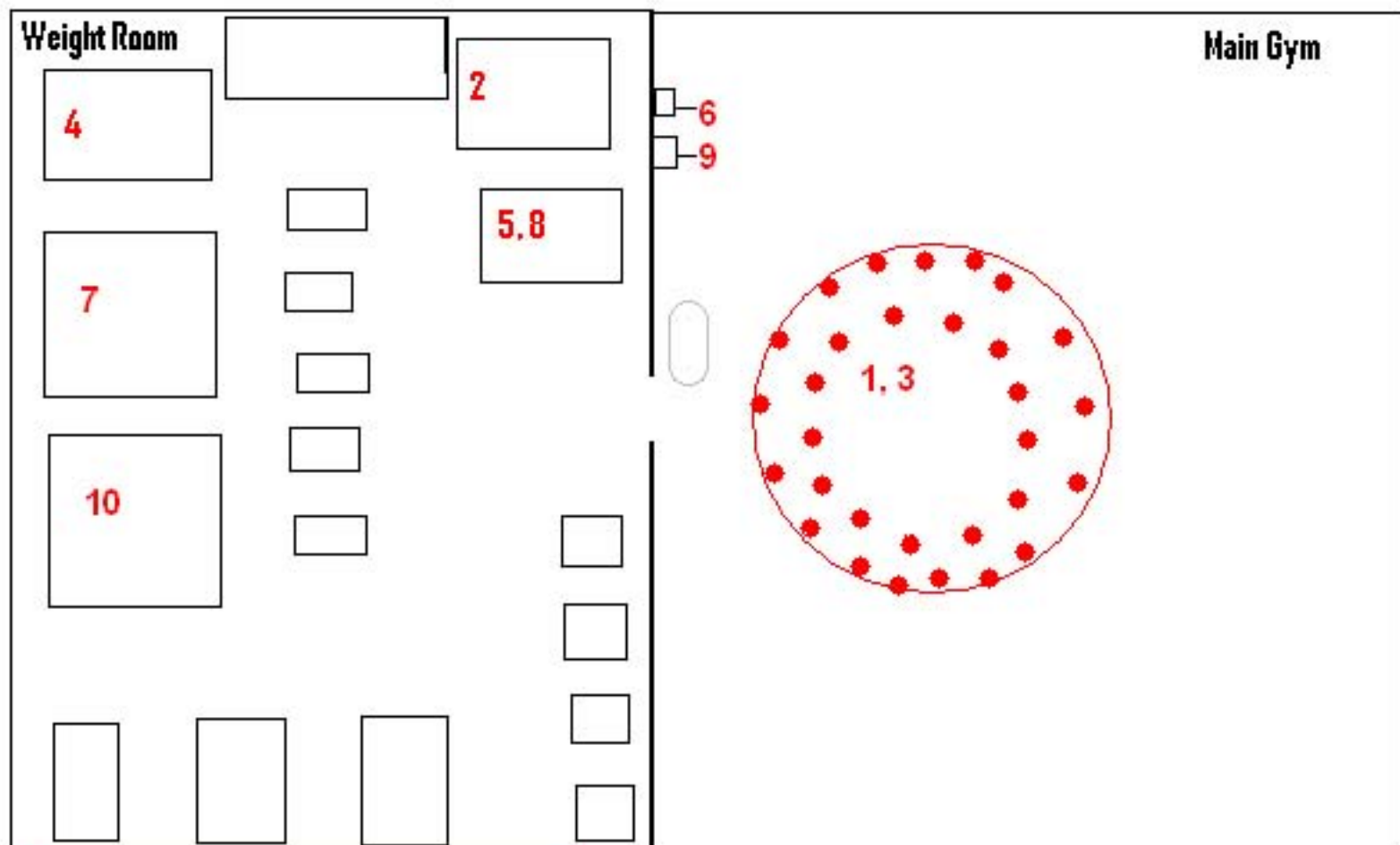
**Perform 3 to 4 sets each.**

**Add more weight and rest less to make this task more difficult.**

**Move on to the next task.**



Figure 4: Task card placement for back development task cards # 1-10



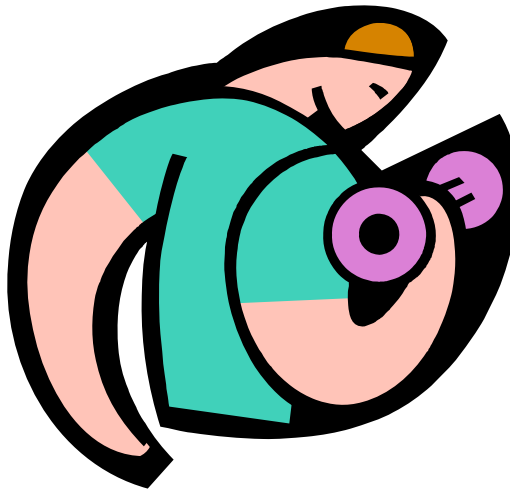
# **Back Development Task #1**

## **Lat Pulls**

**With a partner, Do 29 simulated lat pulls, using a wooden dowel. After you do 29, then do 12 push-ups.**

**For cues, look at the lat pulls skill chart.**

**Move on to task #2**



## **Back Development Task #2**

### **Pull-ups**

**Do 11 partner assisted pull-ups in a row. When you are done with your partner assisted pull-ups, do 13 crunches. If you are waiting for the pull-up bar, do jumping jacks until it is your turn.**

**For cues, look at the pull-up skill chart.**

**Move on to task #3**





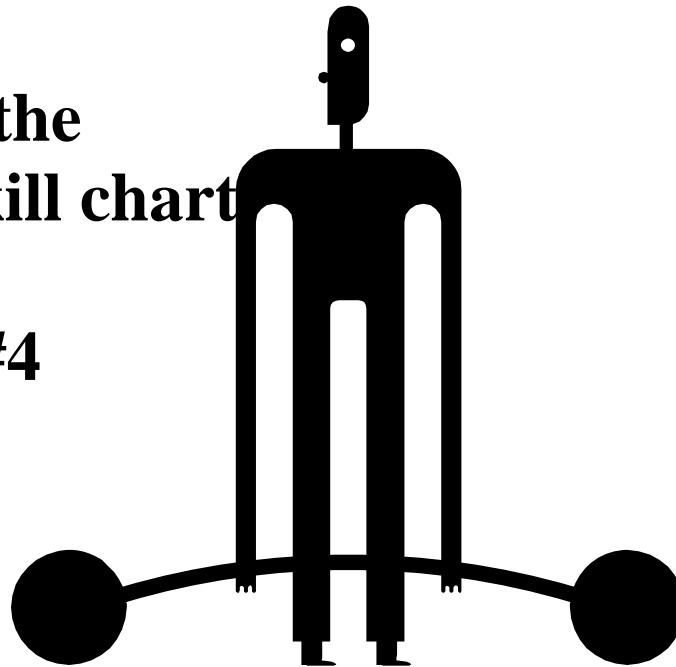
## **Back Development Task #3**

### **Bent Over Rows**

**Do 32 simulated bent over rows using a wooden dowel.  
When you are done doing 32 bent over rows, then do 23  
jumping jacks.**

**For cues, look at the  
bent over rows skill chart**

**Move on to task #4**

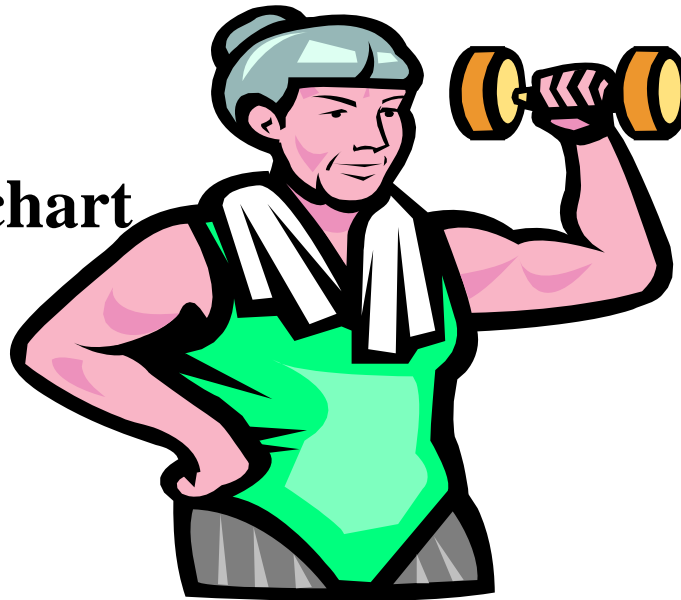


## **Back Development Task #4 Bent Over Rows**

**Do 3 sets of 9 reps of bent over rows, using dumbbells.  
You may choose how much weight you would like to use.  
When you are done, do 11 lunges using the weights that  
you have and move on to the next task.**

**For cues, look at the  
bent over rows skill chart**

**Move on to task #5**



## **Back Development Task #5**

### **Lat Pulls**

**Do 1 set of 6 lat pull downs, using a weight of your choice. When you are done, crab walk to the next station. If you are waiting for the pull down machine, than do push-ups, or sit-ups until it is your turn.**

**For cues, look at the lat pulls skill chart**

**Move on to task #6**



## **Back Development Task #6**

### **Pull-ups**

**Do as many un-assisted pull-ups as you can in 25 seconds. Have your partner watch the clock for you. After you do your max, do at least 5 partner assisted pull-ups. If you are waiting for the pull-up bar, do squats until it is your turn.**

**For cues, look at the pull-ups skill chart**

**Move on to task #7**



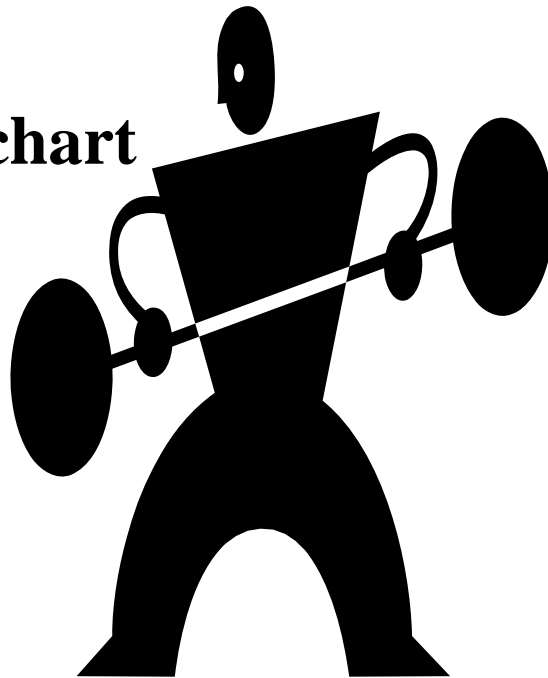
## **Back Development Task #7**

### **Bent Over Rows**

**Do 21 bent over rows using a barbell. When you have done 21 bent over rows, then do 12 push-ups.**

**For cues, look at the bent over rows skill chart**

**Move on to task #8**



## **Back Development Task #8**

### **Lat Pulls**

**See how much weight you can do while doing 1-3 repetitions on the pull down machine. When you are done, bear crawl to your next task. Do crunches if you are waiting for the machine.**

**For cues, look at the lat pulls skill chart**

**Move on to task #9**



## **Back Development Task #9**

### **Pull-ups**

**See how many pull ups you can do without assistance.  
When you are done, do 24 push-ups. If you are waiting to  
use the pull-up bar, do squats until it is your turn.**

**For cues, look at the  
pull-ups skill chart**

**Move on to task #10**



## **Back Development Task #10**

**See how much weight you can do 3 reps of bent over rows with. When you are done, begin free lifting using your personalized weight lifting plan.**

**For cues, look at the  
Bent over rows skill chart**

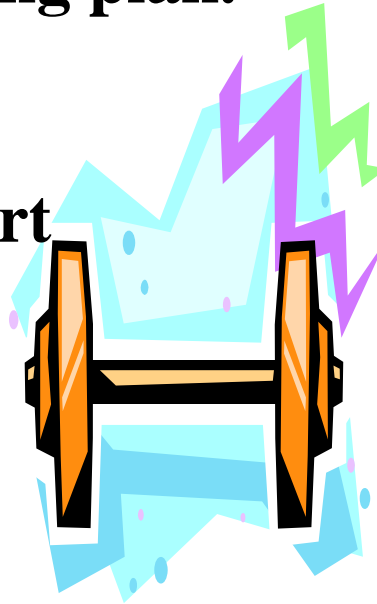
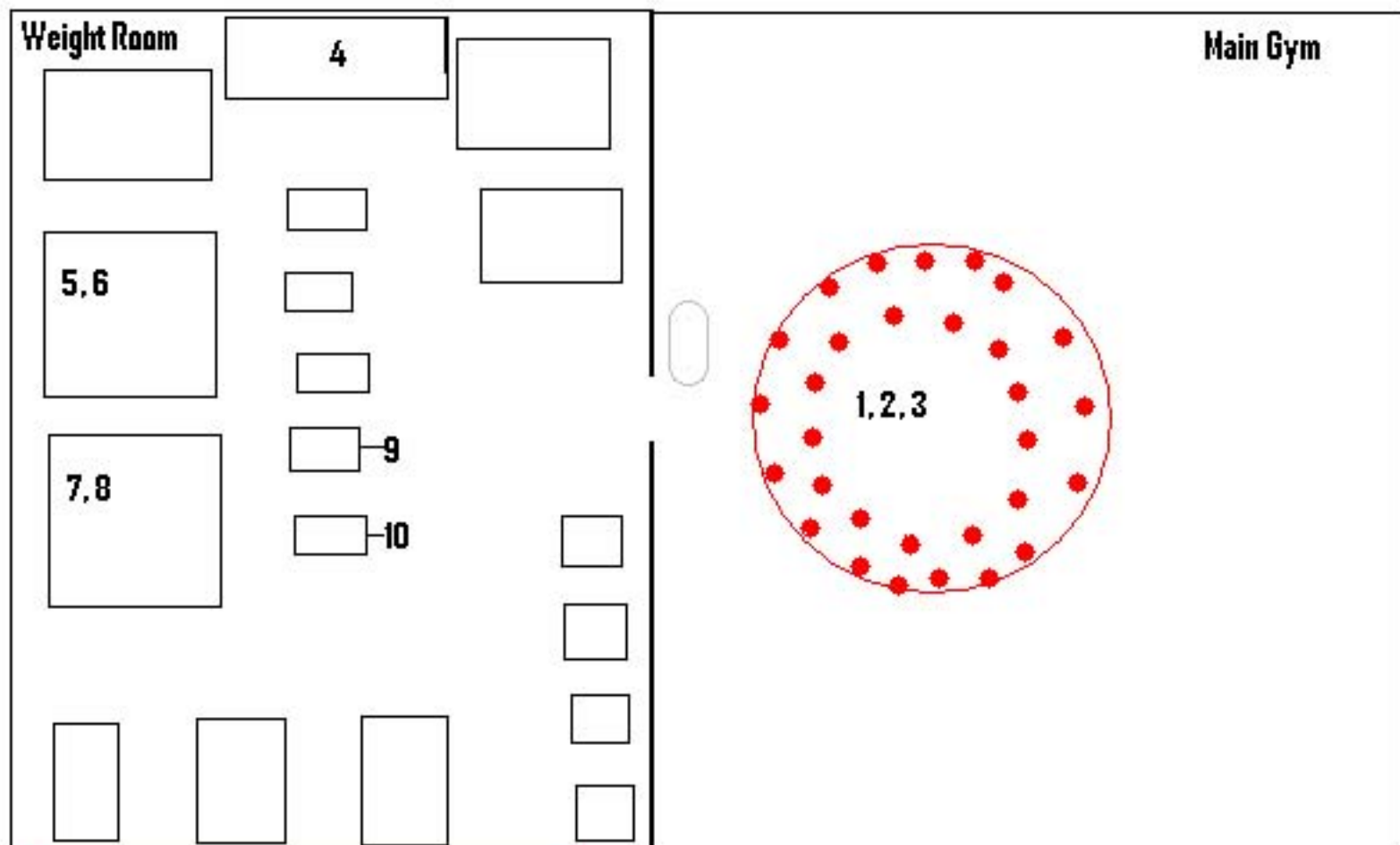




Figure 5: Task card placement for biceps task cards #1-10



# **Bicep Development Task #1**

## **Straight Bicep Curls**

**Do 12 simulated straight bicep curls using wooden dowels.  
When you are done, do 12 push-ups.**

**For cues, look at the  
straight bicep curls  
skill chart**

**Move on to task #2**



## **Bicep Development Task #2**

### **Inner Bicep Curls**

**Do 19 simulated inner bicep curls using wooden dowels.  
When you are done, do 18 crunches.**

**For cues, look at the  
inner bicep curls  
skill chart**

**Move on to task #3**



## **Bicep Development Task #3**

### **Outer Bicep Curls**

**Do 21 simulated outer bicep curls using a wooden dowel.  
When you are done, do 34 jumping jacks.**

**For cues, look at the  
outer bicep curls  
skill chart**

**Move on to task #4**



## **Bicep Development Task #4 Dumbbell Curls**

**Do 38 dumbbell curls, using 5-10 pound weights. When you are done do 47 lunges.**

**For cues, look at the  
dumbbell curls  
skill chart**

**Move on to task #5**



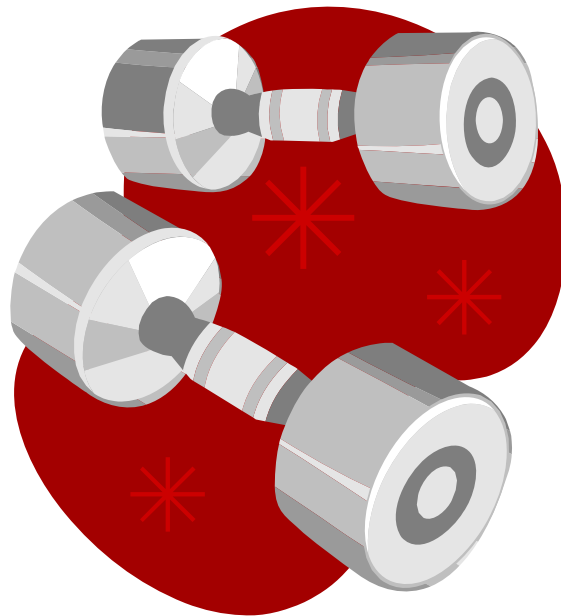
## **Bicep Development Task #5**

### **Straight Bicep Curls**

**Do 1 set of 21 reps of straight bicep curls using a curl bar with any amount of weight that you choose. When you are finished doing 21 reps, do 43 jumping jacks.**

**For cues, look at the straight bicep curls skill chart**

**Move on to task #6**



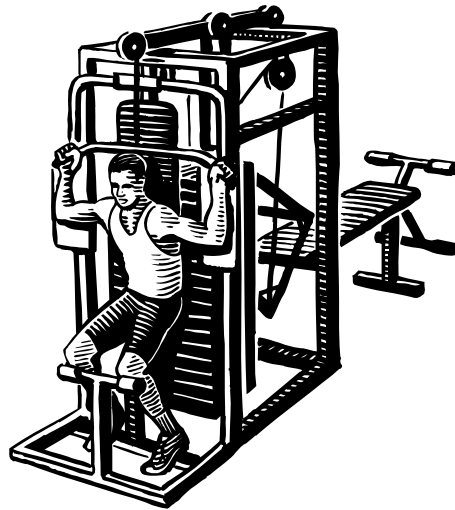
## **Bicep Development Task #6**

### **Straight Bicep Curls**

**Do 2 sets of 11 reps of straight bicep curls, using dumbbells of any weight that you choose. When you are done doing 2 sets of 11 reps, bear crawl to your next station.**

**For cues, look at the straight bicep curls skill chart**

**Move on to task #7**



## **Bicep Development Task #7**

### **Inner Bicep Curls**

**Do 1 set of 8 inner bicep curls, and 1 set of 8 outer bicep curls, using any amount of weight that you choose. When you are done doing the 2 sets of 8 reps, do 13 push-ups, and 13 crunches.**

**For cues, look at the inner bicep curls skill chart**



**Move on to task #8**



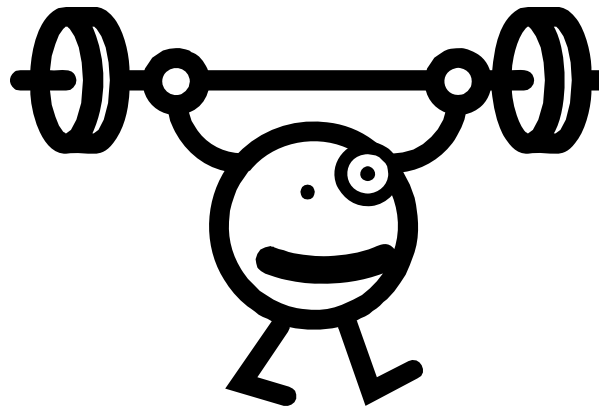
## **Bicep Development Task #8**

### **Straight Bicep Curls**

**Do 1 set of 8-10 reps of straight curls, with as much weight as you can do it with. When you are done, do 11 push-ups.**

**For cues, look at the straight bicep curls skill chart**

**Move on to task #9**



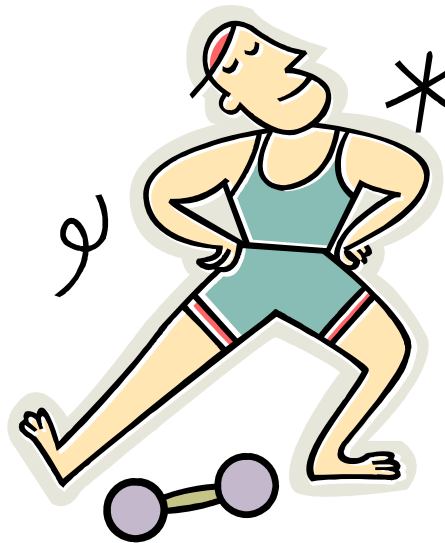
## **Bicep Development Task #9**

### **Inner Bicep Curls**

**Do 1 set of 8-10 reps of inner bicep curls, with as much weight as you can do it with. When you are done, do 9 push-ups.**

**For cues, look at the inner bicep curls skill chart**

**Move on to task #10**



## **Bicep Development Task #10**

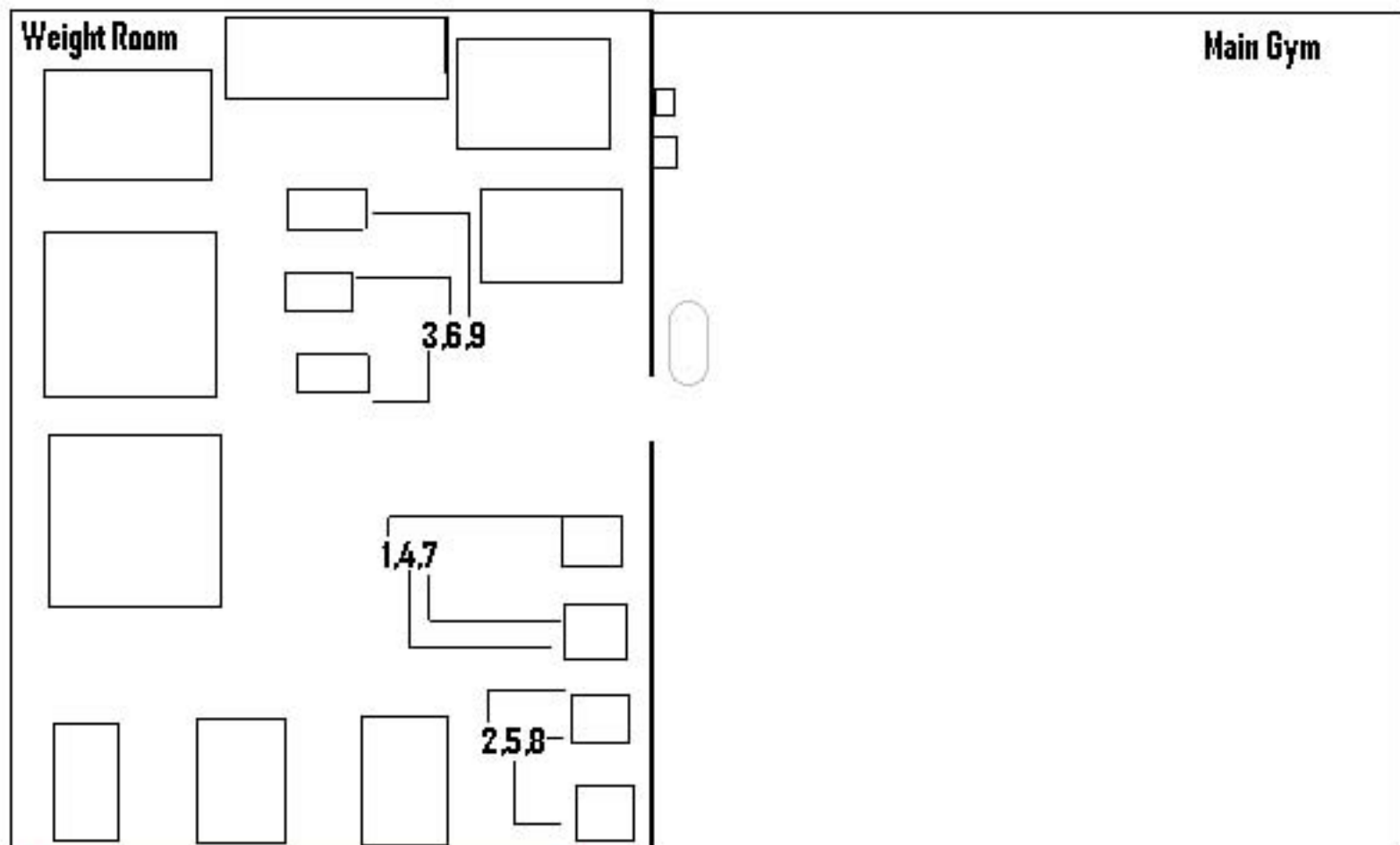
### **Outer Bicep Curls**

**Do 1 set of 8-10 reps of outer bicep curls, with as much weight as you can do it with. When you are done, do 21 push-ups and begin working on the lifts that are included in your personalized weight training program.**

**For cues, look at the outer bicep curls skill chart**



Figure 6: Task Card placement for triceps task cards # 1-9

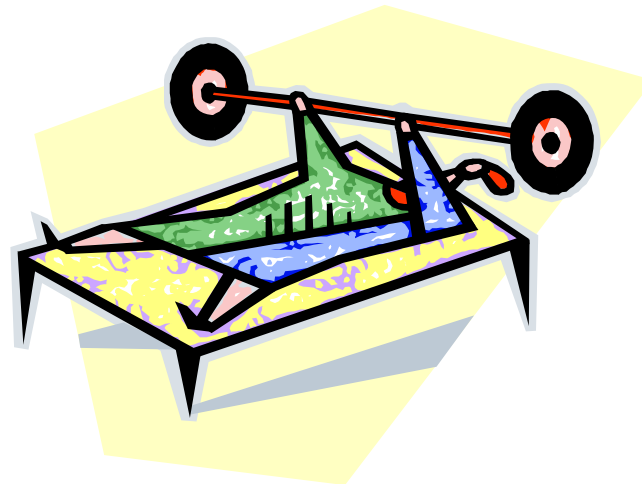


## **Triceps Task #1 Skull Crushers**

**With a partner do 25 simulated skull crushers each are using a wooden dowel. Afterwards do 10 push-ups.**

**For cues look at Skull Crushers skill chart.**

**Move on to task #2**

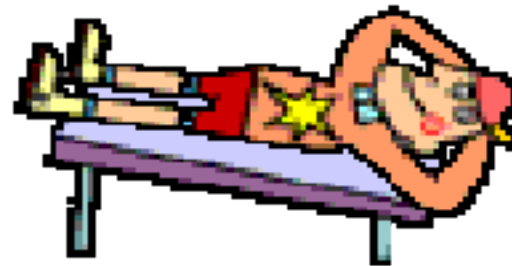


## **Triceps Task #2 Dips**

**With a partner do 2 sets of 10 dips. Afterwards do 20 crunches.**

**For cues look at the Dips skill chart.**

**Move on to Task #3**



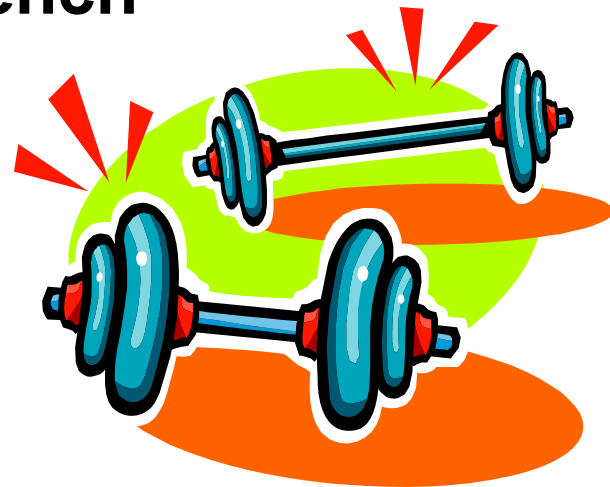
## **Triceps Task #3**

### **Close Grip Bench Press**

**With a partner do 20 simulated close grip bench presses using wooden dowels. Afterwards do 25 jumping jacks.**

**For cues look at Close Grip Bench Press skill chart.**

**Move on to task #4**



## **Triceps Task #4 Skull Crushers**

**Using curl bar with light or no weight do 2 sets of 10 skull crushers. Afterwards do 10 push ups.**

**For cues look at Skull Crushers skill chart.**

**Move on to task #5**





## **Triceps Task #5 Dips**

**With a partner do two sets of burn out dips.  
Afterwards do 25 crunches.**

**For cues look at Dips  
skill chart.**

**Move on to task #6**



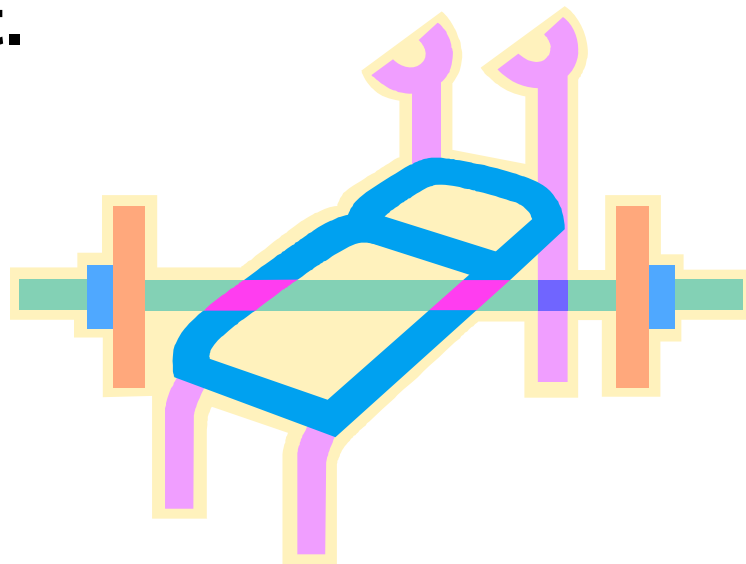
## **Triceps Task #6**

### **Close Grip Bench Press**

**Using bench press bar, do 2 sets of 10 using light or no weight. Afterwards do 10 push-ups.**

**For cues look at Close Grip Bench Press skill chart.**

**Move on to task#7**

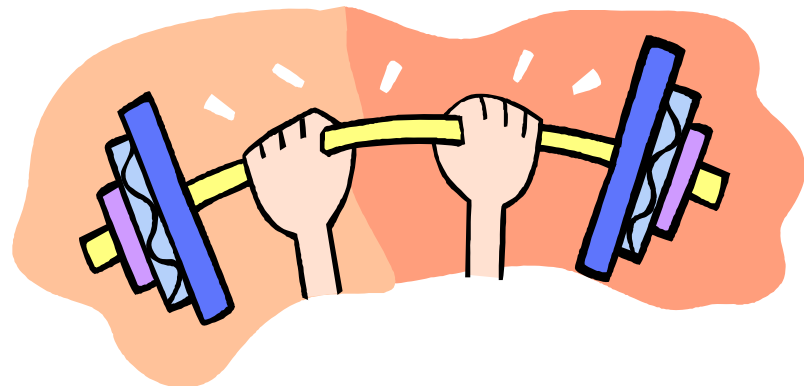


## **Triceps Task #7 Skull Crushers**

**Using curl bar, do 3 sets of 10 using any weight that you are comfortable with. Afterwards do 25 jumping jacks.**

**For cues look at Skull Crushers skill chart.**

**Move on to task #8**



## **Triceps Task #8**

### **Dips**

**With a partner do 3 sets of burn out dips.  
Afterwards jog in place for a minute.**

**For cues look at  
Dips skill chart.**

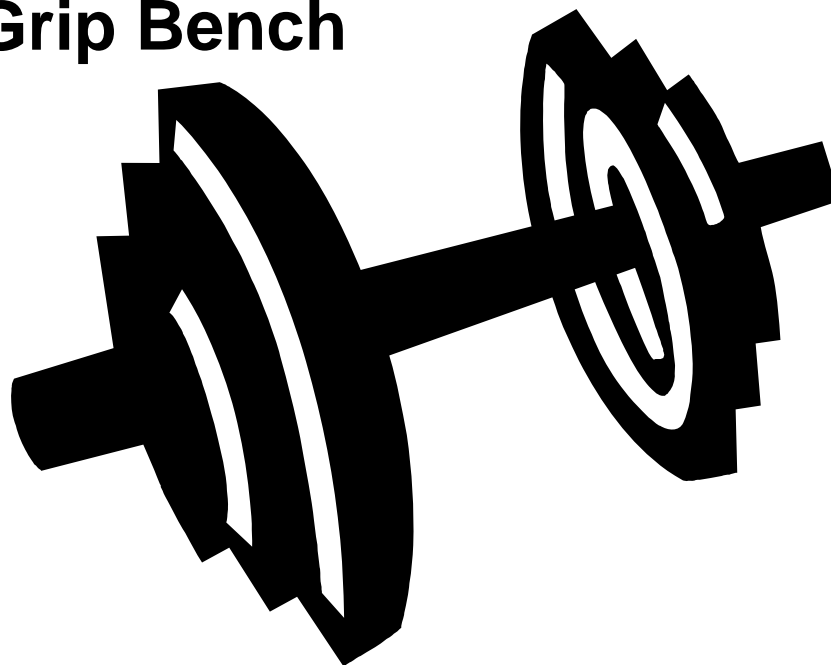
**Move on to task #9**



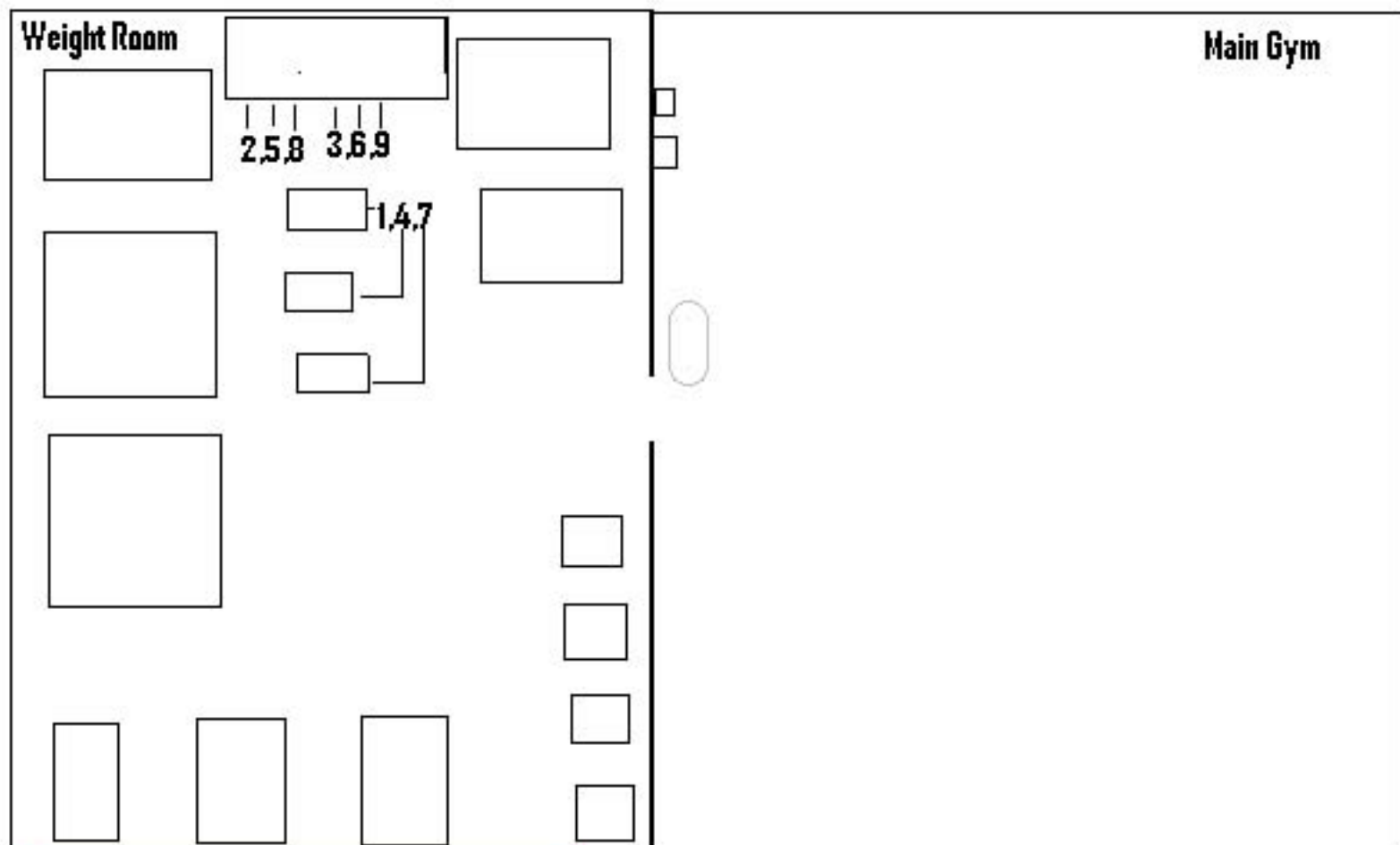
## **Triceps Task #9 Close Grip Bench Press**

**Using bench press bar do 3 sets of 10 using any weight you feel comfortable with. Afterwards do 20 crunches.**

**For cues look at Close Grip Bench Press skill chart.**



**Figure 7: Task card placement for shoulders task cards  
# 1-9**



## **Shoulders Task #1**

### **Seated military press**

**With a partner do 25 simulated seated military presses using wooden dowels. Afterwards do 10 pushups.**

**For cues on Seated Military Press look at seated military press skill chart.**

**Move on to task #2**

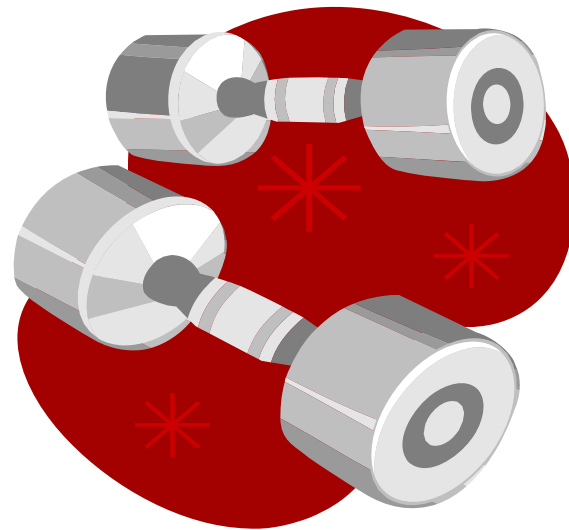


## **Shoulders Task #2 Shoulder Shrugs**

**Using wooden dowels do 25 simulated shoulder shrugs. Afterwards do 20 crunches.**

**For cues look at Shoulder Shrugs skill chart.**

**Move on to task #3**





## **Shoulders task #3 Front Shoulder Raises**

**With a partner do 25 front shoulder raises using wooden dowels. Afterwards do 25 jumping jacks.**

**For cues look at front shoulder raises skill chart.**

**Move on to task #4**



## **Shoulders Task #4 Seated Military Press**

**Using light dumbbells do 3 sets of 7. Afterwards do 10 push-ups.**

**For cues look at Seated Military Press skill chart.**

**Move on to task #5**



## **Shoulders Task #5 Shoulder Shrugs**

**Using dumbbells with light weight do 3 sets of 10.  
Afterwards do 25 jumping jacks.**

**For cues look at Shoulder  
Shrugs skill chart.**

**Move on to task #6**



## **Shoulders Task #6 Front Shoulder Raises**

**Using dumbbells with light weight do 3 sets of 8.  
Afterwards do 25 crunches.**

**For cues look at Front Shoulder  
Raises skill chart.**

**Move on to task #7**

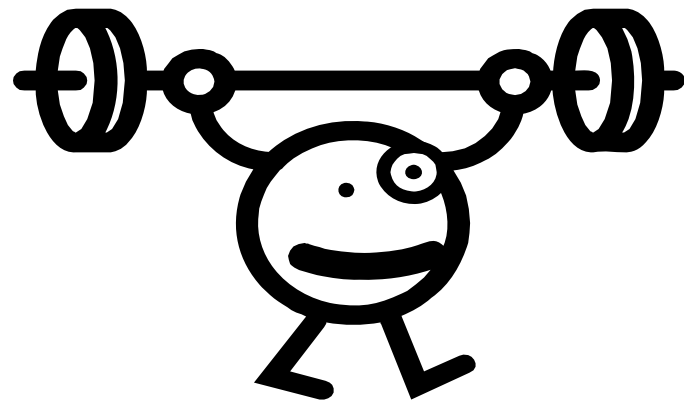


## **Shoulders Task #7 Seated Military Press**

**Using dumbbells with however much weight you feel comfortable with, do 3 sets of 10. Afterwards do 30 jumping jacks.**

**For cues look at Seated Military Press skill chart.**

**Move on to task #8**



## **Shoulders Task #8 Shoulder Shrugs**

**Using dumbbells with however much weight you feel comfortable with do 3 sets of 12. Afterwards do 10 push-ups.**

**For cues look at Shoulder Shrugs skill chart.**

**Move on to task #9**



## **Shoulders Task #9 Front Shoulder Raises**

**Using dumbbells with however much weight you feel comfortable with do 3 sets of 10. Afterwards jog in place for a minute.**

**For cues look at Front Shoulder Raises skill chart.**



# Barbell Lunge

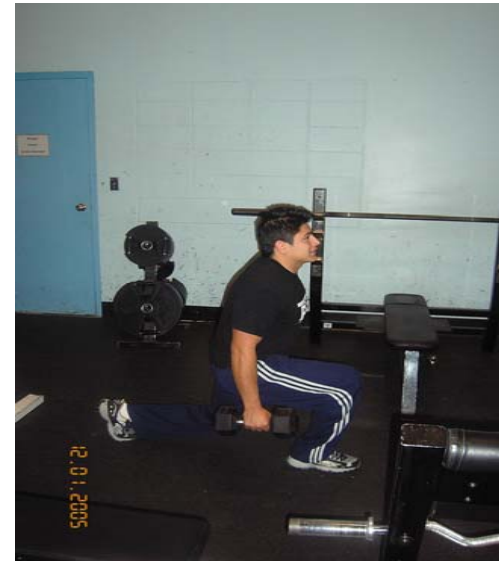
- Remember to always keep your back straight through out lift.
- Position bar in the middle of your upper back, not your neck.
- Remember to look forward during the lunge.
- Keep your back foot as steady as possible.
- Lunge until your leg comes to a full 90 degree angle or till it forms an “L”.





# Dumbbell Lunge

- Start by standing with your feet shoulder width apart.
- Remember to keep your back straight throughout the lift.
- Keep dumbbells as steady as possible, to your sides.
- Lunge until your leg forms an “L”



# Dumbbell Flat Bench

- Remember to push off with your legs to get weight up to your chest.
- Remember to always have someone spot you.
- When you begin this lift, form your arms like an “L”.
- Touch the dumbbells at the top softly.
- Remember to always keep your feet planted.



# Barbell Squat

- Make sure you always have a spotter.
- Position the bar on your upper back not your neck.
- Come to a full 90 degree angle or until they form an “L”.
- Keep the bar as steady as possible when performing the barbell squat.



# Barbell Decline Bench Press

- Keep your back flat throughout exercise.
- Touch your chest softly on the way down.
- Come up to full extension on the way up.
- Inhale on the way down and exhale on the way up.



# Lat-Pulls

- **Wide grip**
- **Wide base**
- **Knees under knee bar**
- **Pull down behind neck**
- **Watch your head when pulling down.**
- **Maintain a moderate, controlled tempo**



# Pull Up

- **Hands face away from body**
- **Cross feet**
- **Bent or straight knees**
- **No leg kicking**
- **Chin goes above bar**
- **Arms fully extend downward**
- **Maintain a moderate, controlled tempo**



# Bent Over Rows

- Hands shoulder width apart
- Feet shoulder width apart
- Head up
- Bent knees
- Bent over at the waist
- Maintain a moderate, controlled tempo



# Sitting Rows

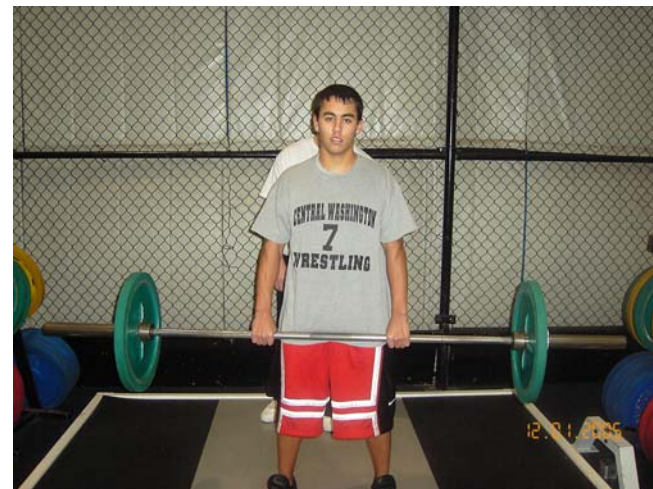
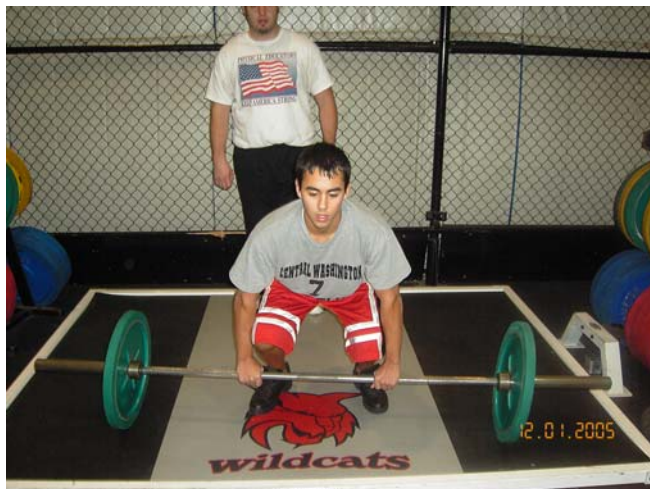
- Feet firmly placed on foot board
- Lean back as you pull with your arms
- Let your knees extend from the bended position when pulling back
- Maintain a moderate, controlled tempo





# Dead Lift

- **Wide, and stable base**
- **Hand shoulder width apart**
- **Bend at waist**
- **Don't lock knees**



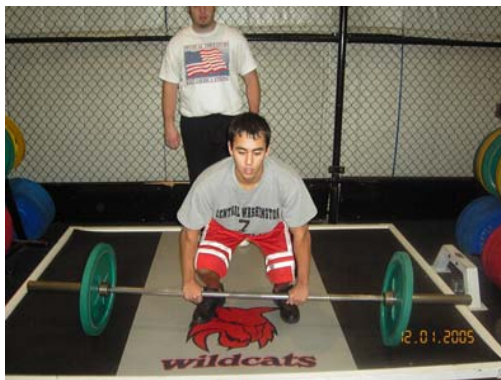
# Back Extensions

- Hands across shoulders
- Toes pointing to the ground
- Maintain a moderate, controlled tempo



# Power Clean

- **Wide, and stable base**
- **Hands shoulder width apart, or a little more**
- **Use all of your muscles, to take strain off your back**
- **Explosive!!!**



# Straight Bicep Curls

- Don't use your back
- Slow and controlled movement
- Flex the muscle during muscle contractions
- Let muscles extend fully



# Inner Bicep Curls

- **Wide grip w/ elbows close to body.**
- **Don't use your back**
- **Slow and controlled movement**
- **Flex the muscle during muscle contractions**
- **Let muscles extend fully**



# Outer Bicep Curls

- **Grip with hands close together**
- **Don't use your back**
- **Slow and controlled movement**
- **Flex the muscle during muscle contractions**
- **Let muscles extend fully**



# Skull Crushers

- Flat on back
- Body controlled and balanced
- Elbows in, parallel with body
- Flex the muscle during muscle contractions
- Let muscles extend fully



# Dips

- **Slow and controlled movement**
- **Arms parallel with body**
- **Keep legs straight and fully extended**
- **Flex the muscle during muscle contractions**
- **Let muscles extend fully**





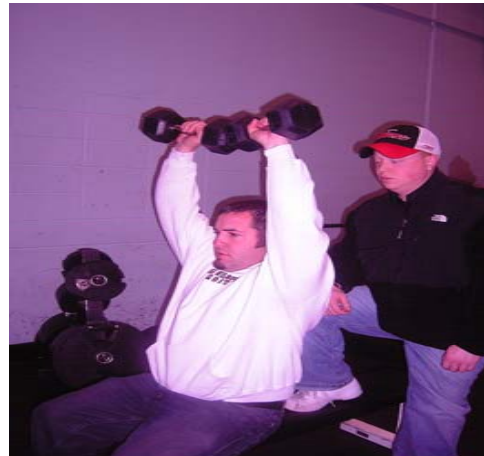
## Close Grip Bench Press

- **Back flat on bench**
- **Hands gripped closely together**
- **Slow controlled movement**
- **Flex the muscle during muscle contractions**
- **Let muscles extend fully**



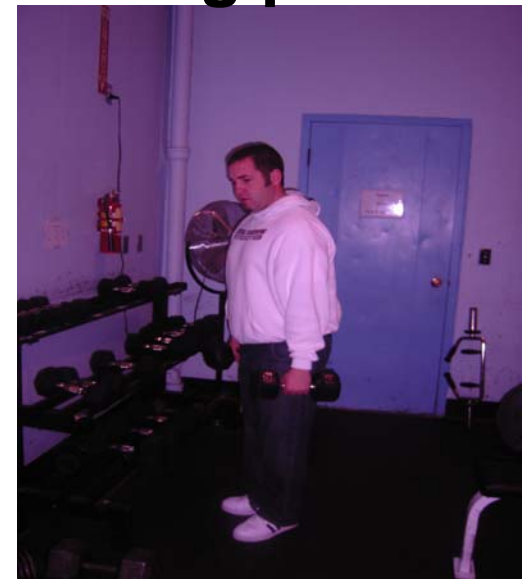
## Seated Military Press

- **Back straight and against back of seat bench or chair.**
- **Arms bent at 90 degree angle holding dumbbells close to shoulders.**
- **Weights are lifted straight above head until arms are fully extended.**
- **Flex muscle during muscle contraction.**
- **Slowly lower weights down to starting point.**



## Shoulder Shrugs

- **Stand up straight with straight back.**
- **Arms straight down at sides.**
- **Firm tight grip on dumbbells.**
- **Arms still straight at side as you shrug shoulders straight upward.**
- **Flex muscle during muscle contraction.**
- **Slowly lower weights down to starting point.**



## Front Shoulder Raises

- Stand straight up with a straight back slightly bending the knees.
- Palm in neutral position in front of body.
- Arms stay straight as you lift dumb bell straight out and up.
- Only one dumb bell at a time.
- Flex muscle during muscle contraction
- Slowly lower weights down to starting position.



## Resource and Equipment List

### Resources:

[www.pelinks4u.org](http://www.pelinks4u.org)

[www.pecentral.com](http://www.pecentral.com)

[www.muscleandfitness.com](http://www.muscleandfitness.com)

[www.aahperd.org/](http://www.aahperd.org/)

### Equipment:

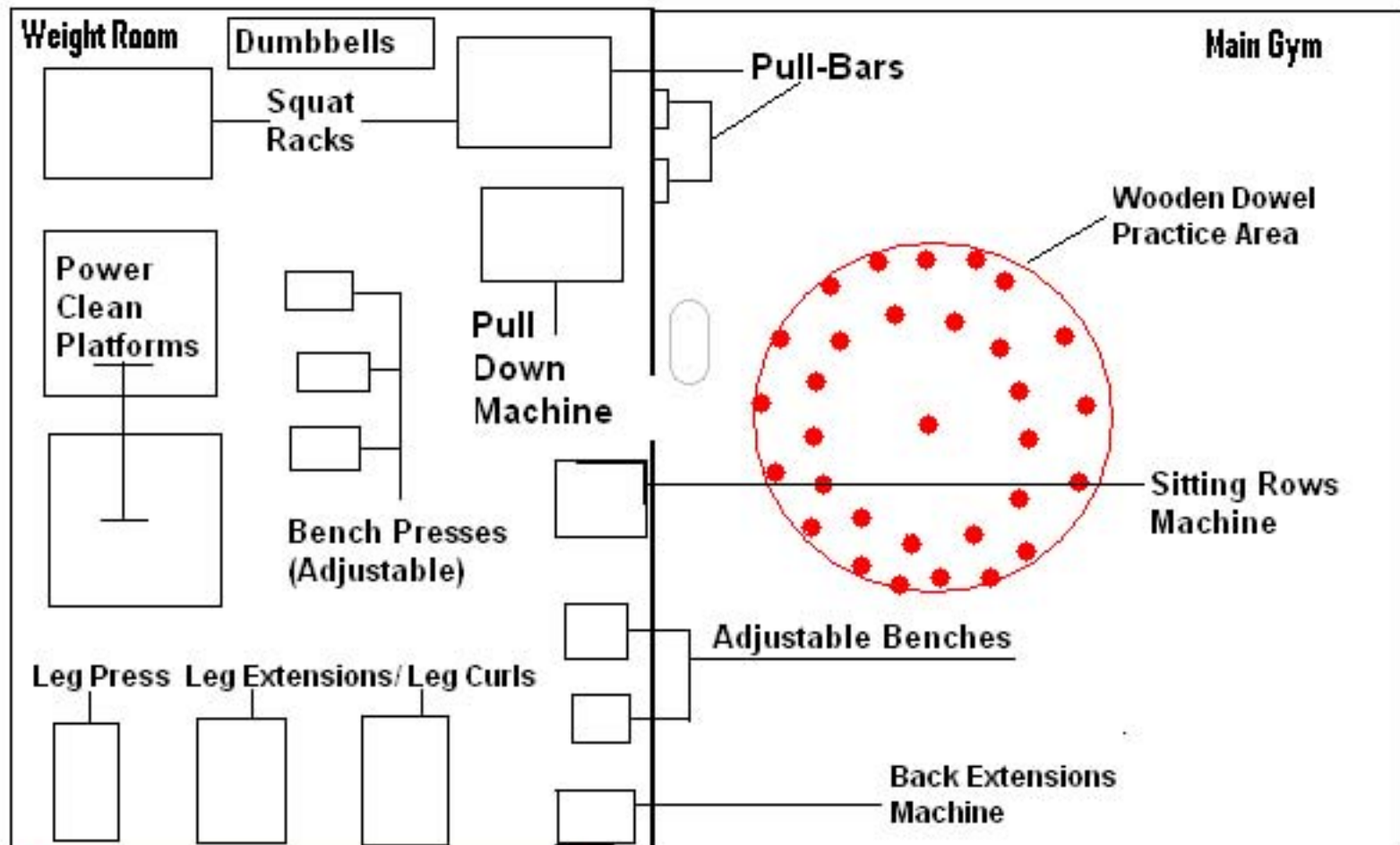
#### Instant Activity:

- Pennies- 30
- Scarves- 30
- Frisbees- 30
- Jump ropes- 30
- Footballs- 2
- Dumbbells- 30 sets
- Curl Bars- 15
- Barbells- 15
- Cones- 15

#### Weight room:

- Barbells- 15
- Dumbbells- 30 sets
- Pull down machine- 1
- Row machine-1
- Back extension machine- 1
- Curl bars- 15
- Weight lifting belts- 30
- Collars-60
- Benches- 5
- Squat racks- 2
- Leg press machine- 1
- Leg extension machine- 1
- Leg curl machine- 1
- Power clean platforms- 2
- Pull up bars- 3
- Plates- Many
- Short wooden dowels- 60
- Long wooden dowels- 30

**Figure 1: Gym Setup**



**Key**

-  Weights
-  Chair area
-  Wooden Dowels

Figure 2: Chest development task cards 1-7

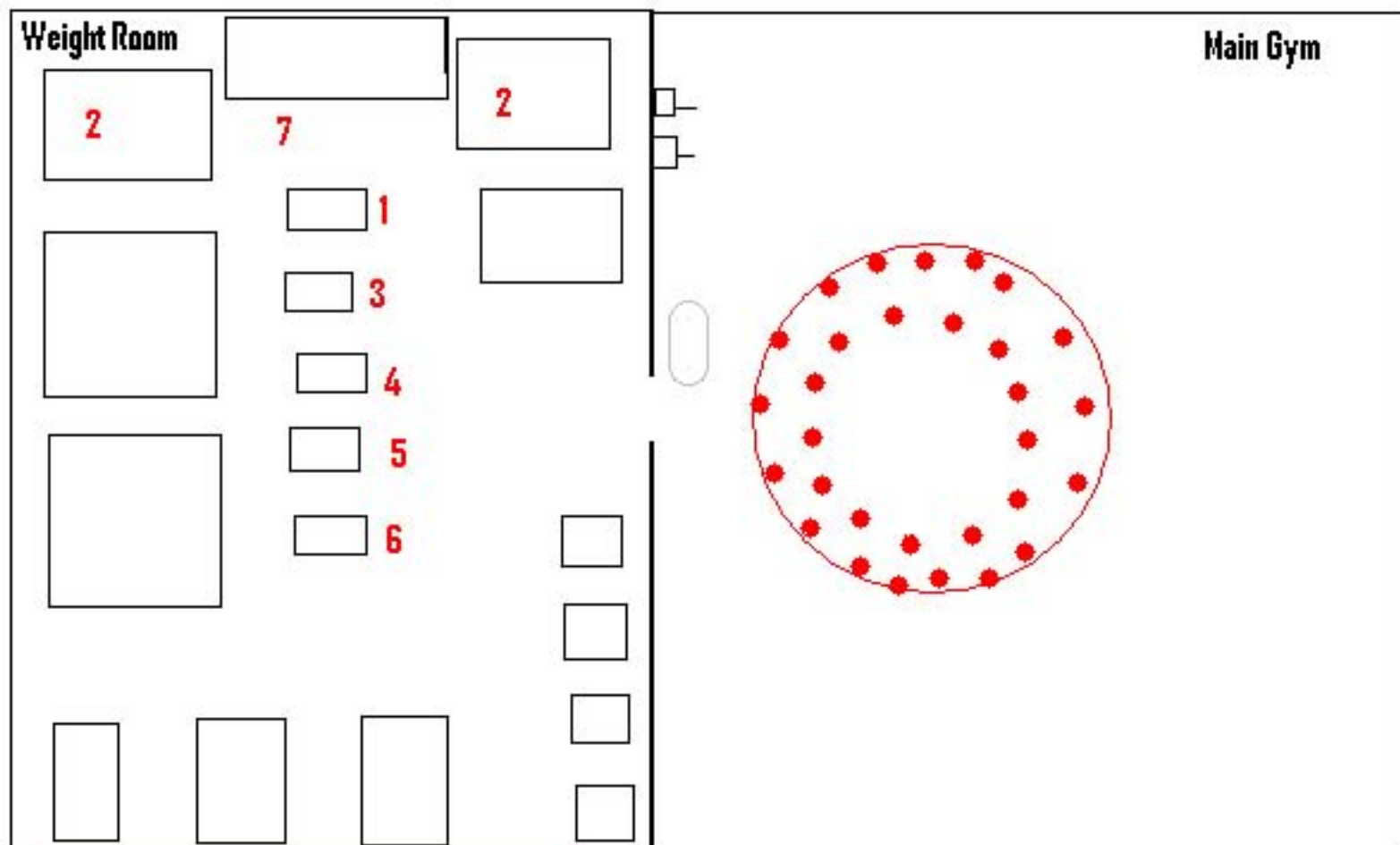


Figure 3: Leg Development task cards 8-13

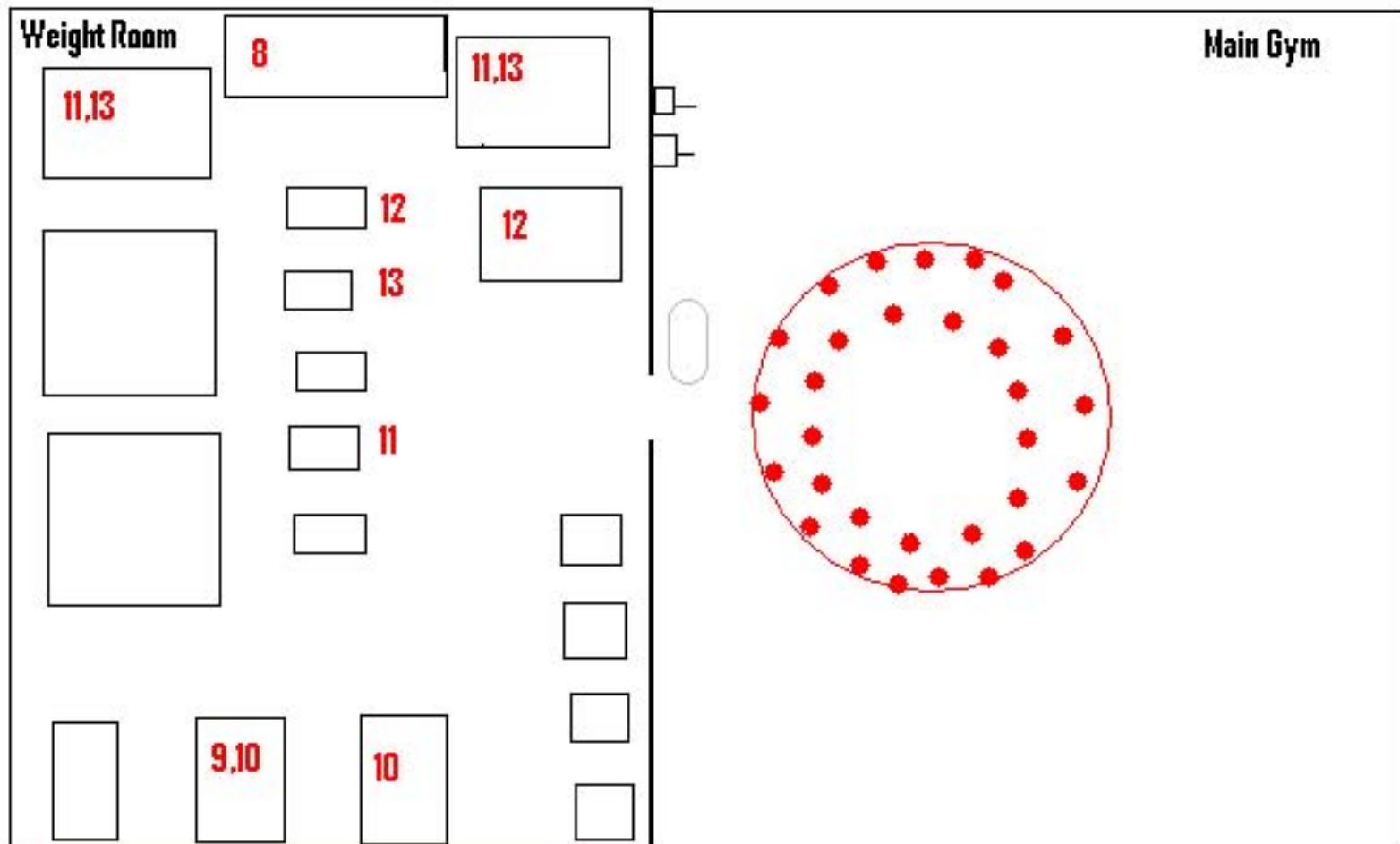




Figure 4: Task card placement for back development task cards # 1-10

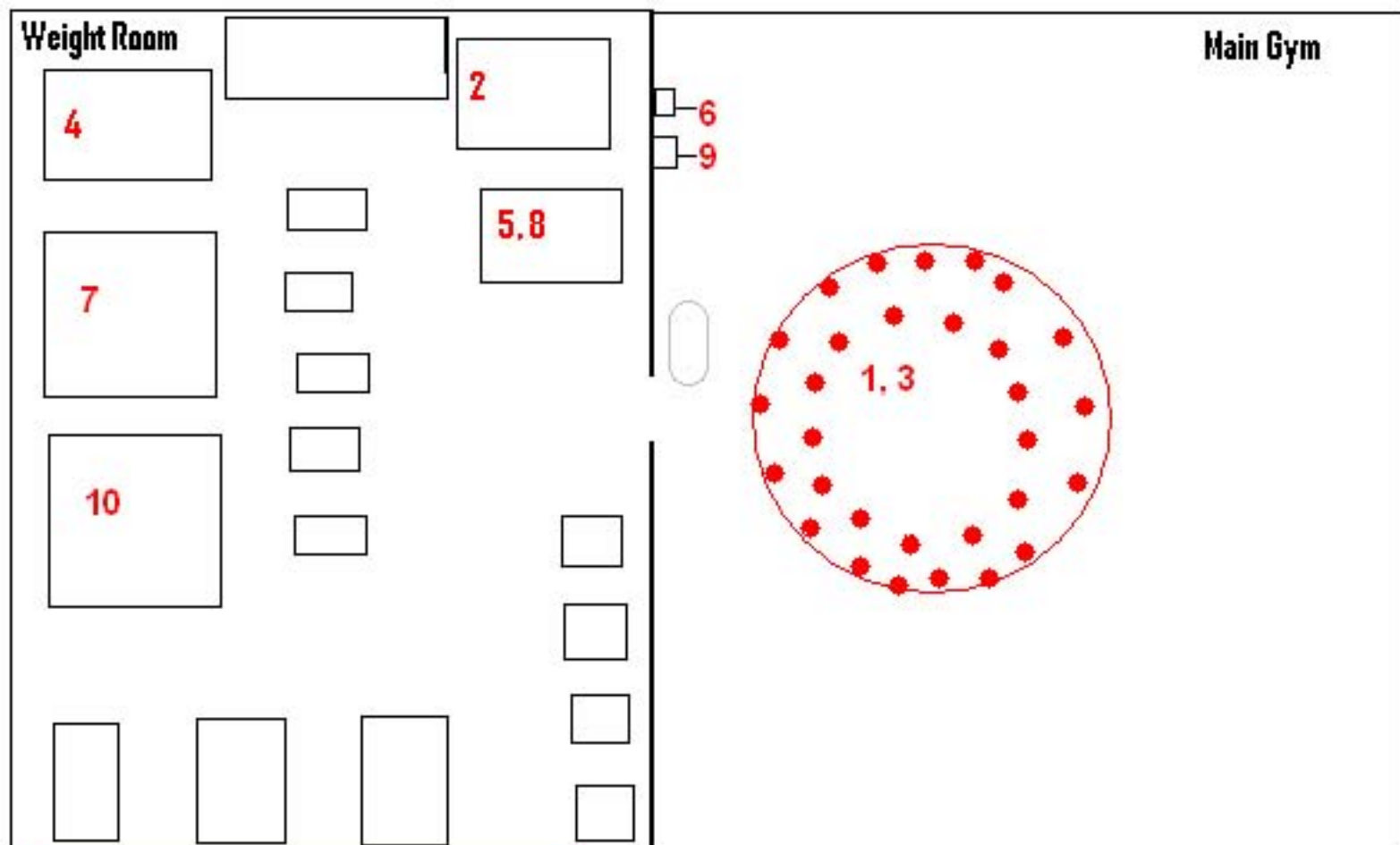


Figure 5: Task card placement for biceps task cards #1-10

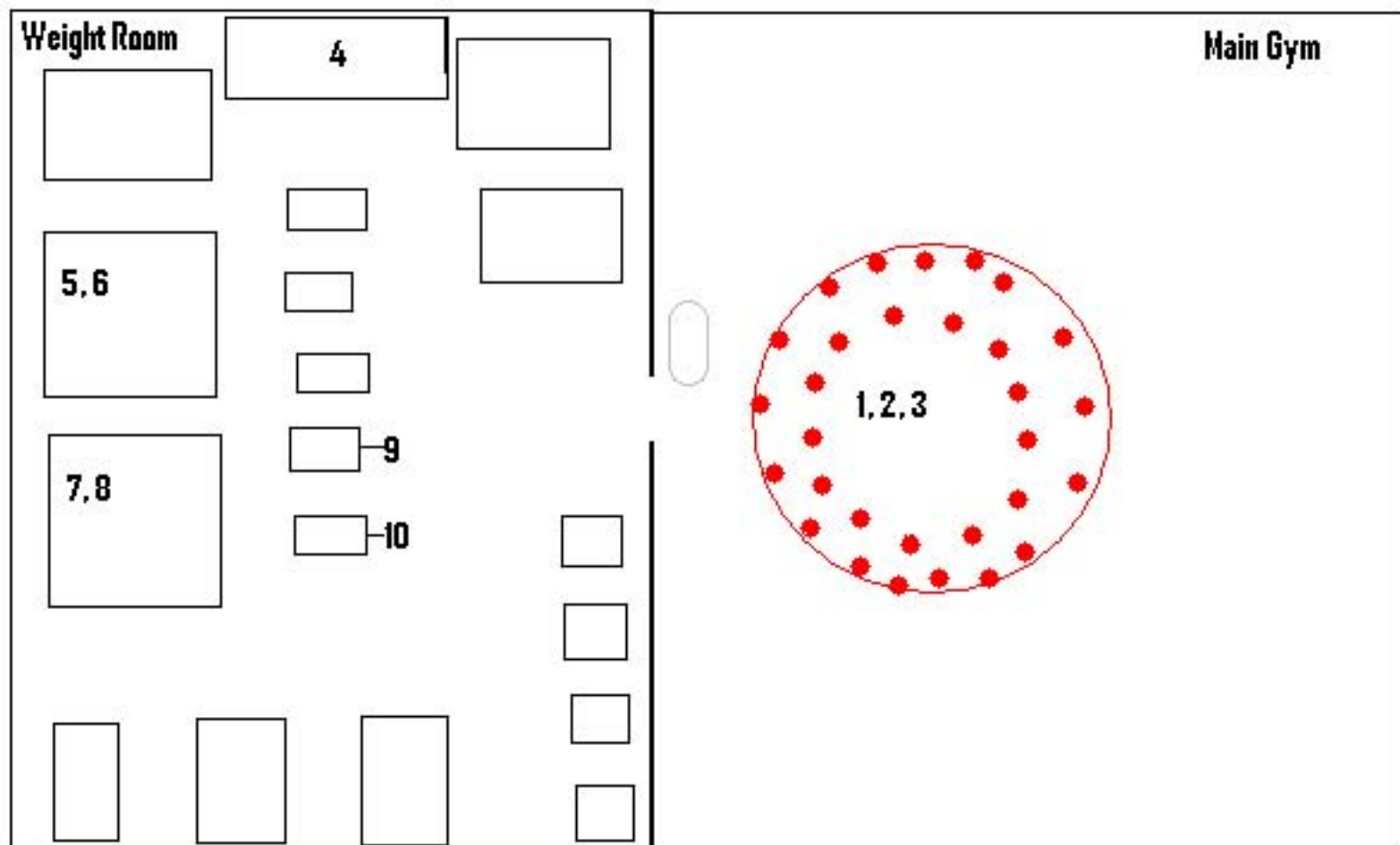
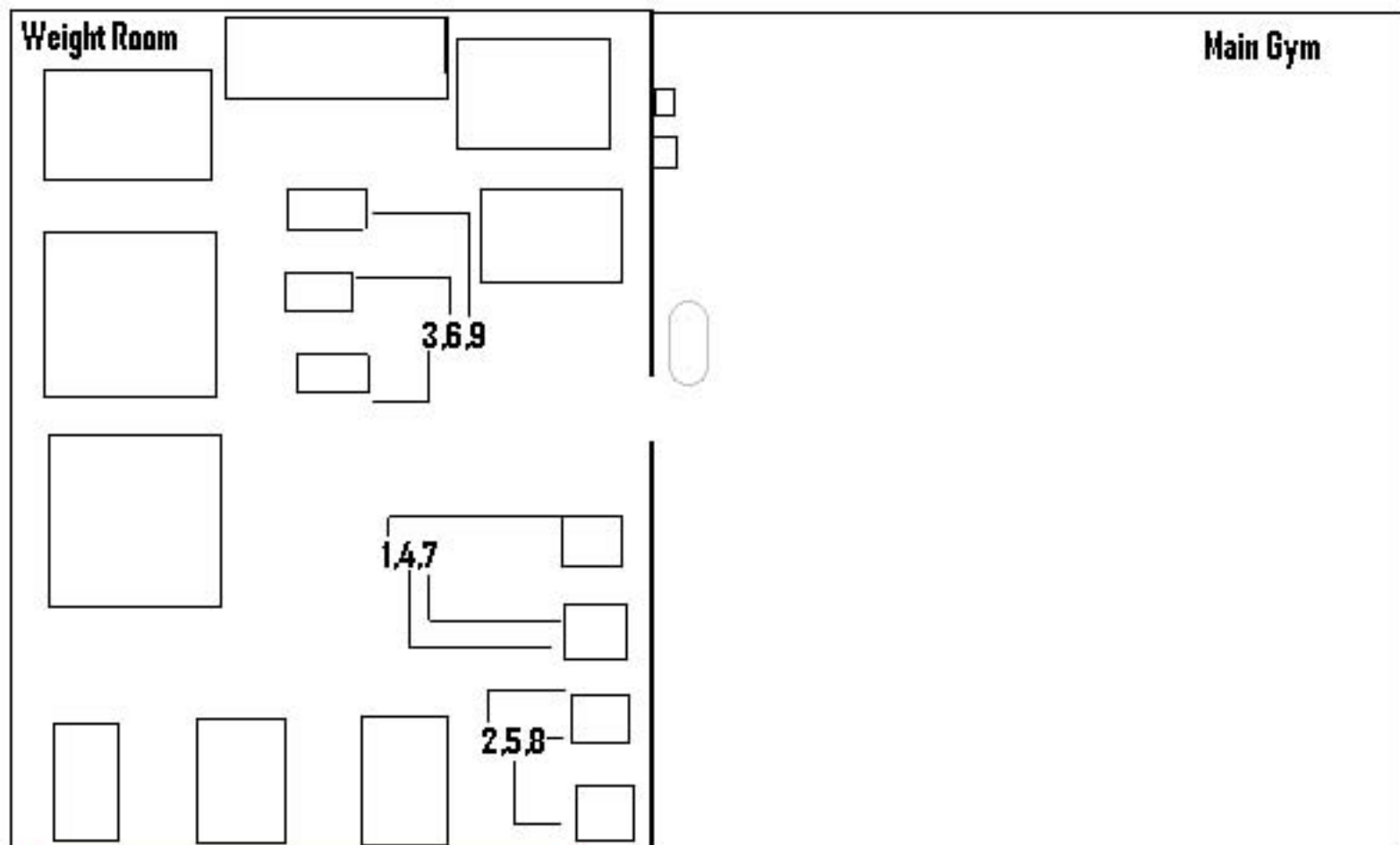
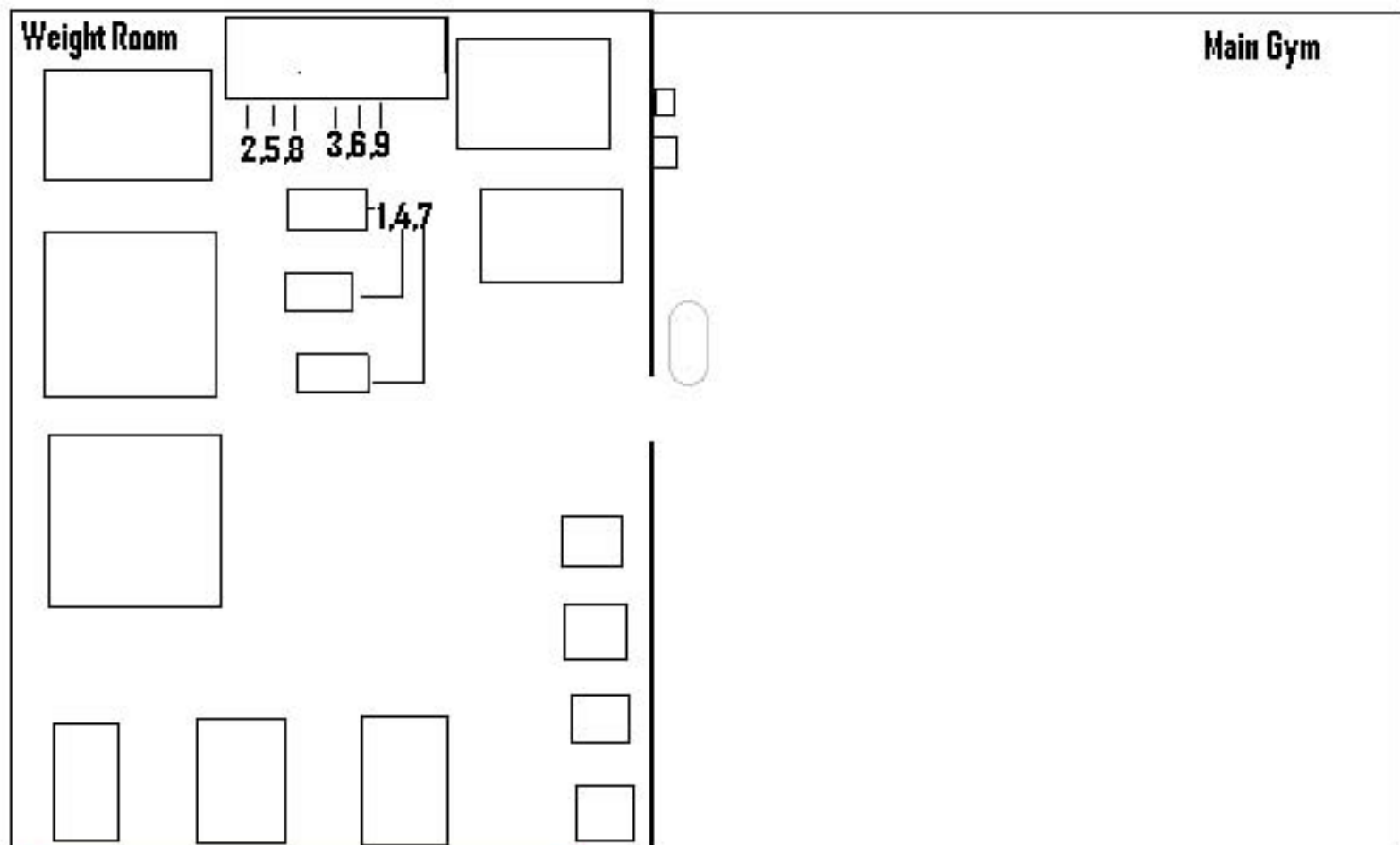


Figure 6: Task Card placement for triceps task cards # 1-9



**Figure 7: Task card placement for shoulders task cards  
# 1-9**



Physical Education  
Beginning Weight Training  
Grade Sheet

GRADE SHEET																
Grading Scale	0%	67%	69%	71%	73%	75%	77%	79%	81%	84%	87%	90%				
WA EALR	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A				
NASPE STANDARD		1.1	1.2	1.3												
		2	3													
ASSESSMENTS													PARTICIPATION		ATTENDANCE	
LAST NAME	FIRST NAME	ID#	1-Chest	2-Chest	3-Legs	4-Legs	5-Upper Back	6-Lower Back	7- Biceps	8-Triceps	9-Triceps	10-Shoulders	11-Anatomy	12- New Lifts/ Personal Plan		TOTAL/ POSS
Bond	Danelle	10512646														
Cook	Annette D.	10395919														
Egger	Erika D.	10312576														
Endersbe	Sarah L.	10240296														
Fitchitt	Joshua W.	20535112														
Gunderson	Traci L.	10380566														
Hamilton	Heather A.	10474608														
Helgeson	Tony	10521891														
Hendricks	D. Chad	10471813														
Hughes	Jennifer M.	20523763														
Jansen	Michael D.	10489662														
Kush	Jennifer A	10380969														
Lintz	Charles	10457218														
Lucas	Brett C.	10244404														
Maxwell	Wayne R.	10092616														
Mirkovich	Peter	10395672														
Morgan	Scott R.	10499282														
Murphy	Christopher C.	20545005														
Neil	James M.	10424779														
Ricarte	Marcus E	10511203														
Rising	Robert W.	10482577														
Russell	Nolan	29517012														
Steele	Trent	10304620														
Thacker	Brian A.	10522970														
Thompson	Kellee R.	10422894														
Weeks	Stan	10511541														
			0	0	0	0	0	0	0	0	0	0	0	0	0	0/500
			#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

**Physical Education  
Introductory Weight Training  
Course Syllabus**

**Class information**

This class is an introduction weight training class. This class is not designed for advanced students it is geared toward teaching basic lifts to students who are not familiar with weight training. It is suggested that any advanced students take intermediate or advanced weight training.

**Teacher information**

Office:

Phone:

Email:

Office hours:

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**Course Description:**

Weight training is designed to enhance the student's knowledge and skills regarding the basic techniques of weight training using free weights and machines. This class includes instruction and practice in safety techniques, weight room etiquette, dress code, basic weight training exercises, and basic anatomy.

**Specific Learner Outcomes:**

Students will be able to:

- Demonstrate proper weight lifting techniques (1.1.3a), NASPE 2
- Demonstrate safety precautions at all times (1.2.3.a). NASPE 2
- Understand that exercise increases their muscular strength, and or endurance (1.4.3.a). NASPE 2

**Class Objectives:**

- To introduce students to physical fitness principles and to help them develop and understand how they can contribute to fitness for a lifetime.
- To learn proper techniques of a wide range of fitness training exercises.
- To provide the students with the opportunity to improve their fitness level.
- To learn the basic concepts of strength training, muscular endurance.
- To help students become knowledgeable in the area of weight training.
- To introduce basic anatomy.

**General Weight Room Policy:**

- *The following policies are in effect while class is in session:*

- No food or snacks
- Use professional and mature language
- Athletic shoes ONLY (no open toed shoes)
- No horse play or running around in weight room.

- *Safety Policies*

- Must wear appropriate clothing (no jeans or open toed shoes).
- All injuries must be reported to the instructor immediately.
- Always lift with a spotter.

- Always re-rack weights.
- Never drop weights.
- Always use collars on bars.

### **Course Requirements:**

Attend class, be on time, and participate. Participation is an important part of this class. Your fitness level will not improve without moving. You need to be involved in every class workout. You will not be allowed to sit and observe class.

### **Grading:**

**Attendance (50%):** The grade for this criterion will be determined by participation records demonstrating regular attendance and appropriate etiquette and social behavior. Because this is an activity class, daily participation is required. Students must attend 75% of all class meetings to receive credit in the course. **Four unexcused absences will result in an automatic zero.** Be on time!

#### ***Excused Absences will not be penalized:***

- -Hospital admittance
- -Doctor's written excuse
- -School sponsored events

#### ***To receive full credit for each class students are expected to:***

- -Dress appropriately
- -Arrive on time to class
- -Participate and cooperate during class
- -Demonstrate positive attitude
- -Complete any given assignments

**Participation (20%):** Students will be expected to actively participate in the weight room, by completing each task that the teacher assigns. Standing around, horseplay, doing lifts other than the instructed, and other off task behaviors will affect your daily participation grade.

**Assessments (20%):** Weekly assessments will be completed by each student. The assessments will check the students for the correct form for each lift learned throughout the weight training unit. Each student will be expected to complete each assessment with a correct form percentage of 75%. The assessments can be re-taken before or after the school day.

**Workout Logs (10%):** Students may be asked to keep track of lifts on certain days throughout the quarter. The students will be checked off, and will be able to keep the logs for their own reference.

## **Weight Room Terminology**

Spotter – Partner who assists in lifts, checks for safety hazards, and supervised the lifter.

Collars- Safety tools that go on the end of a barbell, or curl bar, and hold the plates in place on the bars.

Dumbbell- Individual free weights that come in different sizes and weights.

Barbells- An individual bar that you use to place plates on each side.

Sets- A set number of repetitions used in keeping track of the number of times you does each lift.

Repetitions- The number of times you do each lift within a set.

Core lifts- A lift that works out large muscles groups, such as the bench press, squats, and power cleans.

Auxiliary lifts- A lift that works out smaller muscles groups, such as bicep curls, triceps extension, and shoulder raises.



Parent's letter

Dear Parent or Guardian,

Your son or daughter has enrolled in beginning weight training. This class is intended for novice weight lifters, they will learn basic weight lifting movements, basic anatomy, weightlifting terminology and safety. They will also be making their own personal workout program that will benefit them in a sport of their choice. If there are any questions or concerns please feel free to contact me at <insert contact information>.

Sincerely,

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/ Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

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## Personal workout tip sheet

This sheet will help you choose exercises for your own personal workout. When making a workout program make sure that you incorporate core exercises (e.g., squats, bench press) and at least one exercise for each smaller body parts (auxiliary lifts, shoulder press, bicep curls). Doing so will insure that you have a full body exercise program. There are three basic weight training programs; bulk or power, rapid strength gain or endurance and light endurance or trimming program. To bulk up perform low sets and low reps with 80% to 90% of your maximum (ex. 2 to 3 sets of 3 to repetitions). If you want to strength or endurance also perform low sets and low repetitions with 50% to 80% of your maximum (ex. 1 to 2 sets of 10 to 12 repetitions). To trim down perform high sets and reps

**Exercise:** Incline bench press; important in pushing and throwing, upward and forward reaching actions.

Sport uses: basketball, gymnastics, boxing, football and martial arts.

**Exercise:** Barbell reverse curl; important in pulling, lifting, grabbing, squeezing and holding actions.

Sport uses: wrestling, football, rugby, martial arts, or any sports that requires using a striking implement.

**Exercise:** Supinating Dumbbell Curl; important in pulling and lifting actions.

Sport uses: mountain climbing, racket sports, wrestling, football, basketball, and gymnastics.

**Exercise:** Seated overhead barbell or dumbbell press; important in overhead reaching actions such as tennis.

Sport uses: badminton, racquetball, volleyball, and basketball.

