



**ÉCOLE NATIONALE
D'AÉROTECHNIQUE**

UN CAMPUS DU CÉGEP ÉDOUARD-MONTPETIT

**109-3A1-EM
Winter 2018**

PHYSICAL EDUCATION

Course outline



COURSE: Weight-training

PROGRAM: All programs – General Education

DISCIPLINE: 109 Physical Education - Block 3



Weighting: Theory: 1 | Practical Work: 1 | Personal Study: 1

Prerequisites: A BLOCK 1 COURSE (109-101-MQ) AND A BLOCK 2 COURSE (109-102-MQ)

INSTRUCTOR	OFFICE	 EXTENSION	 E-MAIL OR WEB SITE
Suzanne Côté	ENA: E-09 EM: AR-2	2943	suzanne.cote@cegepmontpetit.ca

OFFICE HOURS:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning					
Afternoon					

DEPARTMENT COORDINATORS	OFFICE	 EXT	 E-MAIL
Pascal Murray	AR-2	6731	pascal.murray@cegepmontpetit.ca
Martin Choquette	AR2	6774	mmartin.choquette@cegepmontpetit.ca

1. CONTEXT OF THIS COURSE IN THE STUDENT'S PROGRAM

INTRODUCTION TO THE WEIGHT TRAINING COURSE

The courses offered in physical education are divided into three blocks. To earn the three units in physical education, students must pass one course in each block. There are no prerequisites for blocks 1 and 2 (109-101-QM and 109-102-QM). However, passing a course in each of these blocks is a prerequisite for Block 3.

Block 3

Students use what was learned in the first two blocks to set up favorable conditions to practice physical activity regularly, independently and in a stimulating manner. They manage factors that promote the maintenance and development of this habit while taking control of their need for physical activity.

Students will design a personal training program in weight training that respects the principles of weight training outlined in the relevant documentation in order to focus on practicing physical activity regularly and sufficiently.

Thereafter, students will manage the implementation of their program.

2. MINISTRY OBJECTIVE

4EP2. To demonstrate one's ability to take charge of his or her practice of physical activity with a perspective toward healthy living.

3. TERMINAL COURSE OBJECTIVE

To adopt a healthy way of life while fully conscious of the importance to evaluate and respect one's abilities and conditions required for physical activity when weight training.

4. COURSE FORMAT

A 30-hour course includes 2 consecutive hours per week and 15 hours (one hour per week) of personal work outside of class.

The student will plan a personal weight-training program aiming for attainable objectives. The student will measure his/her initial physical condition in order to formulate a realistic objective. The weight-training program should conform to efficient training standards. To justify his /her results, a weekly logbook will be produced.

The teacher will continually evaluate the chosen exercises.

In order to counter the devastating effects of a sedentary lifestyle, all courses include an activity or vigorous exercise routine requiring a sustained and vigorous effort with strong emphasis on developing the cardiovascular component that students are encouraged to practice outside of class.

By the end of Block 3, which is at the end of their college physical education approach, students must demonstrate a cardiovascular physical condition that allows them to pass a specific threshold or criterion-referenced test.

5. GENERAL INFORMATION

For more information on college physical education courses, please refer to the web site for the department of physical education:

<http://education-physique.cegepmontpetit.ca>

Physical Education and General Education

Along with the other disciplines in general education, physical education contributes to the development of skills, knowledge and attitudes necessary to integrate in society as thoughtful, responsible and active individuals. Physical Education contributes in varying degrees to the goals of general education:

- ◆ To be able to develop independent and critical thinking regarding lifestyle and health
- ◆ To develop sense of responsibility toward others
- ◆ To apply knowledge to analyze situations and determine the appropriate action to take
- ◆ To develop awareness of the need to adopt life skills that promote good health
- ◆ To conceptualize situations and outcomes
- ◆ To analyze and synthesize information
- ◆ To control work methods
- ◆ To develop autonomy

Special Features of the Physical Education Courses at Collège Édouard-Montpetit

The physical education courses do not meet student needs for physical activity. In order to perform well at school and to promote the development of physical education competencies, it is strongly suggested that students find ways to be regularly active outside of the physical education courses.

6. COURSE PLAN

To harmonize practicing physical activity regularly and sufficiently in an approach that promotes good health.

* Project 1

Objectives	Strategy (Method, content)	Expected Results (Evaluation criteria, standards for mastery)	Preparatory Work (Personal work)	Evaluation (Mode, conditions, weighting, deadlines)
Build a warm-up and stretching program.	Laboratory Practice <ul style="list-style-type: none"> ➤ Léger navette 20m. Test ➤ Stretching: Written assignment 	Using the book, <i>Fitness Now!</i> Students create a portrait of their strengths and weaknesses at the beginning of the session as a way to improve their overall fitness.	Consult the required chapters and highlight different ways to warm-up and stretch. May also use internet sites.	Hand in written assignment that indicates strengths and weaknesses in light of various determinants of your physical fitness. 2 nd + 3 rd week/session Written essay: Warm-up and stretching program 10 points 5 % Total for this project 5 %

* Project 2

Objectives	Strategy (Method, content)	Expected Results (Evaluation criteria, standards for mastery)	Preparatory Work (Personal work)	Evaluation (Mode, conditions, weighting, deadlines)
<p>Build a personal muscle-building program adapted to the demands of weight training.</p> <p>Complete a research based on variants of functional exercises.</p>	<p>Develop a personalized table with components of a complete weight-training routine</p> <ul style="list-style-type: none"> ➤ Establish goals (see block 2) ➤ Warm-Up (Moving – stretching – increasing heart rate) ➤ Exercises on equipment to emphasize the 5 muscle areas (focus on one area if you wish) while taking into account the desired effects. ➤ Optimum force ➤ Sub-maximum force ➤ Resistance ➤ Endurance <p>From this choice, students will be able to set their training parameters</p> <ul style="list-style-type: none"> ➤ Plan an aerobic work-out <p>Table of cardiovascular training should include a minimum of 20 minutes while taking into account the target heart rate</p> <ul style="list-style-type: none"> ➤ Develop appropriate stretching exercises for the proposed weight-training program. 	<p>Check that: the assessment of the weight-training program follows the recognized training principles for the targeted goals.</p>	<ul style="list-style-type: none"> ➤ Review physical fitness training and improvement principles by conducting research in the library or on the Internet using the mediagraphy at the end of this document. ➤ Refer to the material covered in Blocks 1 and 2 regarding training principles. ➤ Take note of the material given at the beginning of each course. 	<p>Hand in personal weight-training program</p> <p><u>4th week/session</u></p> <p>Cardiovascular chart + objectives 5 points 5%</p> <p><u>6th week/session</u></p> <p>Weight-training chart + objectives + MaxC calculations 15 points 10%</p> <p>+</p> <p>Abdominal + lower back chart 5 points 5%</p> <p><u>11th week/session</u></p> <p>Variants functional exercises 10 points 10%</p> <p>Total for this project 30 %</p>

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* Project 3

Objectives, Length	Strategy (Method, content)	Expected Results (Evaluation criteria, standards for mastery)	Preparatory Work (Personal work)	Evaluation (Mode, conditions, weighting, deadlines)
<p>Manage your time to achieve safe and progressive training.</p>	<ul style="list-style-type: none"> ➤ Ongoing assessment by the teacher to be sure you are meeting the expected results ➤ Use of a logbook to record PMP progress ➤ (Sets – repetitions - % of MaxCharge) 	<ul style="list-style-type: none"> ➤ Safety rules covered in class are being respected. ➤ Continuous involvement on the part of the student regarding required work within the course. ➤ Positive and receptive attitude ➤ Weekly data entered 	<p>Work done in the course from the first to the last class of the session</p>	<p>Teacher's evaluation using logbook.</p> <p>Class 3 -15</p> <p>Total for this project 10 %</p>

* **Project 4**

<p>Acquire theoretical concepts specific to Weight-training.</p>	<p>➤ Theory evaluation: short-answer exam.</p>	<p>➤ Understanding the rules of a good training program in the work-out room, and following a logical training progression ➤ Knowledge of safety rules</p>	<p>Study various theoretical concepts covered in class throughout the course</p>	<p>Theory Exam Class 15 15% Total for this project 15 %</p>
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* **Project 5 To plan and manage a personal physical activity program.**

<p>Build a PPAP program of physical activities tailored to your priorities according to your needs, ability and motivation.</p> <p>Plan appropriate conditions to carry out the activities to practice.</p> <p>Correctly and effectively set personal goals and choice of physical activities to practice.</p>	<p>➤ After performing the Léger-Boucher test. ➤ Use the test results obtained from the test to analyze your needs to improve one of your fitness determinants: cardiovascular condition ➤ Set goals that meet your needs and ability. ➤ Build a personal program of physical activity that will allow you to achieve your goals while respecting the conditions for meeting them. ➤ Test your program while taking into account demands on your life (time, errors, budget, etc.) over an 8-week period while monitoring it daily and making periodic assessments. ➤ Halfway through the program, retake the test to see if you need to modify your original goals. ➤ Evaluate whether or not you have met your goals with appropriate justification.</p>	<p>➤ Complete the forms clearly, precisely and with thorough personal research to allow you to evaluate your needs, take precise measurements on your initial condition to plan a personal program. In other words, make sure the previously set goal is attainable. ➤ Take precise measurements on your initial condition to correctly set an improvement goal that realistically reflects your fitness level. ➤ Build a personal program tailored to your needs and ability that complies with training effectiveness standards so that it will be more challenging for you. ➤ Evaluate whether or not you have reached your goal, basing this result on weekly reports and justifications.</p>	<p>➤ Read review texts about the effects of physical activity and fitness on health. ➤ Complete several forms to analyze needs. ➤ Complete all steps leading to building a personal program, implementing it along with a follow-up, and finally evaluating it.</p>	<p>Project notebook must include: *Results from the initial test. *Measurable and realistic goals. *Written plan of the personal program with retained activity. Week 7 (32 points) 7% *Retake test to check whether goal was reached; Week 11 (34 points) 3% *Justifications with weekly reports and conclusion. Week 12 (15 points) 10% Total for this project 20%</p>
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* Project 6

Objectives, Length	Strategy (Method, content)	Expected Results (Evaluation criteria, standards for mastery)	Preparatory Work (Personal work)	Evaluation (Mode, conditions, weighting, deadlines)																																									
<p>Demonstrate, near the end of the session, an average cardiovascular condition according to standards established on a standardized test.</p>	<p>Following an assessment made at the beginning of the session, the teacher encourages students to practice a physical activity regularly outside of class in order to improve, in particular, their cardiovascular effectiveness.</p> <p>The cardiovascular condition will be measured again during Week 12.</p>	<p>Demonstrate an acceptable cardiovascular condition according to the criteria of a standardized test.</p> <table border="1"> <thead> <tr> <th colspan="2">Level Reached</th> <th rowspan="2">Mark /20</th> </tr> <tr> <th>Females</th> <th>Males</th> </tr> </thead> <tbody> <tr> <td>10,5 et +</td> <td>14 et +</td> <td>22</td> </tr> <tr> <td>9,5 – 10</td> <td>13 – 13,5</td> <td>21 – 21,5</td> </tr> <tr> <td>8,5 – 9</td> <td>12 – 12,5</td> <td>20 – 20,5</td> </tr> <tr> <td>7,5 – 8</td> <td>11 – 11,5</td> <td>18 – 19</td> </tr> <tr> <td>6,5 – 7</td> <td>10 – 10,5</td> <td>16 – 17</td> </tr> <tr> <td>5,5 – 6</td> <td>9 – 9,5</td> <td>14 – 15</td> </tr> <tr> <td>4,5 – 5</td> <td>8 – 8,5</td> <td>12 – 13</td> </tr> <tr> <td>3,5 – 4</td> <td>7 – 7,5</td> <td>10 – 11</td> </tr> <tr> <td>3</td> <td>6 – 6,5</td> <td>8 – 9</td> </tr> <tr> <td>2,5</td> <td>5 – 5,5</td> <td>6 – 7</td> </tr> <tr> <td>2</td> <td>4,5</td> <td>4</td> </tr> <tr> <td>1,5 et --</td> <td>4 et --</td> <td>2</td> </tr> </tbody> </table>	Level Reached		Mark /20	Females	Males	10,5 et +	14 et +	22	9,5 – 10	13 – 13,5	21 – 21,5	8,5 – 9	12 – 12,5	20 – 20,5	7,5 – 8	11 – 11,5	18 – 19	6,5 – 7	10 – 10,5	16 – 17	5,5 – 6	9 – 9,5	14 – 15	4,5 – 5	8 – 8,5	12 – 13	3,5 – 4	7 – 7,5	10 – 11	3	6 – 6,5	8 – 9	2,5	5 – 5,5	6 – 7	2	4,5	4	1,5 et --	4 et --	2	<p>Students must take it upon themselves to take care to maintain and/or improve their cardiovascular condition with regular personal training outside of class.</p>	<p>According to the results of the Multi-stage fitness test during Week 14</p> <p>According to the level reached. 20 points</p> <p>Total for this project 20%</p>
Level Reached		Mark /20																																											
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7. SYNTHESIS OF SUMMATIVE EVALUATION METHODS

Description of Evaluation Activity	Context	Learning Objective	Deadline (Date work is due or exam period)	Weighting (%)	
Written assignment	Analyze strengths and weaknesses	Project 1	Week 3	10 points	5%
Written work, description in table form	Build PMP	Project 2	Week 7	30 points	20%
Written work	Variants functional exercises		Weeks 9 - 11	30 points	10%
Personal Form	Logbook on course involvement. (Weekly data entry, meeting deadlines).	Project 3	Weeks 1-15	25 points	10%
Theory Exam	Learn various theoretical concepts.	Project 4	Week 15	25 points	15%
Experience over 8 weeks (6 – 12). All steps of the program must be recorded in the notebook. 1 → Plan of personal program 2 → Stated goal met or not met 3 → Conclusion	Personal program of physical activity (P.P.P.A) Outside of class	Project 5	Weeks 6 - 12	1 → 32 points	7%
				2 → 34 points	3%
				3 → 15 points	10%
Standardized Test (Multi-stage fitness test)	Demonstrate an acceptable cardiovascular condition	Project 6	Week 14	20 points	20%
				TOTAL: 100 %	

The **passing grade** for this course is 60% based on the total number of points accumulated on all the summative exams. This minimum mark will be given if students have demonstrated that they have attained the baseline learning objectives. (PIEA, Article 6.5.2.1)

8. REQUIRED MATERIAL

- ☞ Lock, lead pencil, eraser, leaf sheets to take notes, portfolio, towel and personal hygiene accessories (shower)
- ☞ Course Notes and Reference documents found on Lea.
- ☞ Chevalier, Richard, *Fitness Now!* Édition du Renouveau pédagogique inc. English edition; (on reserve at the library)
- ☞ 1 towel for class
- ☞ Bottle of water
- ☞ Calculator

9. MEDIAGRAPHY

- ☞ Croisetière, Réjean, abdominaux, répertoire d'exercices, Édition RC 2004;
- ☞ Croisetière, Réjean, musculation, répertoire d'exercices, 3^e édition RC, 70 pages;
- ☞ Croisetière, Réjean, Ballon-suisse, répertoire d'exercices, Édition RC 2002;
- ☞ Chevalier, Richard, *Fitness Now!* Édition du Renouveau pédagogique inc. English edition; (on reserve in the library)
- ☞ Chevalier, Richard, *Fitness Now!* Édition du Renouveau pédagogique inc. English edition; (on reserve in the library)

10. INSTITUTIONAL POLICIES AND REGULATIONS - CONDITIONS FOR SUCCESS

1. Passing Mark

The passing mark for this course is 60%. (PIÉA, 5.1m)

2. Summative Evaluation Activities: Attendance

Attendance to summative evaluation activities is mandatory. (PIÉA 5.2.5.1)

Any absence from a summative evaluation activity, which is not excused do to a serious reason (illness, death in the family, major catastrophe), can lead to a zero (0) mark for the activity. Written excuses may be required.

If the instructor deems the reasons for absence are serious and justified, an arrangement for the mark will be made between the instructor and the student. (PIÉA 6.2.5.1)

3. Plagiarism

Any lack of intellectual honesty, even if it is a result of collaborative work, will receive a mark of « 0 » (zero) for the exam, assignment or evaluation activity in question. In this case, the instructor will send a written report to the department coordinator who will forward it to the Director of Studies (*Direction des Études*). (PIÉA, 5.6.1)

4. Mark Revisions

Students who believe they have received an unjustified mark on an evaluation, exam or final mark may request a revision of the mark during the semester or a final mark revision according to the provisions in Article PIÉA 5.6.2.

5. Right to Appeal

Students who believe that they have been treated unfairly may lodge a complaint with the appropriate administrator in Program Services in compliance with Article PIÉA 6.3.4.

6. Submitting Assignments and Corrections

Assignments must be submitted by the date, place and time determined by the instructor. Students will be informed in advance of the correction criteria and weighting of an assignment or exam.

The penalty for assignments handed in late is 10% per day for assignments worth less than 10% of the final mark. For weekly activities, the penalty will be a loss of 1 (one) point per day that the assignment is late.

7. Presentation of Written Work

Before submitting an assignment the student must respect « Normes de présentation matérielle des travaux écrits » adopted by the Cégep. These norms are available under the heading « **Méthodologie** » in the Cégep's documentation center. Here is the address: CRD du campus de Longueuil ou CRD de l'ÉNA (same for both campuses) : www.cegepmontpetit.ca/normes.

If not respected, the departmental penalties will be applied following the (PIÉA 5.3.2). See point 6 above.

8. Quality of written language

(PIÉA 5.3.1) Following the chart below, students must present their written assignments using proper English. If not followed, this authorizes the teacher to refuse or delay it's submission until judged acceptable. (PIÉA 6.3.1) This being the case, penalties for late submission will be applied as mentioned in point 5.

Excellent	<ul style="list-style-type: none">◆ Ideas are clear. Statements are coherent.◆ Good use of vocabulary in relation to subject.◆ In general, respects spelling and grammatical codes (few to no errors).	10/10
Average	<ul style="list-style-type: none">◆ Relatively clear ideas. Statements are generally coherent.◆ Most of the time, vocabulary choices in relation to subject matter are appropriate.◆ The text contains a certain number of spelling and grammatical errors.	6/10
Poor	<ul style="list-style-type: none">◆ Difficult to comprehend text; meaning and content are affected.◆ Misuse of specific vocabulary related to the discipline◆ The text contains too many spelling and grammatical errors.	0/10

Marking is deductive. (100% - 10%.)

If a student loses marks for poor grammar or other writing skills he or she may not re-write the essay.

Centre de valorisation et d'amélioration du cégep Édouard-Montpetit : <http://www.cegepmontpetit.ca/cegep/centres-de-references/le-francais-s-affiche>

Adapted services center (CSA) If you experience learning difficulties or disabilities you may enroll in the CSA where adaptive measures will be provided with the intent to help you succeed with your studies:

<i>Campus</i>	<i>Campus Longueuil</i>	<i>Campus ÉNA</i>
Room	D-0240	B-157
Telephone	450-679-2631 #2272	450-679-2631 #4568
Online	servicesadaptes@cegepmontpetit.ca	servicesadaptesena@cegepmontpetit.ca

11. DEPARTMENTAL POLICIES AND REGULATIONS

Attendance

Class attendance is mandatory.

Absence

Any and all absences will be recorded in the student's file regardless of the reason. In each case, this is not an authorization to take a break but a mean that recognizes the limited right to be absent.

An absence may be registered if a student, although present in class, is unable to be physically active.

Students may not accumulate more than 4 course hours. **If the 5th hour is not justified for a serious reason, this will result in the student being excluded from the course. If the absence is justified, the student will attend another class in order to fulfill the class attendance requirements. The student may use this measure only once.**

Make-Up Work

Instructors prefer that students make up work when possible. The instructor will erase the absence in the student's file when the student makes up the missed course according to the conditions and precise methods indicated by the instructor. Absences excused by the instructor for accepted serious reasons and for which no make up course is possible will not be penalized. However, if the student does not make up the course when it is possible, the absence will be unexcused and the student will be penalized.

Tardiness

Tardiness is recorded. The instructor can refuse to allow late students to attend courses if tardiness is repetitive or abusive. In this case, an absence will be recorded in the student's file.

Early Departure

Students must remain in class until the end of the course to be considered present.

11. COURSE PARTICIPATION - MODALITIES

Required clothing: long shirt with short sleeves (no tank tops), shorts or sweat pants, support under-garments, socks, gym shoes with laces (tied and visible), no caps or jewelry

Level of Involvement

Students are expected to participate dynamically and enthusiastically in all courses. Students who demonstrate an unacceptable level of involvement could be asked to leave the course and refused entry if the behavior does not change. Students must establish positive and respectful communication with the instructor and other participants in the group; if not, they will be asked to change their language or behavior or leave the course.

Instructors can refuse access to the course if students are not appropriately dressed or if they have not brought with them the required material indicated in the course outline. An absence will be recorded.

Students, who are asked to leave by the instructor, must pick up their personal belongings and leave immediately.

8. WORK CALENDAR

	Description des cours	Description des cours	Description des cours
7	<p>Presentation: Teacher and Course Outline Muscular endurance Lab and Discovery of apparatus Apparatus security</p> <p>At home:</p> <ul style="list-style-type: none"> • Make a draft of the following assignment (use lead pencil): • « Create a Warm-up and stretching routine» (10 points) • Find your RHR (Resting Heart Rate): Take your RHR / 10 sec: before getting up in the morning 	<p>Submit weight training chart for 8 exercises + Max L calculations (20 pts) Submit abs and lower back chart (5 points) PAPP Explanations for your out of class: Physical Activity Personal Project</p> <p>Light warm-up + cardiovascular warm-up (3 à 5 minutes) 20 minutes Cardiovascular work out:</p> <ul style="list-style-type: none"> • Interval training: 3 x 1 x 5 = 20 minutes <p>Weight training (PWTP) Abs and lower back training: Series 3: Maximum reps → exhaustion</p> <p>Training method</p> <ul style="list-style-type: none"> • <u>Super sets</u>: agonist / antagonist <p>At home:</p> <ul style="list-style-type: none"> • PAPP Planning only: to be submitted next class for marking: • Choose 2 determinants, 2 Homemade tests results, 2 Terminal objectives, Exercise choices, Training principles, Training times, intensities, frequencies, hours and locations, etc 	<p>Light warm-up + cardiovascular warm-up (3 à 5 minutes) 20 minutes Cardiovascular work out</p> <ul style="list-style-type: none"> • Interval Training: Adapted to your needs <p>Weight training (PWTP) Abs and lower back training: Series 3: Max reps → exhaustion</p> <p>Training method</p> <ul style="list-style-type: none"> • <u>Burning sets + Super sets</u> <p>At home:</p> <ul style="list-style-type: none"> • PAPP Complete sixth week of training • Repeat both Homemade tests - Note Results End - project page 1 • Complete Final Analysis (p. 9)
2	<p>Multi-stage fitness test (Test Léger navette 20 mètres) (References: « Fitness Now! » or « À vos Marques, Prêts, Santé! » p.220 5th edition + p. 68 6th edition) Eugene Weight-training Jargon Muscular endurance Lab and Discovery of apparatus (continued)</p> <p>At home:</p> <ul style="list-style-type: none"> • Complete « Create a Warm-up and stretching routine» (10 points) • With your RHR (Resting Heart Rate): Calculate your THR (Target heart rate) 	<p>PPAP Planning is marked in class (32 points) Light warm-up + cardiovascular warm-up (3 à 5 minutes) 20 minutes Cardiovascular work out</p> <ul style="list-style-type: none"> • Interval Training: 4 x 1 x 4 = 20 minutes <p>Weight training (PWTP) Abs and lower back training: Series 3: Maximum reps → exhaustion</p> <p>Training method</p> <ul style="list-style-type: none"> • <u>Super sets</u>: Pre-fatigue (agonist / agonist) <p>At home: • PAPP Complete first week training</p>	<p>Submit Final Analysis + PAPP document (49 points) Light warm-up + cardiovascular warm-up (3 à 5 minutes) 20 minutes Cardiovascular work out</p> <ul style="list-style-type: none"> • Interval Training: Adapted to your needs <p>Weight training (PWTP) Abs and lower back training: Series 3: Max reps → exhaustion</p> <p>Training method</p> <ul style="list-style-type: none"> • <u>Cheating sets + Super sets</u>
		<p>« Semaine de mise à jour » PAPP Complete second week of training</p>	
3	<p>Submit assignment « Create a Warm-up and stretching routine» (10 points) Light warm-up + cardiovascular warm-up (3 à 5 minutes) Experiment a 20 minutes Cardiovascular workout How to create your cardiovascular workout chart (PWTP) In light of your weight training and abdominal and lower back routine, choose your exercises and the apparatus you will need.</p> <p>At home:</p> <ul style="list-style-type: none"> • Complete your Cardiovascular Chart (5 points) 	<p>Light warm-up + cardiovascular warm-up (3 à 5 minutes) 20 minutes Cardiovascular work out</p> <ul style="list-style-type: none"> • Interval Training: Adapted to your needs <p>Weight training (PWTP) Abs and lower back training: Series 3: Maximum reps → exhaustion</p> <p>Training method</p> <ul style="list-style-type: none"> • <u>Pyramid + Super sets</u> <p>At home:</p> <ul style="list-style-type: none"> • PAPP Complete third week of training 	<p>Session review for Final Theory Exam week 15 Light warm-up + cardiovascular warm-up (3 à 5 minutes) 20 minutes Cardiovascular work out</p> <ul style="list-style-type: none"> • Interval Training: Adapted to your needs <p>Weight training Abs and lower back training: Series 3: Max reps → exhaustion</p> <p>Training method</p>

	<ul style="list-style-type: none"> Research 8 weight training exercises plus 4 for your abdominal and lower back (upper, oblique, lower + one for lower back) use Internet or library. 		<ul style="list-style-type: none"> Repeat Homemade tests - Note Results mid - project page 1 Adjust Final objectives (if needed) 		<ul style="list-style-type: none"> <u>Super sets</u>
4	<p>Submit assignment: Cardiovascular Chart (5 points) How to create your weight training chart (PWTP) (20 points) Light warm-up + cardiovascular warm-up (3 à 5 minutes) 20 minutes Cardiovascular work out How to find your Maximum Load (Max L)</p> <p>At home:</p> <ul style="list-style-type: none"> Make a draft of your weight training chart for 8 exercises Continued research of 4 exercises abs and lower back (upper, oblique, lower + one for lower back) 	9	<p>PAPP Homemade tests results Mid - project page 1 - <u>Verification</u> (p-1 lines 4 and 5) Light warm-up + cardiovascular warm-up (3 à 5 minutes) 20 minutes Cardiovascular work out</p> <ul style="list-style-type: none"> Interval Training: Adapted to your needs <p>Weight training (PWTP) Abs and lower back training: Series 3: Maximum reps → exhaustion</p> <p>Training method</p> <ul style="list-style-type: none"> <u>Super slow + Super sets</u> <p>At home: • PAPP Complete <u>forth week</u> of training</p>	7 4	<p>Multi-stage fitness test (20 points) Light warm-up + cardiovascular warm-up (3 à 5 minutes)</p> <ul style="list-style-type: none"> Interval Training: Adapted to your needs <p>Weight training - Upper body only Abs and lower back training: Series 3: Max reps → exhaustion</p> <p>Training method</p> <ul style="list-style-type: none"> <u>Super sets</u> <p>Data Compilation of all in class training sessions (PWTP)</p>
5	<p>How to create your abs and lower back chart (PWTP) (5 points) Light warm-up + cardiovascular warm-up (3 à 5 minutes) 20 minutes Cardiovascular work out Experiment your weight training program How to find your Maximum Load (Max L) - (Continued)</p> <p>At home:</p> <ul style="list-style-type: none"> Complete weight training chart for 8 exercises + Max L calculations (20 pts) Complete abs and lower back chart (5 points) 	5	<p>Light warm-up + cardiovascular warm-up (3 à 5 minutes) 20 minutes Cardiovascular work out</p> <ul style="list-style-type: none"> Interval Training: Adapted to your needs <p>Weight training (PWTP) Abs and lower back training: Series 3: Maximum reps → exhaustion</p> <p>Training method</p> <ul style="list-style-type: none"> <u>Forced sets + Super sets</u> <p>At home: • PAPP Complete <u>fifth week</u> of training</p>	5	<p>Theoretical exam 25 points / 10% Good luck!</p>

(PWTP) = Personal Weight Training Program Chart ... (Max L or Cmax) Maximum Load = 100% = 1 Repetition