



Lesson Plans



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Exercise Egg Surprise

Recommended Grades: 4-6

Overview:

Weight training offers a lifelong fitness activity that strengthens bones and muscles and reduces the risk of developing diabetes and colon cancer. Weight training decreases the risk of high blood pressure and reduces resting heart rate. This game offers body weight resistance exercises that are age appropriate forms of weight training for the recommended grade levels. The game offers students a base for the development of habits for prolonged fitness activities for life.

Time Duration: 30-45 minutes

Standard 3: Exhibits a physically active lifestyle.

Benchmark: 3-E-3 Selects and participates regularly in physical activities for the purpose of improving skill and health (engages in activities that promote cardiovascular fitness).

Interdisciplinary Connections:

Health: Standard 3 Student will demonstrate the ability to practice positive health behaviors and reduce healthy risks.

Benchmark: 3-M-1: Identify personal health needs and develop long-term goals for a healthy lifestyle.

Objectives:

1. The student will develop lifelong fitness habits for improving overall health.
2. The student will demonstrate a basic understanding of the benefits of weight resistance in overall health matters.

Materials:

Plastic Easter eggs
Cones or line markers
Paper
Markers
Step Bench

Background Information:

Prior Knowledge:

Students must be able to perform exercises associated with the enhancement of fitness through body weight resistance. Students need to review safety procedures for moving in a confined space. Students need to be familiar with the muscle groups.

Teacher Notes:

See attachment one.

Procedure:

Engagement:

Show students pictures of different individuals who participate regularly in muscle building activities. Ask the students what they notice about the pictures. Lead the students into a discussion about the benefits of muscle growth in the spectrum of overall fitness.

Lesson Activity:

1. Students line up across the end line or a predetermined starting line.
2. On command the students sprint onto the playing area to find the exercise eggs.
3. The students open the eggs, read the exercises, replace the exercises in the egg, and then perform the exercises for one minute.
4. On command the students sprint to find different colored eggs and repeat the process of exercise performance.
5. Continue the game until everyone has filled his or her basket (body) with lifelong fitness tools.

Closure:

Review with the students the benefits of resistance training for lifelong fitness. Help the students understand which muscle group they worked by asking the students which part of their body was affected during the movements. Help the students to understand the importance of continuing a lifetime of fitness.

Assessment:

Attachment 2: "I Can" Student Assessment

Attachment 3: Exercise Performance Assessment

Accommodations/ Modifications:

It is possible to modify the body weight resistance exercises to accommodate differences and/or disabilities. The one-minute time limit and the distances between the eggs can be reduced to help the students complete the task. Exercises can be modified to meet the needs of the students' disabilities.

Development Resources:

<http://carolsgym.com/reasons.html>

<http://ronjones.org/Coach&Train/ExercisePhotos/BodyWeight/>

Reproducible Materials:

Attachment 1: Body Weight Resistance Exercises

Attachment 2: "I Can" Student Assessment

Attachment 3: Exercise Performance Assessment

Reflections:

The students enjoyed the concept of finding the Easter Eggs to determine the activity they were going to perform. A problem developed when the students became over zealous in finding the eggs. Sometimes, they forgot to replace the exercise prompt back in the egg before switching to a new exercise. Some simply did not take the time to put the exercise back in the egg.

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ATTACHMENT 1

Body Weight Resistance Exercises

Push-up

1. Place feet shoulder width apart and place hands under shoulders and shoulder width apart.
2. Body should be in a straight line "plank" position from heels to shoulders.
3. Lower the body while maintaining plank posture until chest is close to the ground.
4. Keep core braced and strong as you lift to preserve the plank position and to take excessive pressure off the lower back.

Push-up alternative (knees)

1. Place knees close together and hands under shoulders. If on a hard surface, use padding under knees to add comfort and to prevent cartilage damage.
2. Body should be in a straight line "plank" position from knees to shoulders.
3. Lower the body while maintaining plank posture until chest is close to ground.
4. Keep core braced and strong as you lift to preserve plank position and to take excessive pressure off the lower back.

Squat

1. Stand upright with feet squarely pointed forward and flat on the ground.
2. Lower into squat as you keep weight evenly distributed across feet while reaching out with arms.
3. Keep heels down and do not compensate by allowing your toes to rotate out as you go down!
4. "Gently" lower into a position similar to sitting in a chair
5. Stand up by leaning out over your feet and then drive your body up over your feet. As you finish standing, do not "lock out" knees.

Lunges

1. Take long step or "lunge" forward with both feet pointing straight forward.

2. Keep front knee aligned over front ankle and then drop straight down into lunge.
3. Concentrate on limiting lateral motion with the body as you stabilize during the movement.
4. Step back up and back into the starting position with both feet together. As you stand, back out of the lunge quickly, "press off" the front foot to help you return to starting position without dragging the foot back.
5. DO NOT use hands on thighs to stabilize lateral movement or take load off your legs! Make your legs and core do the work!

Side lunges

1. Start in athletic ready position with semi-squat and feet pointed straight forward; hips are square and forward.
2. Lunge to one side while keeping the inside leg straight and the inside foot pointed straight forward and flat on the ground.
3. Reach down for the ground in front of the outside leg.
4. Staying down in the athletic position, return to center and then lunge to the other side.

Crunches

1. Lie on back with fingertips lightly placed on tops of ears.
2. Place feet shoulder width apart and flat on the ground.
3. Crunch up off ground with upper body $\approx 30^\circ$ and draw chest towards knees.
4. Give it an extra "crunch" or squeeze effort on the top then lower back to ground with control.

Calf Raises

1. Start with your heels down as far as possible in a good stretch.
2. Keep your knees straight and stiff but not locked.
3. Rise up onto the balls of your feet and squeeze, moving only at the ankles.

Side Leg Raises

1. Lay on your side.
2. Fold that arm under you head.
3. Slowly lift leg upward 6 – 12 inches.
4. Hold position.
5. Slowly lower leg.
6. Repeat exercise with the other leg.
7. Keep back and knees straight throughout the exercise.

Tricep Dips

1. Find a step bench and sit on it with your hands next to your hips.
2. Move your hips in front of the bench while keeping your gluteus maximus close to the step.
3. Bend your elbows and lower a few inches. Don't sink into the shoulders (use your arms)

Heel Drops

1. Find a step bench.
2. Take one foot and hang it off the side of the step.
3. Bend the standing knee and lower into a one-legged squat, lowering the heel towards the floor.
4. Be sure to keep the standing knee behind the toe.

Attachment 2

“I Can” Student Assessment

Student Name:_____

Date:_____

P.E. Hour_____

Directions: Put a check in the completed box if you were able to exercise for the minute time limit before switching to a new station. Put an X in the box marked struggled if you were unable to exercise for the minute time limit.

Exercises	Completed	Struggled
Side lunge		
Lunges		
Crunches		
Squat		
Push-up		
Calf raises		
Side leg raises		
Tricep dips		
Heel drop		

Attachment 3

Exercise Performance Assessment

Place a check in the blank if the student demonstrates the correct steps listed below. The following scale can be used to grade the performance of each student.

Proficiency = 3 checks Adequate = 2 checks Needs Work = 1 check

Side lunge

- _____ Keeps back in a vertical position.
- _____ Does not allow the knee of the side leg to extend in front of the foot.
- _____ Does not lock knees at any time during the exercise.

Lunges

- _____ Keeps back in a vertical position
- _____ Does not allow the knee of the forward leg to extend in front of the foot.
- _____ Does not lock knees at any time during this exercise.

Crunches

- _____ Does not pull on the neck
- _____ Raises the chest toward the legs
- _____ Lowers body under control

Squat

- _____ Keeps weight evenly distributed across feet / arms stretched forward
- _____ Keeps heels down while lowering body
- _____ On the rise leans over feet driving upward

Push-up

- _____ Keeps body in a straight line "plank" position
- _____ Keeps chest close to the ground
- _____ Keeps elbow bent

Calf Raises

- _____ Keeps heels down
- _____ Keeps knees straight and stiff
- _____ Raises up on the balls of feet

Side Leg Raises

- _____ Lifts leg 6 – 12 inches
- _____ Holds leg in raised position
- _____ Slowly lowers leg

Tricep Dips

- _____ Keeps hands close to the hips
- _____ Keeps hip close to the step bench
- _____ Keeps elbow bent to lower body

Heel Drop

- _____ Foot hangs off the bench
- _____ Lowers heel to the floor
- _____ Standing knee stays behind the toe

