**Intro to Power Lifting**

Grade/Subject: PE Unit: Training/Lifting Lesson Duration: 60min

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| Apply training and movement principles to the development of performance related components of fitness. |  |  |
| Apply training and movement principles to develop health-related components of fitness |  |  |
| Demonstrate basic Competencies |  |  |
| Demonstrate effective training and movement principles for muscular development, including strength, power and endurance. |  |  |
| **LEARNING RESOURCES CONSULTED** | | |
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| **MATERIALS/ EQUIPMENT/ SET UP** | | |
| * **Fitness Centre** * **Checklist** * **Music (once and if they are comfortable with each exercise)** | | |
| **PROCEDURE** | | |
| **Introduction** (5 min.)**:** | | |
| *Attention Grabber:* Pre assessment – knowledge of a hang clean, why it’s important, why do it? I will also show a hang clean and shoe them how the different movements in their circuit contribute to this lift. Also pre assessment of exercises we are doing this class, who knows them/has done them before.  *Assessment of Prior Knowledge:* Questioning  *Connection to Curriculum:* Basic competences, connect how it helps our body, what components of fitness does it work on?  *Expectations for Learning and Behavior:* Working hard, being safe, proper techniques, if you are unsure about a technique you are asking one of the instructors, proper weight room etiquette, you will help each other and really focus on technique, if you aren’t getting it be proactive and get a friend to help you or Miss Lawrence or I.  *Advance Organizer/Agenda:* Doing exercises in a circuit that help to progress into a hang clean  *Transition to Body:* Demonstrating each exercise, giving key points to each student. | | |
| **Body** (50 min.)**:** | | |
| ***Learning Activity #1:*** Circuit of the major movements of a hang clean, each student will go through the main movements of a hang clean in separate movements. When you are not at a station doing an exercise you are spotting a friend, together you can both monitor technique. Why is proper technique important? I want you to work hard, but more importantly I want really good technique so help each other. Everyone goes through once with really light weight or no weight, if you want to add weight to an exercise come and get me and we’ll set you up if you’re ready.  **Deadlift:** One squat rack will be used for dead lifts, the other for front squats, deadlifts are the hardest movement in this circuit so there wont be any weight to start:   1. Stand with the **bar above the center of your feet** - your stance should be a bit more narrow than shoulder-width to give your arms room. 2. **Grab the bar** overhand so your arms are vertical to the floor 3. **Bend through your knees** until your shins hit the bar which must remain above the middle of your feet. [Shoulder-blades directly over the bar](http://stronglifts.com/deadlift-hips-low-high-position-technique/). 4. **Lift your chest** but don't squeeze your shoulder-blades (like on [Squats](http://stronglifts.com/how-to-squat-with-proper-technique-fix-common-problems/)). Just put your shoulders back & down, head inline with rest of your spine. 5. **Pull** – Keep the bar close to your body, roll it over your knees and thighs until your hips and knees are locked. Do not lean back at the top.   **Shrug:** Barbells - arms stay straight, use your trapezius muscles to pull the barbell up, watch yourself in the mirror, so it literally looks like you are just shrugging, ensure your arms are loose.  **Bent over Row:** Barbells - back is flat, bend over, slight bend in the knees, have the barbell close to your knees, and row up to your chest, you are working your back and arms, watch yourself to ensure that you aren’t pulling with your back, if you are rest, or lesson the weight. Your hands are in the same position as the deadlift.  **Front squat:** Squat rack, arm position on the bar, make sure hands are the same distance from the middle of the bar, finger go underneath and your elbows up, the set up is VERY important. The bar sits on your deltoid muscles, this will feel awkward, that’s okay. Back is straight, weight is on your heels and squat down nice and low, trying hard to keep weight on your heels, keep your elbows up. I will be at the squat racks watching deadlifts, and front squat to ensure proper form.  **Jump Squats:** No weight, jump in the open areas, get down nice and low and jump up hard, think about keeping your weight on your heels on the way down, and back flat.  \*\* If there are too many students I will get them to do alternative exercises such as bike sprints or push press in preparation for snatches.  *Assessments/Differentiation:* Checklist of readiness to move on  *Motivation:* Why is this important, why can’t we go right into a hang clean? Also for health and wellness, to better themselves as athletes.  ***What if some students are ready to move on:***  There may be students that are ready to add weight to the exercises we are doing, especially the dead lift, the next progression would be to add the deadlift and shrug.  *Assessments/Differentiation:* Questions and Observation. I will be giving each student (I will be checking off who I have observed and talked to) about how they are doing and feeling. I will be asking students about what the key points of each movement is to ensure understanding  *Motivation:* Being successful as well as getting the proper body position down, in order to move onto a more complicated skill. Develop muscular strength and endurance.  \*\*Deadlift and Front squat may take more than one class to be performed well enough to progress; we will see how they do.  COOL DOWN and STRETCH – we will put all equipment back to where it belongs and stretch as a group as we discuss the various exercises in the circuit. | | |
| **Closure** (5 min.)**:** | | |
| *Consolidation/Assessment of Learning:* Hand Poll of comfort ability of each exercise, a 1, 2 or 3, to help assess readiness. (During stretching.)  *Feedback From Students:* Who feels prepared to move towards a hang clean next day?  *Feedback To Students:* What did they do well over all, what did I like that I saw?  *Transition To Next Lesson:* Combining all of the movements into a hang clean. | | |

**Power Lifting – Lesson #2**

Grade/Subject: PE – Fitness Lesson Duration: 60 min

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Apply training and movement principles to the development of performance related components of fitness.** | Complete a workout developing muscle strength and power that contribute to their personal performance. | **Observation, Questioning, Completion of Fitness Record** |
| **Apply training and movement principles to develop health-related components of fitness** | Complete a workout developing muscle strength that contributes to their health and well-being. | **Observation, Questioning** |
| **Demonstrate effective training and movement principles for muscular development, including strength, power and endurance.** | Demonstrate appropriate form and technique doing exercises particularly targeting muscular strength. | **Exit poll, Observation, Questioning** |
| **Demonstrate basic Competencies** | Complete a full work using proper form, technique and fitness center etiquette. | **Observation** |
| **LEARNING RESOURCES CONSULTED** | | |
| **Resource #1: CCH Fitness Room Material**  **Resource #2: PE program of studies** | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | |
| * **Their fitness record sheets** * **Pens** * **Fitness Center** | | |
| **PROCEDURE** | | |
| **Introduction** (10 min.)**:** | | |
| *Attention Grabber:* \*\*Warm up in the gym before - Oly Oly Octopus tag, and then progress to doing it with a partner, arms linked. We can also do a relay race – make it competitive, lunges, jumping jacks, hopping, broad jumps, spin around three times, go with a partner and do piggy back rides (Warm up: 7 minutes)  \*\*Hook – doing a full clean for them and going over the exercises that we did last day.  *Assessment of Prior Knowledge:* DIFFERENCE BETWEEN POWER AND ENDURANCE. I will hand out their record sheets and we will look at the characteristics of their active rest day and talk about how we could train for power/strength specifically now. As well as, how much do they remember of the progression exercises? Do they know WHY we are working towards a hang clean? Go over which exercises we did last day.  *Connection to Curriculum:* Developing components of fitness – specifically muscular strength and endurance, as well as demonstrating competencies and self-improvement.  *Expectations for Learning and Behavior:* Challenging themselves, trying new exercises and working hard. I expect them to help each other, ask for help when they don’t know something and be safe with the equipment and themselves.  *Advance Organizer/Agenda:* Progressing from last day and completing a full workout.  *Transition to Body:* Explaining how they are going to complete their workout. | | |
| **Body** (60 min.)**:** | | |
| ***Learning Activity #1:*** Once we have discussed how much do they remember about the hang clean – which exercises did we go through and how we are going to put them all together individually now.  \*\* Now that we have introduced some power exercises (the exercises from last day), did you notice any differences between your active rest day exercises? (They will have their record sheets) What do you think some differences would be? (Weight, reps, rest time) So now that we are a little more familiar with power exercises from last day we are going to continue progressing to doing the hang clean, but also when you aren’t working on your clean and you’re doing other exercises you will be doing exercises for power. So how would that look if I was doing a leg press? Or a squat?  \*\*SAFETY – how should they be finding out how heavy they should be going? We will discuss safety, and the importance of having a spotter and knowing your limitations.*Assessments/Differentiation:* Are you being safe and conscious of what you are doing, are you lifting for power? How will you know? – Observation and Questioning  *Motivation:* Personal Improvement, developing physical skills and fitness components.  ***Learning Activity #2:*** Students will complete 3 lower body exercises for power, and 3 upper body exercises for power (they will write this on the top of your fitness record sheet) you will do 4 - 6 sets of each exercise and between 3-6 reps.  You should have enough of a rest time so that you are recovered for your next set, if you are doing a complex movement (such as the deadlift or the front squat) give yourself more time to recover, (a minute and a half to two minutes if you are doing lots of weight, if you aren’t doing that much weight then you can probably recover within 45 seconds to a minute.)  Your repetitions should be hard, even though you are doing less of them, because you are lifting heavy weight.  \*\*As you are going through your workout you need to come to the first squat rack for our progression of the hang clean, I want to review it all with you individually so we can start putting it all together.  Once you are done your six power exercises and your hang clean progression you will do 2 core exercises.  The other squat rack will be used for your power exercise, so you can do squats, bent over rows, or deadlifts on this platform, I really encourage you do keep doing the exercises that we did last day to keep improving our skills for the hang clean, and they are perfect exercises to develop power. Every student will be at a different readiness level for combining exercises to put the hang clean together.  \*\* If you weren’t there last day – partner up with someone who was and I want you to teach each other what you learned last day – most important = deadlift and front squat, if you need extra help ask me to help you catch them up!  \*\* Make sure we are hydrating and stretching throughout our workout, and if you are done your eight exercises and the hang clean progression you can do 2 core exercises – and also put those on your record sheet as well.  *Assessments/Differentiation:* Exit poll for readiness of hang clean  *Motivation:* Developing muscular strength | | |
| **Closure** (7 min.)**:** | | |
| *Consolidation/Assessment of Learning:* There will be a couple of students that can hang clean and if they are comfortable I would like them to demonstrate for the class, with or without weight. Afterwards, we will have a discussion (With a partner then as a whole class) while we are stretching about how power lifting felt, compared to previous work outs, does power lifting feel different then past work outs, how so? And why? We will stretch as a group and talk about the progression to actual full cleans the next day. We will have a finger poll – 1, 2 or 3: 1 is “I don’t feel ready to try a full hang clean yet”, 2 is “With a little more practice I think I’ll be able to try it” and 3 is “I’m ready right now!”  *Feedback From Students:* Does power lifting feel different then past workouts, how so? And why?  *Feedback To Students:* What I thought we did well as a class, and individuals.  *Transition To Next Lesson:* Full hang cleans. | | |

**Power Lifting – Lesson #3**

Grade/Subject: PE – Fitness Lesson Duration: 60 min Suttie

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Apply training and movement principles to the development of performance related components of fitness.** | Do Power Lifting Exercises contributing to their fitness and health and wellness | **Observation**  **Exit Slip** |
| **Apply training and movement principles to develop health-related components of fitness** | Combine skills to perform a hang clean | **Observation**  **Exit slip** |
| **Demonstrate effective training and movement principles for muscular development, including strength, power and endurance.** | Complete a power-focused workout, continuation from last day. | **Observation**  **Exit Slip** |
| **Demonstrate basic Competencies** | Complete a power focused workout, continued from last day | **Observation**  **Exit slip** |
| **LEARNING RESOURCES CONSULTED** | | |
| **Resource #1: CCH Fitness Room Material**  **Resource #2: PE program of studies** | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | |
| * **Their fitness record sheets** * **Pens** * **Fitness Center** * **Coaches Eye – video recording** | | |
| **PROCEDURE** | | |
| **Introduction** (10 min.)**:** | | |
| *Attention Grabber:* \*\*Warm up- in the gym before, Relay race – make it competitive, lunges, jumping jacks, hopping, broad jumps, spin around three times, go with a partner and do piggy back rides (Warm up: 7 minutes)  *Assessment of Prior Knowledge:* What do they remember from last day about power lifting – as we discuss we can do planks.  *Connection to Curriculum:* Development of fitness components and demonstration of basic competencies  *Expectations for Learning and Behavior:* I expect them to work hard, and I expect all of them to attempt a full hang clean.  *Advance Organizer/Agenda:* They will complete their fitness cards for power, continuing work out from last day. 4 – 6 sets, and 4-6 reps for each exercise, with heavy weight.  *Transition to Body:* Before we start we will review how you train for power, BREATHING, and how to find what weight you should be doing, assess how heavy they were lifting last time. | | |
| **Body** (60 min.)**:** | | |
| ***Learning Activity #1:*** I will pick two people to work on Hang cleans while they complete their workout from last day.  *Assessments/Differentiation:* They will be assessed on their hang cleans by the end of the day, so when they are ready to show me their hang clean for their assessment.  *Motivation:* Development, bettering performance, demonstrating basic competencies,  ***Learning Activity #2:*** They will continue with their power exercises that they have done the past couple of weeks.  Your repetitions should be hard, even though you are doing less of them, because you are lifting heavy weight.  \*\* Once you are done your six power exercises and your hang clean progression you will do 2 core exercises.  \*\* If you weren’t there last day – partner up with someone who was, and I want you to teach each other what you learned last day – most important = deadlift and front squat, if you need extra help ask me to help you catch them up!  \*\* Make sure we are hydrating and stretching throughout our workout, and if you are done your eight exercises and the hang clean progression you can do 2 core exercises – and also put those on your record sheet as well.  *Assessments/Differentiation:* Exit slip of two differences between exercising for endurance and exercising for strength on post-its  *Motivation:* Developing muscular strength, application of knowledge for power exercises and their effect on performance. | | |
| **Closure** (7 min.)**:** | | |
| *Consolidation/Assessment of Learning:* There will be a couple of students that can hang clean and if they are comfortable I would like them to demonstrate for the class, with or without weight. Afterwards, we will stretch and do our EXIT SLIPS.  *Feedback From Students:* Does power lifting feel different then past workouts, how so? And why?  *Feedback To Students:* What I thought we did well as a class, and individuals.  *Transition To Next Lesson:* Full hang cleans. | | |