Title of Lesson ___Muscular Strength and Endurance (Upper Body)___

Name: __Jawaad Douglas___ Date: _____11/28/12___ Age/Grade Level: _____9th_____

Subject:____Upper Body_____ # of Students: ___5____ # Students needing adaptations:___0____

Objectives -

Psychomotor- The student will be able to perform a push-up with proper form successfully with the class 90% of the time.
  • Behavior- perform a push-up with proper form
  • Condition- successfully with the class
  • Criteria- 90% of the time

Cognitive- The student will be able to successfully explain how to do one upper body exercise to the class 90% of the time.
  • Behavior- successfully explain
  • Condition- how to do one upper body exercise to the class
  • Criteria- 90% of the time

Affective- The student will be able to honestly grade his performance on their upper body exercises at the end of the class period.
  • Behavior- honestly grade their performance on
  • Condition- on their upper body exercises
  • Criteria- at the end of the class period

Personal objective for the teacher –

Be more enthusiastic in teaching the class from start to end. Assess the students better so that I know that they understand why we are doing these exercises.

Connections -

NASPE Standard 4:

Achieves and maintains a health-enhancing level of physical fitness.

VA SOL- Personal Fitness

9.3 The student will demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.
a) Demonstrate program-planning skills by setting goals, devising strategies, and making timelines for a personal physical activity plan.

b) Apply the FITT (Frequency, Intensity, Time, Type) principle and other principles of training such as overload, specificity, and progression, in accordance with personal goals.

c) Include scientific principles and concepts (e.g., methods of stretching, types of muscular contractions) as strategies for improvement of personal fitness.

d) Use a variety of resources, including available technology, to assess, design, and evaluate a personal fitness plan.

e) Identify consumer issues related to selection, purchase, care, and maintenance of personal fitness equipment.

The student will be enhancing a level of fitness for their upper body. The student will be pushing themselves outside their comfort level by pushing by doing as many as they can and more than what is asked for. The student will perform several different upper body exercises to increase strength and endurance.

**Context -**
The students should know how to use resistance bands for workouts. They should know how to get in an athletic stance. This lesson is a type of workout to achieve overall fitness. This lesson has to do with strengthening the upper body and building upper body endurance.

**Adaptations-**
The high level students that have lifted before will have a high number of reps to do then the students who are not familiar with the activity. I have no students with physical adaptations.

**References -**
<http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>  


**Resources/equipment -**  

Basketball Court  
6 Resistance Bands  
Wall  

**Safety -**
Use proper form because improper form could lead to a strain or pull in a muscle.

**Instructional Plan –**
Opening: Hello class! Today we will be learning how to properly perform several different upper body exercises. Some of these exercises will involve bands and other exercise will not. These exercises are important for you when you are trying to achieve your complete level of fitness. We will be performing the exercises together as a class.

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Cues</th>
<th>Challenges</th>
<th>Drills/formations/organizations/transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opening lecture- I will be telling the class what we will be doing today “Strengthing and enhancing endurance of the upper body”</td>
<td>Go Freeze</td>
<td>Getting the students attention</td>
<td>Sit on the baseline. I will go over the Start and stop protocols which I will use the words Go- which is to start the activity. Freeze- will be to stop the activity and put the bands beside your feet. Discuss what we will be learning to do today by using cues to get through the lesson. Will show the Whole of how to perform the exercise then break it down by parts</td>
</tr>
<tr>
<td>2</td>
<td>Wall Push ups</td>
<td>Shoulder width Bend Straighten</td>
<td>Hit head on wall</td>
<td>Students will find an area on wall and will do wall push-ups at own pace. I will demonstrate how to do the push up beforehand. Perform 20 times.</td>
</tr>
<tr>
<td>2</td>
<td>Knee Push ups</td>
<td>Shoulder width Bend Straighten</td>
<td>Might slide on knees</td>
<td>Students will find an area on wall and will do knee push-ups at own pace. I will demonstrate how to do the push up beforehand. Perform 20 times for 2 sets.</td>
</tr>
<tr>
<td>2</td>
<td>Regular Push ups</td>
<td>Shoulder width Bend Straighten</td>
<td>Butt is to high in the air</td>
<td>Students will find an area on wall and will do regular push-ups at own pace. I will demonstrate how to do the push up beforehand. Perform 20 times for 2 sets.</td>
</tr>
<tr>
<td>3</td>
<td>Bicep Curls w/ Bands</td>
<td>Stand Grip Palm Up Elbows in Up Down</td>
<td>Keeping the elbows in</td>
<td>Students will grab band and stand on it with two feet, grip the handles with palms up, put elbows by the side, then pull up, then release down. Perform 30 times for 2 sets with alternate arms. Will change pace every five reps</td>
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<tr>
<td>3</td>
<td>Ventral Rasies w/ Bands</td>
<td>Stand Grip Palm Down Elbows Locked Up Down</td>
<td>Keeping elbows straight and locked</td>
<td>Students will grab band and stand on it with two feet, grip the handles with palms up, put elbows out in front, then pull up, then release down. Perform 30 times. 2 sets Alternate arms. Will change pace every five reps</td>
</tr>
<tr>
<td>2</td>
<td>Closing Lecture: review what we have covered today and answer any question</td>
<td>Freeze</td>
<td>Getting students to answer questions</td>
<td>The student will be assessed on what was covered in the lesson today. Asked questions on the cues for each exercise.</td>
</tr>
</tbody>
</table>

**Closure**

Which key points will be summarized during the lesson closure. Include specific questions that will be asked of the students.
I will go over the cues that were done in each exercise. I will call on volunteers to answer the question about which cues go with which exercise.
What cues were used in Wall Push-ups?
What are the cues that were used in Biceps Curl w/ bands?
Why upper body strength and endurance is important?

**Student Assessment**

The student should be able to do a push up successfully with proper form 90% of the time. The student should be able to explain how to do at least one exercise we did in class today. With a show of hands who pushed themselves out of their comfort zone today in the workout.