

LEVEL	UNIT	LESSON Number 4	EQUIPMENT
Seventh Grade	Fitness	Push-Up & Double Dutch	MP3 player>Fitness>push-up, Worksheet: W1, W5&6 back to back.

Objectives

The Students will:

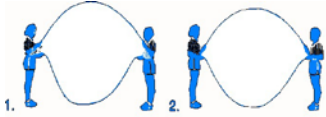
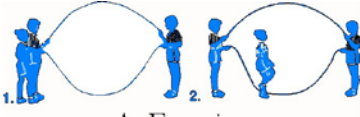
1. Work in partners to train and test upper body strength
2. Use training principles of progression, specificity and overload.
3. Practice double dutch in a group.
4. Have fun, be safe, do their best and be respectful.

If you have any feedback please email me at brummiejo@msn.com.
Thanks, Jo.

Benchmarks Addressed

- 2.2 Apply feedback from the teacher or others to improve skill performance.
- 2.3 Use information, feedback, and practice to set goals for skill improvement.
- 3.1 Assess muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition using the State-mandated fitness test.
- 3.2 Evaluate individual physical fitness measures in relationship to patterns of physical activity.
- 3.3 Develop individual goals for each of the five areas of fitness based on research-based standards.
- 5.2 Accept responsibility for individual improvement.

Activity	Time (Minutes)	Procedure	Comments/ Diagram
Part 1	5	<p>Collect pedometer and set goal for step count today.</p> <p>Provide students with an overview of the lesson.</p> <p>Ask students what there personal goals are for the pacer test and discuss training methods to increase scores. Ask students what there short term goal increases by each testing period.</p> <p>Q: <i>What component of fitness is a push-up?</i></p> <p>Q: <i>What component of fitness is a curl-up?</i></p> <p><i>Today we are going to review how to complete the push-up test so we can set personal goals but first let's warm up with our routine. Take heart rate before during and after and review training zones and recovery rates.</i></p>	<p>Either chose a routine that is ready or have the students work on their squad routines.</p>
Part 2	15	<ul style="list-style-type: none"> • Discuss and use visual demonstrations of the three points of the push-up. <p>Upper Body Strength and Endurance</p> <p>This test measures the strength and endurance of the upper body and is related to maintenance of correct posture. It is important to have strong muscles that can work forcefully and/or over a period of time.</p> <p style="text-align: center;">Push-Ups</p> <p>The objective of this test is to complete as many push-ups as possible at a specified pace.</p> <p>DIRECTIONS: Split students into partners and send them to an own space</p> <p>Explain that push-up require a lot of strength.</p> <p>FACT: Most people in America can do less than 3 push-ups!</p> <p>SPECIFICITY - For this reason it is important that we are able to train specific muscles for the push-up, without relying on a full push-up alone. Talk about the muscles used in a push-up and how they might modify it as well as come up with exercise that train the same muscles.</p> <p>Tell students they are going to spend 5 minutes with their partner coming up with different exercises that will build the upper body muscles. Explain that you want them to come up with 5 different exercises for upper body strength that vary from low to high INTENSITY.</p> <p>After 5 minute stop the class and share findings.</p> <p>Explain that they are again athlete and coach.</p> <p>The athlete has to perform the push-up until the coach tells them to stop.</p>	

		<p>Tell the coach that during the test they should encourage their athlete, they are also responsible for looking to make sure that the athlete is reaching all three standards. If they are not they are to give them 1 warning and then if they make another fault they are to tell them their score, congratulate their effort and tell the athlete that they can stop and fill in their chart.</p> <p>Repeat for second partner.</p> <p style="text-align: center;">Roles</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>Coach</p> <ol style="list-style-type: none"> Verbally encourage. Check arms go to 90°, cadence follows track & only hands and feet touch the floor. Warn for errors On second fault tell athlete their score And congratulate them for their effort. </td> <td style="vertical-align: top; width: 50%;"> <p>Athlete</p> <ol style="list-style-type: none"> Perform push-up using correct form, until told stop by coach Give best effort Listen for correction from the coach. Record the score the coach gives to you on chart. </td> </tr> </table> <p>Let students know that you are looking for how well they are giving and receiving feedback.</p> <hr/> <p>Talk to students about why they think their score is what it is. Start by sharing your reasons first and then have them share. This helps students make the connection between what they do and who they are. It also enables them to see what they may need to do to increase their upper body strength.</p>	<p>Coach</p> <ol style="list-style-type: none"> Verbally encourage. Check arms go to 90°, cadence follows track & only hands and feet touch the floor. Warn for errors On second fault tell athlete their score And congratulate them for their effort. 	<p>Athlete</p> <ol style="list-style-type: none"> Perform push-up using correct form, until told stop by coach Give best effort Listen for correction from the coach. Record the score the coach gives to you on chart. 	
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<p>Part 3 Double Dutch</p>		<p>Double Dutch started as a street game, but now has advanced to competitions, awards and prizes, and is being considered as a serious sport for the Olympics.</p> <p><i>This is the original double dutch song:</i></p> <p style="text-align: center;"><i>"We can't tell you where it started We don't know where it has been But have no doubt, the word is out, That double dutch is in".</i></p> <p>Review the basics of double dutch. Let the students know it takes practice and you are looking for how they can keep high spirit and just keep on trying!</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Double Dutch Turning</p> <ol style="list-style-type: none"> Arm position and turning motion same as for single long rope. Alternate left and right hands inward. <p>Tips: Do not overlap hands; keep thumbs up, elbows close to body. Keep the ropes moving slowly and steadily with no slack. Keep a little tension in the ropes. Cue: ONE-TWO-ONE-TWO</p> </div> <div style="text-align: center;">  <p>A. Entering</p> <ol style="list-style-type: none"> Stand next to turner and listen to ropes. Take a big jump as back rope passes turner's nose. <p>Tips: Repeat "beat" as back rope hits the floor. Jumpers should learn to enter from either side or either end. cue: ONE - TWO - READY - IN</p> <p>B. Exiting</p> <ol style="list-style-type: none"> Jump toward other turner, then out on side opposite of the rope being jumped. Jump out, don't run out. Turners move rope away as jumper exits. <p>Tips: Exit jump should be higher than normal jump. Exit as close to turner as possible. cue: ONE - TWO - READY - OUT</p> </div> </div> <p>Have students in 6 groups practicing. Tell students that if they are not jumping you want to see ways in which they can participate by raising their heart rate and increasing their step count.</p>	<p>Teach the students about your equipment and how it is organized. Tell them that the double dutch ropes have orange handles.</p>		
<p>Closure</p>	<p>2</p>	<p>Q: What are the 3 things you look for to ensure someone is doing a correct push-up?</p>	<p>W 1</p>		

	<p>Q: <i>What are you going to do to increase your push-up score?</i></p> <p>Q: <i>Where does the resistance come from in the push-up?</i></p> <p>Q: <i>How does the principle of overload apply to increasing upper body strength?</i></p> <p>This principle says that in order to train the muscles, they must work harder than they are accustomed to. This “overload” will result in increased strength as the body adapts to the stress placed upon it.</p> <p>Q: <i>FREQUENCY: How many times a week do you need to do strength exercise to gain muscles mass? 2-3</i></p> <p>W1: Have students fill in there push-up score in the pre test column on the work sheet. Have students set a long term goal for the pacer test in the far right column on the sheet.</p> <p>Then explain that for homework they need to calculate how much they must improve by each re-test (short term goal) in order to reach their long term goal. Address problems they may be having with the calculation show them an example of how it is done.</p> <p>Handout Team Handball history rules and diagram. W5 & 6, students are to familiarize themselves with them before next lesson.</p>	<p>W5 & 6</p>
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