

Physical Best: Physical Education for Lifelong Fitness and Health

Resistance Band Repetitions

Levels

- Middle school
- High school

NATIONAL STANDARDS FOR K-12 PHYSICAL EDUCATION

- Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

NATIONAL HEALTH EDUCATION STANDARDS

- Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

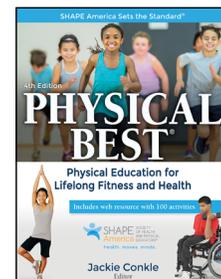
Learning Objectives

- Students will describe the concepts of intensity and progression as applied to muscular strength and endurance.
- Students will practice personal responsibility and leadership through teaching their peers.

Health-Related Fitness Components

- Muscular strength
- Muscular endurance

Lesson excerpted from *Physical Best: Physical Education for Lifelong Fitness and Health* by Jackie Conkle



2019

Book with online resources, activities and ancillaries.

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For more than 130 years, SHAPE America has been setting the standard for effective health and physical education.

Our National Standards for K–12 Physical Education serve as the foundation for PE programs across the country, and our advocacy efforts have led to legislative victories for the health and physical education profession.

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Fitness Concepts

- Overload
- Progression
- Specificity

Equipment

- Mats, one per student
- Resistance bands or resistance tubing of various colors (per strength of resistance), at least one per student
- Pencils, one per student

Reproducibles

- Resistance Band Exercise Cards
- Resistance Band Log

Duration

One class period

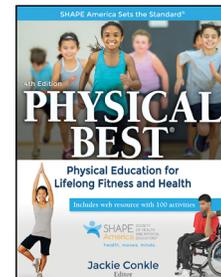
Setup

- Place mats in a large circle and lay out resistance bands of varying resistance.
- Organize students into pairs or small groups and give each team a Resistance Band Exercise Card.

Introduction of Concepts

- Intensity depends on how hard a person exercises during a physical activity session. The appropriate intensity for an activity session depends on the participant's age and fitness goals. When developing muscular strength and endurance, intensity is increased or decreased by adjusting the amount of resistance (weight), the number of repetitions performed, or both.
- Progression depends on how an individual increases the overload and thereby places greater-than-normal demands on the musculature of the body. The level of exercise should be gradually increased and can be manipulated by increasing the frequency, intensity, time, or some combination of these elements. In training for muscular strength and endurance, progression involves taking a systematic approach to increasing the resistance and intensity of the activity:

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Using heavier resistance and performing fewer repetitions improves muscular strength, whereas using lighter resistance and performing more repetitions improves muscular endurance.

Directions

1. Discuss resistance and repetition as they relate to intensity in training for muscle strength and endurance.
2. Discuss the principles of overload and progression and how they are applied for building endurance and strength.
3. Direct groups to learn and practice the exercise indicated on their card.
4. Once the groups have learned their exercises, ask them to figure out (1) how they could increase and decrease the intensity of their exercise and (2) how they could apply the concept of progression over a period of time with this exercise.
5. When groups are ready, ask them to lead the class through one set of 10 to 15 repetitions of their exercise. Each group should name the muscles worked, explain how intensity could be increased and decreased, and explain how they could apply the concept of progression over a period of time with the exercise.
6. Give each student a Resistance Band Log and ask the students to track their resistance band exercises over time.

Closure

- Bring students together to discuss the following questions:
 - How would you adjust intensity and progression to increase muscular strength?
 - How would you adjust intensity and progression to increase muscular endurance?
- Tie in specificity by asking volunteers to demonstrate an exercise they learned today (from another group) and to indicate the muscle group it works.

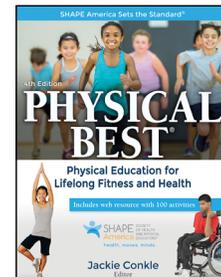
Assessment

- Ask students to describe how resistance and repetition can be used to manipulate intensity and control progression in muscle development.
- Ask students to use the Resistance Band Log over a period of classes and note any improvements in resistance and repetitions.

Teaching Tip

To add new exercises to this activity, consult physical education catalogs and books about using resistance bands.

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Variation

If preferred, provide each group with a packet of all of the exercises to be learned and allow each group to work and learn independently. Alternatively, you could teach each exercise to the entire group first. Then in subsequent lessons, you can ask students to work independently or in pairs.

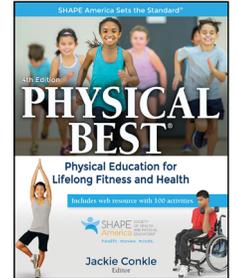
Adaptation and Inclusion

- For students with low fitness, in addition to developing muscular strength and endurance, resistance bands can increase range of motion. For students who are unable to grasp resistance bands, use hand-over-hand assistance for movements.
- Take care to position students with visual or auditory impairments in such a way that they can see and hear other groups' demonstrations.

Home Extension

Students can plan a program for muscular endurance, strength, and power to use in future classes.

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