CTS Health Pathways –

Recreational Leadership (Rec)

Foundations For Training 1

(REC1040) http://education.alberta.ca/media/2205652/rec.pdf

Eastglen, Edmonton Christian High, Harry Ainlay, Jasper Place, J. Percy Page, McNally, Ross Shephard, Strathcona, Queen Elizabeth, Vimy Ridge, W.P. Wagner



**Teacher Team:**

Noreen Baker, W.P Wagner

Scott Bezubiak, Ross Sheppard

Danny Boily, Harry Ainlay

Jennifer Boldt, Eastglen

Christopher Douglas, Harry Ainlay

D’Anne Ewasko, McNally

AJ Facendi, Jasper Place

Brad Galloway, Jasper Place

Taso Garanis, J. Percy Page

Scott Gillespie, Vimy Ridge Academy

Rob Hofstede, Edmonton Christian High

Kirsten Kalynchuk, Queen Elizabeth

Norma Love-Pankonin, Strathcona

Jeff Tobert, Ross Sheppard

Tonya Yonge, Queen Elizabeth

**Facilitator:** Andrew Morgan (Consulting Services)

**Editor:** Rosemarie Koshman (Contracted)

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| **STAGE 3 Learning Plans** |

**Lesson 1**

**Fitness Room Etiquette 101**

-by Noreen Baker, Scott Gillespie

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| **BIG IDEA**  When training to improve athletic performance and personal fitness, personal goal setting, proper technique and the application of fundamental training principles are crucial to success. | |
| **ENDURING UNDERSTANDINGS**   * Training principles are essential in increasing athletic performance. (Essential Learning Outcome 1) (1.1, 1.2, 1.3, 2.1, 2.2, 2.3) * Proper technique leads to safe and effective training. (Essential Learning Outcome 2) (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1, 4.2) * Training terminology is important as related to the components of fitness. (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.1) * Personal goal setting is important to sports performance, fitness and health. (3.1, 3.2, 3.3, 3.4, 4.1, 4.2) * Exercising with others increases motivation and success. (4.1, 4.2, 4.3, 5.2) * Positive fitness experiences build confidence and intrinsic motivation to continue to lead an active and healthy lifestyle. (5.1, 5.2) | **ESSENTIAL QUESTIONS**   * How do I make my training safe and effective? * Why do we train? * What does it mean to be fit? * How can I make training fun and interesting? * Why is goal setting necessary to improve performance? |
| **KNOWLEDGE**  Students will:  1. apply training and movement principles to the development of performance-related components of fitness  2. apply training and movement principles to develop health-related components of fitness  4. demonstrate basic competencies  5. make personal connections to the cluster content and processes to inform possible pathway choices | **SKILLS**  Students will be able to:  1.2 describe safety considerations for exercises related to performance-related components  1.3 create an activity that applies to a performance-related component  2.2 describe safety considerations for an exercise related to a health-related component  4.1 demonstrate fundamental skills to:  4.1.1 communicate  4.1.4 think and solve problems  4.2 demonstrate personal management skills to:  4.2.1 demonstrate positive attitudes and behaviours  4.2.2 be responsible  4.2.3 be adaptable  4.2.4 learn continuously  4.2.5 work safely  4.3 demonstrate teamwork skills to:  4.3.1 work with others  4.3.2 participate in projects and tasks |

**Lesson Summary**

Through self-guided discovery and group brainstorming, students will determine and discuss the major etiquette rules that should be followed while in the fitness room. The lesson will take 65 to 80 minutes.

A written or practical test can be given to evaluate the level of understanding of the students.

Produce a visual project that explains the 9 categories of fitness room etiquette.

**Lesson Plans**

**Lesson 1**

**Fitness Room Etiquette 101**

**Part A:**

Powerpoint Presentation



Double Click to Open**Part B:**

1. Introduce 9 etiquette rules.

* Sharing equipment
* Respect the equipment

## Unloading your weight bar

## Putting weights back where you found them

## Keeping your sweat to yourself

## Helping the flow of traffic

## Hogging the drinking fountain

## Toting around your gym bag

* Treating the locker room like your own bathroom

1. Divide class in to 9 groups and assign one rule to each group.
2. Each group will be given 15 minutes to brainstorm and produce a short skit (1 – 2 minute) that will demonstrate what they feel is POOR/INAPPROPRIATE etiquette.
3. Have each group perform their skit to the rest of the class.
4. Discuss as a class what they think was wrong with the etiquette that was presented.
5. Brainstorm (guided by you) with the class what the proper etiquette rules should be.
6. Allow the groups 5 minutes to correct their etiquette faux-pas and then re-present the scenarios to the class with the correct etiquette in place.

**Fitness Room Etiquette 101 – Note taking sheet**

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| **Etiquette Rule** | **Common Faux-pas** | **Correction** |
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 **Going Beyond**

 **Supporting**

**::Pictures:iPhoto Library:Originals:2009:Apr 23, 2009_2:Assessment-Div-4.gifAssessment**

**FORMATIVE ASSESSMENT:**

Continuous formative assessment of individual students can take place throughout all planning sessions and class discussions.

**SUMMATIVE ASSESSMENT: Group mark /12**

Presentation Rubric:

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| --- | --- | --- | --- | --- |
| **Level**  **Criteria** | **4**  **Excellent** | **3**  **Proficient** | **2**  **Adequate** | **1**  **Limited** |
| Full group participation | All members of the group fully involved | Majority of group are fully involved | Some members of the group are not fully involved | Most members of the group not involved |
| Inappropriate etiquette clearly demonstrated | Clear and obvious to members of the audience |  |  | Unclear and confusing to members of the audience |
| Etiquette correction in second trial | Clear and obvious correction made in a correct manner |  |  | Correction not made |

 **Resources**

www.dummies.com/how-to/content/mastering-gym-tiquette.html

::Pictures:iPhoto Library:Originals:2009:Apr 25, 2009:Resources-Div-4.gif**Resources -general use**

**Learn Alberta**

http://education.alberta.ca/media/2205652/rec.pdf

**Websites:**

[http://www.learnalberta.ca/content/ssocirm/html/websitesaddressedintheccs/index.htm?grad](http://www.learnalberta.ca/content/ssocirm/html/websitesaddressedintheccs/index.htm?grade=121) e=121

**Assessment**

http://www.learnalberta.ca/Search.aspx?lang=en&search=assessment+linking+teaching+and+learning&grade=&subject=

**Assessment materials**

http://www.aac.ab.ca/

**Textbooks:**

**Foundations of Exercise Science – Studying Human Movement and Health**

**Peter Klavora, second edition**

**Exercise Science – An Introduction to Health and Phusical Education**

**Ted Temertzoglou and Paul Challen**

**Essentials of Strength Training and Conditioning**

**Thomas R. Baechle**

**Periodization – Theory and Methodology of Training**

**Tudor O. Bompa, Fourth Edition**