

MIDDLEBOROUGH PUBLIC SCHOOLS

[Personal Training]

[Fitness Grades 6-8]

The personal training unit is going to be similar to the resistance training units the students participate in; however, this unit is designed to allow students to set personal goals and create a set plan to achieve them. They will be introduced to various websites, apps, and other resources that will provide them with much of the information they need to create a workout plan. Once the students set their goal and plan a five-day workout routine, they will spend the remainder of the unit following their own plan to improve their mental and physical health.

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Table of Contents

[Unit Plan](#)

[Lesson # and Title](#)

[List of Unit Resources](#)

[Curriculum Embedded Performance Assessment \(CEPA\)](#)

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		<i>Acquisition</i>	
<i>Students will know...</i>	K	<i>Students will be skilled at...</i>	S
<ul style="list-style-type: none"> ● The physical and mental health benefits of resistance training ● A variety of training resources available to them ● Resistance training terminology ● Safety rules of resistance training ● Proper execution of a variety of resistance training lifts ● How to use resistance training to improve sports performance/ reach desired goal ● The major muscles/muscle groups in the body ● Which muscle each lift targets ● How to create and execute a personalized balanced resistance training workout ● How to maximize each workout to reach their targeted goal 		<ul style="list-style-type: none"> ● Properly executing a variety of lifts which target particular muscles/muscle groups ● Creating balanced resistance training workouts which work towards achieving their set goal ● Using a variety of resources to create workouts designed to help them meet their set goal 	

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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> ● Can explain their personal goal and why that it is important to them to reach it ● Can properly performance resistance training exercises ● Can describe safety rules for performing exercises ● Explains the many health benefits of resistance training ● Is able to participate in exercise circuit ● Demonstrates the ability to create and complete an individualized workout program 	<p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT</p> <ul style="list-style-type: none"> ● Creates and completes an individualized workout plan to achieved their desired results.
	<p>OTHER EVIDENCE: OE</p> <ul style="list-style-type: none"> ● Goal Setting Worksheet ● Workout Plan ● Teacher observation of lift execution and completion of circuits ● Verbal questions throughout lessons related to both the essential questions, and specific exercises/muscles/rules of resistance training, health benefits, and safety precautions/rules

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Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Learning Events:

- **Introduction to personal training:**
 - **Review: mental and physical health benefits, safety rules/expectations, muscular strength vs muscular endurance**
 - **Discuss resources available to the students**
 - **Goal-setting worksheet**
- **Students use the resources available and their goals to create a 5 day workout program.**
- **Students complete their planned workout for the day.**

Teaching:

- **Review safety rules, health benefits, muscles, etc.**
- **Skill specific corrective feedback**
- **Peer teaching opportunities**
- **Teacher and/or student demonstration of proper execution**
- **Allow students to use headphones during circuits to boost motivation**

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Lesson #1: Intro to Personal Training

Brief Overview of Lesson (what this lesson is about): Introduction to personal training, safety rules overview, health benefits, goal setting, resources, and planning a program

Prior Knowledge Required: None

Estimated Time (minutes): 45 minutes

Resources for Lesson (list resources and materials): Fitness and Health by Brian J. Sharkey, PhD and Steven E. Gaskill, PhD **By the end of this lesson students will know and be able to (write out clear and concise objectives for this lesson):**

- **Demonstrates the understanding of setting goals and how to create a plan to reach that goal**
- **Knows why using proper technique is important for safety and result**
- **Knows the many health benefits of resistance training**
- **Demonstrates understanding of the safety rules to follow while participating in resistance training**
- **Can identify the major muscles/muscle groups in the body**
- **Understands why it is important to include a warm-up and cool-down during every workout**
- **Is able to explain why you want to work both muscles which work together in opposition/balance muscles trained**

Essential Question(s) addressed in this lesson:

- **Why is it important to participate in aerobic and anaerobic exercises?**
- **Why is it important to monitor your heart rate during exercise?**

Standard(s)/Unit Goal(s)/Practice(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):

MA Standards:

2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.

2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.

2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness.

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2.15 Demonstrate strategies for inclusion of all students in physical activity settings relating to strength and speed.

Unit Goals:

- **Properly executing a variety of lifts which target particular muscles/muscle groups**
- **Creating balanced resistance training workouts which work towards achieving their set goal**
- **Using a variety of resources to create workouts designed to help them meet their set goal**

Instructional Tips/ Strategies/Notes for Teacher:

- Ask students what they know about resistance training
- Explain reasons for safety rules in resistance training
- Have those who are proficient in execution work with peers to help them reach the proficiency level
- Teacher demonstration of proper technique
- Allow students to listen to their own music through headphones to increase motivation

Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)

- Resistance training is only for boys
- Middle school aged students will stunt their growth with resistance training
- You are going to be “jacked” if you lift weights

Lesson Sequence

- **Introduction to personal training:**
 - **Review: mental and physical health benefits, safety rules/expectations, muscular strength vs muscular endurance**
 - **Discuss resources available to the students**
 - **Goal-setting worksheet**
- **Students use the resources available and their goals to create a 5 day workout program.**
- Closing- review terminology, rules, and health benefits

Formative assessment(s):

- Observation of work put into planning

Preview outcomes for the next lesson:

Finish workout plan and begin executing it

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Lesson #2: Starting the Program

Brief Overview of Lesson (what this lesson is about): Students will finish planning their programs and then begin their first day of workouts

Prior Knowledge Required: None

Estimated Time (minutes): 45 minutes

Resources for Lesson (list resources and materials): Fitness and Health by Brian J. Sharkey, PhD and Steven E. Gaskill, PhD **By the end of this lesson students will know and be able to (write out clear and concise objectives for this lesson):**

- **Demonstrates the understanding of setting goals and how to create a plan to reach that goal**
- **Knows why using proper technique is important for safety and result**
- **Knows the many health benefits of resistance training**
- **Demonstrates understanding of the safety rules to follow while participating in resistance training**
- **Can identify the major muscles/muscle groups in the body**
- **Understands why it is important to include a warm-up and cool-down during every workout**
- **Is able to explain why you want to work both muscles which work together in opposition/balance muscles trained**

Essential Question(s) addressed in this lesson:

- **Why is it important to participate in aerobic and anaerobic exercises?**
- **Why is it important to monitor your heart rate during exercise?**

Standard(s)/Unit Goal(s)/Practice(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):

MA Standards:

2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.

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2.15 Demonstrate strategies for inclusion of all students in physical activity settings relating to strength and speed.

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Unit Goals:

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Instructional Tips/ Strategies/Notes for Teacher:

- Ask students what they know about resistance training
- Explain reasons for safety rules in resistance training
- Have those who are proficient in execution work with peers to help them reach the proficiency level
- Teacher demonstration of proper technique
- Allow students to listen to their own music through headphones to increase motivation

Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)

- Resistance training is only for boys
- Middle school aged students will stunt their growth with resistance training
- You are going to be “jacked” if you lift weights

Lesson Sequence

- Students use the resources available and their goals to create a 5 day workout program.
- Students complete their planned workout for the day.
- Closing- review terminology, rules, and health benefits

Formative assessment(s):

- Observation of work put into planning

Preview outcomes for the next lesson:

Workout Number 2

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Lesson #3: Workout 2

Brief Overview of Lesson (what this lesson is about): Students will complete their planned workout

Prior Knowledge Required: None

Estimated Time (minutes): 45 minutes

Resources for Lesson (list resources and materials): Fitness and Health by Brian J. Sharkey, PhD and Steven E. Gaskill, PhD **By the end of this lesson students will know and be able to (write out clear and concise objectives for this lesson):**

- **Demonstrates the understanding of setting goals and how to create a plan to reach that goal**
- **Knows why using proper technique is important for safety and result**
- **Knows the many health benefits of resistance training**
- **Demonstrates understanding of the safety rules to follow while participating in resistance training**
- **Can identify the major muscles/muscle groups in the body**
- **Understands why it is important to include a warm-up and cool-down during every workout**
- **Is able to explain why you want to work both muscles which work together in opposition/balance muscles trained**

Essential Question(s) addressed in this lesson:

- **Why is it important to participate in aerobic and anaerobic exercises?**
- **Why is it important to monitor your heart rate during exercise?**

Standard(s)/Unit Goal(s)/Practice(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):

MA Standards:

2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.

2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.

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Unit Goals:

- Properly executing a variety of lifts which target particular muscles/muscle groups
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- Using a variety of resources to create workouts designed to help them meet their set goal

Instructional Tips/ Strategies/Notes for Teacher:

- Ask students what they know about resistance training
- Explain reasons for safety rules in resistance training
- Have those who are proficient in execution work with peers to help them reach the proficiency level
- Teacher demonstration of proper technique
- Allow students to listen to their own music through headphones to increase motivation

Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)

- Resistance training is only for boys
- Middle school aged students will stunt their growth with resistance training
- You are going to be “jacked” if you lift weights

Lesson Sequence

- Students complete their planned workout for the day.
- Closing- review terminology, rules, and health benefits

Formative assessment(s):

- Observation of work put into planning

Preview outcomes for the next lesson:

Workout Number 3

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Lesson #4: Workout 3

Brief Overview of Lesson (what this lesson is about): Students will complete their planned workout

Prior Knowledge Required: None

Estimated Time (minutes): 45 minutes

Resources for Lesson (list resources and materials): Fitness and Health by Brian J. Sharkey, PhD and Steven E. Gaskill, PhD **By the end of this lesson students will know and be able to (write out clear and concise objectives for this lesson):**

- **Demonstrates the understanding of setting goals and how to create a plan to reach that goal**
- **Knows why using proper technique is important for safety and result**
- **Knows the many health benefits of resistance training**
- **Demonstrates understanding of the safety rules to follow while participating in resistance training**
- **Can identify the major muscles/muscle groups in the body**
- **Understands why it is important to include a warm-up and cool-down during every workout**
- **Is able to explain why you want to work both muscles which work together in opposition/balance muscles trained**

Essential Question(s) addressed in this lesson:

- **Why is it important to participate in aerobic and anaerobic exercises?**
- **Why is it important to monitor your heart rate during exercise?**

Standard(s)/Unit Goal(s)/Practice(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):

MA Standards:

2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.

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Unit Goals:

- Properly executing a variety of lifts which target particular muscles/muscle groups
- Creating balanced resistance training workouts which work towards achieving their set goal
- Using a variety of resources to create workouts designed to help them meet their set goal

Instructional Tips/ Strategies/Notes for Teacher:

- Ask students what they know about resistance training
- Explain reasons for safety rules in resistance training
- Have those who are proficient in execution work with peers to help them reach the proficiency level
- Teacher demonstration of proper technique
- Allow students to listen to their own music through headphones to increase motivation

Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)

- Resistance training is only for boys
- Middle school aged students will stunt their growth with resistance training
- You are going to be “jacked” if you lift weights

Lesson Sequence

- Students complete their planned workout for the day.
- Closing- review terminology, rules, and health benefits

Formative assessment(s):

- Observation of work put into planning

Preview outcomes for the next lesson:

Workout Number 4

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Lesson #5: Workout 4

Brief Overview of Lesson (what this lesson is about): Students will complete their planned workout

Prior Knowledge Required: None

Estimated Time (minutes): 45 minutes

Resources for Lesson (list resources and materials): Fitness and Health by Brian J. Sharkey, PhD and Steven E. Gaskill, PhD **By the end of this lesson students will know and be able to (write out clear and concise objectives for this lesson):**

- **Demonstrates the understanding of setting goals and how to create a plan to reach that goal**
- **Knows why using proper technique is important for safety and result**
- **Knows the many health benefits of resistance training**
- **Demonstrates understanding of the safety rules to follow while participating in resistance training**
- **Can identify the major muscles/muscle groups in the body**
- **Understands why it is important to include a warm-up and cool-down during every workout**
- **Is able to explain why you want to work both muscles which work together in opposition/balance muscles trained**

Essential Question(s) addressed in this lesson:

- **Why is it important to participate in aerobic and anaerobic exercises?**
- **Why is it important to monitor your heart rate during exercise?**

Standard(s)/Unit Goal(s)/Practice(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):

MA Standards:

2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.

2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.

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Unit Goals:

- Properly executing a variety of lifts which target particular muscles/muscle groups
- Creating balanced resistance training workouts which work towards achieving their set goal
- Using a variety of resources to create workouts designed to help them meet their set goal

Instructional Tips/ Strategies/Notes for Teacher:

- Ask students what they know about resistance training
- Explain reasons for safety rules in resistance training
- Have those who are proficient in execution work with peers to help them reach the proficiency level
- Teacher demonstration of proper technique
- Allow students to listen to their own music through headphones to increase motivation

Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)

- Resistance training is only for boys
- Middle school aged students will stunt their growth with resistance training
- You are going to be “jacked” if you lift weights

Lesson Sequence

- Students complete their planned workout for the day.
- Closing- review terminology, rules, and health benefits

Formative assessment(s):

- Observation of work put into planning

Preview outcomes for the next lesson:

Workout Number 5

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Lesson 6: Workout 5

Brief Overview of Lesson (what this lesson is about): Students will complete their planned workout

Prior Knowledge Required: None

Estimated Time (minutes): 45 minutes

Resources for Lesson (list resources and materials): Fitness and Health by Brian J. Sharkey, PhD and Steven E. Gaskill, PhD **By the end of this lesson students will know and be able to (write out clear and concise objectives for this lesson):**

- **Demonstrates the understanding of setting goals and how to create a plan to reach that goal**
- **Knows why using proper technique is important for safety and result**
- **Knows the many health benefits of resistance training**
- **Demonstrates understanding of the safety rules to follow while participating in resistance training**
- **Can identify the major muscles/muscle groups in the body**
- **Understands why it is important to include a warm-up and cool-down during every workout**
- **Is able to explain why you want to work both muscles which work together in opposition/balance muscles trained**

Essential Question(s) addressed in this lesson:

- **Why is it important to participate in aerobic and anaerobic exercises?**
- **Why is it important to monitor your heart rate during exercise?**

Standard(s)/Unit Goal(s)/Practice(s) to be addressed in this lesson (type each standard/goal exactly as written in the framework):

MA Standards:

2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness.

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Unit Goals:

- Properly executing a variety of lifts which target particular muscles/muscle groups
- Creating balanced resistance training workouts which work towards achieving their set goal
- Using a variety of resources to create workouts designed to help them meet their set goal

Instructional Tips/ Strategies/Notes for Teacher:

- Ask students what they know about resistance training
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- Teacher demonstration of proper technique
- Allow students to listen to their own music through headphones to increase motivation

Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)

- Resistance training is only for boys
- Middle school aged students will stunt their growth with resistance training
- You are going to be “jacked” if you lift weights

Lesson Sequence

- Students complete their planned workout for the day.
- Closing- review terminology, rules, and health benefits

Formative assessment(s):

- Observation of work put into planning

Preview outcomes for the next lesson:

New Unit

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List of Unit Resources

List and include resources by lesson sequence.

Lesson Number	Resources
1-4	<i>Fitness and Health</i> _by Brian J. Sharkey, PhD and Steven E. Gaskill, PhD
1-6	Fitness HD App

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Curriculum Embedded Performance Assessment (CEPA)

Name: _____

Class: _____

Personal Training Goals

1. If you participate in physical activities outside of school what are they?

2. If you do not participate in physical activities outside of school, what would you like to improve upon?

- Upper body Weight Loss Muscle Strength
 Lower Body Weight Gain
 Core Muscle Toning

3. Whether you answered question 1, 2, or both, which will be most beneficial to you?

- Increasing Muscular Endurance Improving Agility
 Increasing Muscular Strength

4. Using your previous answers, set an ATTAINABLE goal for yourself.

Name: _____

Class: _____

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My Workout Plan

My Goal:

Importance:

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Personal Training Rubric

4- Above Grade Level

- Is able to independently set a personal fitness goal and create a five day workout plan to begin achieving that goal
- Always demonstrates proper form for each lift, including executing each one in a slow, controlled manner.
- Can safely pace themselves throughout each circuit, giving themselves appropriate rest time between each set.
- Understands and follows all safety rules throughout the unit
- Is able to explain the numerous health benefits associated with resistance training.
- Regards all classmates in a positive and supportive manner at all times, including offering help when a peer is performing a lift incorrectly

3- At Grade Level

- With some help from the teacher, he or she is able to set a personal fitness goal and create a five day workout plan to begin achieving that goal
- Demonstrates proper form for most of the lifts, including executing each one in a slow, controlled manner.
- Can safely pace themselves throughout each circuit, giving themselves appropriate rest time between each set.
- Understands and follows all safety rules throughout the unit
- Is able to explain the physical health benefits associated with resistance training.
- Regards all classmates in a positive and supportive manner at all times. He or she also accepts or provides help from peers and teachers when needed.

2- Approaching Grade Level

- With strong teacher support, he or she is able to set a personal fitness goal and create a five day workout plan to begin achieving that goal
- Demonstrates proper form for some of the lifts, but struggles to complete them in a slow and controlled manner.
- Needs help to safely pace themselves throughout each circuit
- Needs to be given circuits to meet their desired goal of increasing either muscular strength or muscular endurance, but are able to complete the circuit with guidance
- Understands all safety rules for the unit, but sometimes chooses to not follow them
- Can list a couple health benefits associated with resistance training.
- Regards all classmates in a positive and supportive manner most of the time, But he or she struggles to accept help from peers and teachers when needed.

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1- Below Grade Level

- He or she is able to set a personal fitness goal, but needs the teacher to create a five day workout plan to begin achieving that goal
- Struggles to execute lifts with proper form and speed.
- Even with help, he or she struggles safely pace themselves throughout each circuit
- Does not understand the difference between muscular strength and muscular endurance, and struggles to complete circuits provided to them.
- Understands all safety rules for the unit, but chooses to not follow them
- Is unable to name any health benefits associated with resistance training.
- Sometimes he or she regards classmates in a positive and supportive manner, but he or she struggles to accept help from peers and teachers when needed.

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