



Weight Lifting Basics & Safety Lesson Plan



Class: 8th Grade _____

Unit: Weight Training

Guiding Objectives	
Focus Standards: List all standards addressed in lesson. - Post standards in student-friendly language	4.4 Identify and apply basic principles in weight/resistance training and safety practices.
Common Core State Standards: List all CCSS for Technical Subjects	RST 1: Cite and specific textual evidence to support analysis of science and technical tests. RST 3: Follow precisely a multistep procedure when carrying out experiments, taking measurements or performing technical tasks. RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical contest relevant to grades 6-8 texts and topics. W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. SL1: Engage effectively in a range of collaborative discussions with diverse partners on texts and issues, building on others' ideas and expressing their own clearly. SL 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Student Learning Objectives: List the key cognitive-, fitness- or skill-related concepts addressed. - <u>Explicitly</u> post/state learning objectives at start of lesson	<ol style="list-style-type: none"> 1. Students will be able to identify and apply basic safety principles associated with resistance training. 2. Students will engage in MVPA at least 50% of class time by participating in a 20-station circuit. 3. Students will collaborate with partners to encourage each other and provide feedback on technique.
Instruction	
Warm-Up: Students are adequately prepared to safely participate in specific activities being taught. - Raise student heart rate and body temperature - If stretching, do so only after <u>appropriate</u> warm-up	Pacer Practice: Students will participate in the FITNESSGRAM Pacer. Student leaders will lead stretch of large muscle groups.

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<p>Anticipatory Set: Make learning objectives relevant for students. Provide the lesson “hook.”</p> <ul style="list-style-type: none"> - Describe WHAT students will learn - Describe WHY it is important they learn it - Describe HOW they will know what they have learned - Tie to students’ previous learning or experience 	<p>WHAT: By the end of the lesson you will know key principles and safety considerations to follow when weight/resistance training and you will have the opportunity to apply this understanding while doing a circuit training workout.</p> <p>WHY: It is critical that as you work to improve your muscular strength and endurance, that you do it in a manner that will give you the results you want, while doing what you can to avoid injury.</p> <p>HOW: You will know that you are applying the principles to your workout by giving and receiving feedback with the partners in your group.</p> <p>TIE TO EXPERIENCE: Turn to the person next to you and take the next minute to share what you think some of the basic principles of weight training and the safety considerations that may be part of our conversation today.</p>
<p>Instructional Input/ Sequencing: Describe the content and HOW it will be presented.</p> <ul style="list-style-type: none"> - Tie to <i>Common Core State Standards</i> for grade level - Utilize various instructional strategies - Make it clear and concise - Utilize cues and learning anchors - Utilize visuals, manipulatives - Promote critical thinking - Check for understanding 	<p>Students get in to groups of 2-3. 1 person from each group gets a handout for each member of the group from the teacher. Students read the handout informational text on their own and then discuss what they have read with their group. Each group will have to share out 2-3 “important facts” that they can cite directly from the article. Teacher records “important facts” from each group on white board.</p> <p>Each small group goes to one cone of the circuit that is set up. At each cone is a station card that the group will read. After reading the card together, the students will participate in the activity following the directions for correct technique that is on the card and utilizing appropriate safety procedures. While students participate in the activity non-stop for one minute, partners will give each other feedback on performance of technique and safety procedures.</p> <p>Teacher will time the stations allowing students to work for 1 minute at each station, with 15-20 seconds in between each second to read the next card and prepare for the next workout. Up-beat music will play during circuit work.</p>
<p>Strategies for Differentiation: Provide modifications to address ALL student needs.</p> <ul style="list-style-type: none"> - English Learners - IEPs, 504s - GATE - Skill Level - Learning Style 	<ul style="list-style-type: none"> - Place pictures or QR codes linked to video examples of activity on cards. - Provide a choice of challenges for differing ability levels (ex: Knee push-ups, regular push-ups or wide push-ups). - Have multiple copies of each card at every station.
<p>Guided Practice: Students focus on learning objectives and receive <u>concrete</u> feedback.</p> <ul style="list-style-type: none"> - Enough equipment/materials for students to engage with content - High MVPA (50% or more) - Utilize rubrics, cues to provide specific feedback 	<p>Teacher pays special attention to make sure that highly technical stations (squats, lunges, etc.) are being done correctly.</p> <p>Make sure transitions to new stations are quick and effective.</p>

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<p>Formative Assessment/ Check Understanding: Provide specific, timely feedback re: learning objectives.</p> <ul style="list-style-type: none"> - Utilize various assessment tools - Ongoing through lesson - Feedback to/from ALL students 	<p>During workout, teacher encourages partners to provide feedback to others using criteria and information from the card to assess each other on correct technique.</p>
<p>Individual Practice: Students utilize feedback to meet learning targets.</p> <ul style="list-style-type: none"> - Provide adequate materials/time to meet learning objectives - High MVPA - Extend learning opportunities for advanced learners 	<p>Encourage students to gauge their perceived exertion and to increase their perceived exertion by 10-15%. Use heart rate to help determine if you are increasing your output.</p>
<p>Closure: Tie it all together!</p> <ul style="list-style-type: none"> - Review key concepts - Tie to anticipatory set - Evaluate student success w/learning objectives - Describe next steps or preview next day's lesson 	<p>Teacher leads discussion of WHAT? SO WHAT? and NOW WHAT?</p> <ul style="list-style-type: none"> - What did you do/learn? - Why is it important? - How can you use these new skills and information? <p>On a 3X5 card or small piece of paper, each student writes the 3 principles and safety procedures that he/she thinks are the most important and then lists the principles and safety procedures he/she thinks she did well, and the ones that he/she thinks she needs to improve. Students hand completed cards to teacher as an "exit slip."</p>
<p>Outcomes</p>	
<p>Evidence of Student Learning: List evidence that will prove that students have attained learning objective.</p>	<p>Exit slips will be used to evaluate items that may need to be addressed in future lessons and to identify areas that students need support.</p>
<p>Follow-Up</p>	
<p>Re-Teaching Strategies: List strategies to use in future instruction to fill students' learning gaps.</p>	<p>Teacher will remind students of key principles repeatedly when asking students to engage in any resistance training or activities.</p>
<p>Notes for Next Time:</p> <ul style="list-style-type: none"> - Reflect upon success of student learning - List adjustments for instructional sequence 	



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Safety Tips for Resistance/Weight Training

Before You Get Started

1. Warm your body up. Participate in a light cardiovascular activity for 5-10 minutes to increase blood flow to your muscles, preparing them for exercise.
2. Stretch the primary muscles that you will be using to increase blood flow, flexibility, range of motions and decrease the risk of injury.
3. Check all equipment and only use equipment that is in good working order.

Technique

1. Do most of your lifting with your legs. Keep your hips and glutes back.
2. Keep your back straight. Twisting your body while you are lifting increases your chance for injury.
3. Keep a slight bend in your knees.
4. Inhale when preparing for lift and exhale as exerting the greatest force.

General Guidelines

1. Lift weights slowly and with control. Don't jerk them. Don't bounce them.
2. Go through a complete range of motion for each activity.
3. Don't lift more than you can handle. Keep it light. Gradually add weight to work up to heavier loads.
4. Listen to your body. Don't use heart rate to determine intensity, use perceived exertion.
5. Don't sacrifice form to increase the amount of weight you are lifting.