



Lesson 10

Rev It Up! World Games



**SOUTH DAKOTA STATE
UNIVERSITY EXTENSION**



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Lesson 10: Rev It Up! World Games

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Core Curriculum Area: Physical Activity (PA)

Objectives

Teens taking this class will:

1. Engage in strength training exercises.
2. Use the correct form when performing strength training exercises.

Behavioral Focus

This lesson prompts teens to:

1. Do strength training exercises at home with fitness bands, free weights, or household items.
2. Use proper form when doing strength training to reduce injuries.

Background

What is strength training?

Strength training is one of the 3 main types of physical activity (PA) children and teens need. Strength training is also called muscle-strengthening exercise or resistance training. Most of the PA that we teach teens in *Rev It Up!* is moderate-to-vigorous physical activity (MVPA). Strength training is different from MVPA because it focuses on making skeletal muscles stronger, instead of the heart. Experts recommend that teens do strength training PA at least 3 days each week.¹ Strength training should work the muscles in all the body areas (legs, hips, back, core, chest, shoulders, and arms).¹

Why is strength training important to teach?

Strength training helps teens' muscles grow and get stronger.² But that is not all! Strength training can also strengthen bone and reduce the risk of future diseases, like heart disease, some cancers, and diabetes.³ Strength training can also improve mental health.⁴ Its effect on mental health is even greater when combined with MVPA.⁵

Yet, only half of all teens strength train on 3 or more days each week,⁶ and girls are less likely than boys to meet the strength training guidelines.⁶

What are some strength training basics?

Here are some things you should know about strength training for teens, according to the American Academy of Pediatrics:⁷

- **Start slowly and work your way up.** Teens just starting out with strength training only need to do 1 set of 8 to 12 reps for each exercise. That means doing the exercise 8 to 12 times. They should also start with lighter weights and work their way to heavier weights as they get stronger.
- **Form is most important!** Doing an exercise with "good form" means doing it in a correct way that will prevent injuries. That means using slow and steady movements, not forcing a rep, and breathing throughout the movement. You should slowly breathe out as you do the exercise and breathe in as you move back to the resting position.
- **Work your whole body.** All the muscle groups should be worked out during strength training. Start by working out larger muscles before moving to smaller muscles.
- **Rest is needed.** Children and teens should do strength training 2 or 3 days per week, with at least 1 day of rest in between. This rest is needed because the muscles need time to break down and grow back stronger. Working out too much will prevent teens from getting stronger and could lead to injury.

Another way to work the whole body and rest muscles is by doing strength training each day but focusing on different muscle groups each day. For example, a teen could work out her upper body on Monday, lower body on Tuesday, core on Wednesday, and go back to upper body on Thursday.

What about weight-bearing PA?

Weight-bearing, or bone-strengthening, PA is the third type of PA for children and teens. Weight-bearing PA focuses on building strong bones. It includes things like jumping, running, and playing sports like basketball and tennis.¹ Weight-bearing PA is really important for teens. Our body's bones grow the most during the teen years.⁸ The more bones are built up during the teen years, the less likely they will break as an older adult.⁸

Although weight-bearing PA is important for teens so they can build strong bones, it is not a type of PA we focus on in *Rev It Up!*, per se. There are two reasons why. First, many of the MVPA and strength training exercises we do with teens are also weight-bearing exercises, like walking and using fitness bands.² Second, many other weight-bearing exercises, like running and jumping, are not ideal for a classroom setting. We do not

want teens to get hurt! These exercises could be added to the *Rev It Up! World Games* events if you can do your series in a gym or outdoor setting.

How does *Rev It Up!* teach strength training to teens?

In Lesson 1, you saw that teens have many barriers that prevent them from doing PA.^{9,10} We think some of these barriers stem from false beliefs about PA. For example, a teen might not think she has time for strength training because she believes that she must do it every day. But that's not true! So, we start *Rev It Up! World Games* with a "Fact or Myth" game to dispel some of these false beliefs. Then, we get them up and moving with simple strength training exercises they can repeat at home. We use fitness bands for this activity because they are cheap and easy to use. But a teen could also do these exercises with any weights they have at home, like cans of beans or bags of rice.

The *Rev It Up! World Games* is based on popular sporting events. But the goal of *Rev It Up! World Games* is not to see which teen is the strongest or who can do the most reps of an exercise. In this game, the focus is on how to do the exercises using proper form, so they can do them safely without getting hurt. Thus, the teens who win the games will be those who pay attention, who do the exercise the proper way, and who have a good attitude!

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Materials Needed

Activity 1: Rev It Up! World Games

- ☐ Computer, projector, and speakers (or) SMART Board®
- ☐ *Rev It Up! World Games* Presentation
- ☐ Fitness bands, 1 per teen
- ☐ *Rev It Up! Medals* (see “Preparing to Teach”)

We recommend elastic fitness bands with no handles. They are cheap to buy and replace. Get lightweight bands that are easy for anyone to use.

Activity 2: Post-survey

- ☐ EFNEP 6th-12th Grade Questionnaire
- ☐ Pens or pencils, 1 per teen

Prepare to Teach

1. Download the EFNEP 6th-12th Grade Questionnaire. Copy or print 1 per teen and 1 for yourself.
2. Download the *Rev It Up! World Games* Presentation.
3. To make the *Rev It Up! Medals*, download the *Rev It Up! Medal Templates* (Gold, Silver, and Bronze). Cut out the medals from the template and laminate them. Hole punch the medal towards the top and loop a long piece of yarn or ribbon through the hole, tying the ends together.

Instead of making the medals, you can also find gold medals at the dollar store. They are often with the party supplies. They are sturdier and the teens are excited to win them!

Practice until the activity lengths are:

- **Introduction:** 2 minutes
- **Rev It Up! World Games:** 20 minutes
- **Post-survey:** 10 minutes
- **Wrap up:** 3 minutes

This will allow for the lesson to be taught in 35 minutes.

Lesson Plan

Set-up

1. Remind the teacher:
 - You will need his or her help passing out fitness bands for today’s activity. Also, you may need help with the students if they start misbehaving with the bands.
 - You need the teens to do the same survey that they took at the first lesson. You will need his/her help making sure teens answer **all**

questions on the survey.

2. Set up the computer and projector or SMART Board® and load the *Rev It Up! World Games* Presentation.

One downside of using the fitness bands with teens is that we have seen some rowdy teens use them to hit each other. Make sure the teacher plans to help with any behavior issues!

Introduction (2 minutes)

1. Greet the teens as they walk in.
2. Ask if anyone had a snack attack since the last time you met. Ask if the teens chose healthy snacks, like the ones from the Mission Possible! game.

Activity 1: Rev It Up! World Games (20 minutes)

1. Start with the *Rev It Up! World Games* Presentation on Slide 1. Say that for the last lesson, you are going to switch gears a little bit and talk about strength training today.
 - Move to Slide 2. Remind the teens that they have been revving up their MVPA over the past few weeks. Ask if anyone remembers what MVPA stands for (**Moderate-to-Vigorous Physical Activity!**).
 - Move to Slide 3. Let them know that strength training is just as important as MVPA. Read the benefits of strength training on the slide.
2. Move to Slide 4. Say: “There are a lot of myths out there about strength training. We are going to play a quick game to see if you can tell what is a fact and what is a myth.”
 - Move to Slide 5 and read the statement. Have the class shout out whether they think it’s a fact or myth. Forward the slide to reveal the answer and read the tip.
 - Repeat for Slides 6-9.

Don’t spend too much time on the Fact or Myth game. The World Games is the main focus of the lesson.

3. Move to Slide 10. Tell the teens that now they know more about strength training, they will be playing in the first ever *Rev It Up! World Games*!
 - Ask the teens if they have watched sporting events live or on TV before. Have a few teens share their favorite sports.
4. Move to Slide 11 and describe the rules:

- Teens will be split up into teams that represent countries – real or make-believe – that are competing in the Rev It Up! World Games.
- There are 6 events total. Each event is a different strength training exercise, which you will review first.
- Each team member will have to compete in at least 1 event, so they should pay attention to all the exercises!
- The person with the best form and sportsmanship will win the event and a gold medal! The team with the most gold medals will win.

5. Move to Slide 12. Say: “I know this sounds intense, but we will review all the exercises together before we start the game.”

Teens get really excited when the fitness bands come out and their attention may wane. Be ready to refocus them a lot during this activity. Have the teacher help you!

- Have the teacher pass out the fitness bands. Have the students inspect the bands to make sure there are no rips or tears. If a student has a band with rips or tears, have the teacher give her or him a new one.
- Move to Slide 13 and quickly read the tips out loud before starting the exercises.

Having the teens inspect the bands for rips or tears is important for safety. A worn-out band could snap mid-exercise and cause someone to get hurt.

6. Move to Slide 14. Instruct the teens on how to do the **Chest Fly** using the tips on the slide and the graphic. Use a fitness band and do the exercise with the teens.
 - Have everyone do a few reps together until they get the hang of it. If teens are not doing it right or they make mistakes with their form, be sure to correct them.
 - Repeat for Slides 15-19 to instruct the teens on the **Bent Over Row, Bicep Curl, Front Raise, Squats**, and **High Knee Twist**.

It is very important to try these exercises out yourself before the lesson, so you know how to do them correctly. If for any reason you cannot do an exercise (e.g., a broken bone), use the graphics and the tips to guide the teens.

7. Move to Slide 20. Now that the teens know the events, it is time for the Rev It Up! World Games!
 - Move to Slide 21. Quickly split the teens into teams of 4-6 teens each. Give the teams a minute or so to figure out a team name and decide who is doing which event. Have the teams announce their country names to the rest of the class.

The country names can be real (like Canada or Brazil) or make-believe (like Genovia or Atlantis). The teens can even make up their own countries!

- Move to Slide 22. Remind the teens that when they are competing in an event, you need them to quickly come up to the front of the class. When they are not competing, they should be paying attention and cheering for their teammates.
8. Move to Slide 23. Start the Rev It Up! World Games with the first event, the **Chest Fly**. Have the teens doing the chest fly from each country quickly come up to the front of the classroom with their fitness band. When everyone is ready, say: “OK athletes, on my mark, get set, GO!”
 - Give the teens a few seconds to do the exercise. The teens who are not competing should be cheering for their teammates. It may get quite noisy! After 10 seconds or so, let the teens stop and have the class give all the athletes a round of applause.
 - Choose a winner of the event and give that teen a Rev It Up! Gold Medal. You may also give out silver and bronze medals if you'd like and have time to do so.
 - Repeat for slides 24-28 to do the other 5 events.

Since you are choosing which teens are winning each event, use your best judgment. Try to rotate which teams win medals. Remember, you are judging on both form and sportsmanship. You don't always have to give medals to the sportiest teens. In fact, giving a medal to a less athletic teen that is trying hard may really make his or her day!

9. When all 6 events are done, move to Slide 29. Figure out which country received the most gold medals and declare that team the winner. Have the class give them a round of applause.
10. Collect the fitness bands from the teens as you transition into the post-survey.

Activity 2: Post-survey (10 minutes)

1. Tell the teens that now that you are at the end of Rev It Up!, it is time do a survey again, just like they did in the 1st lesson.
2. Have the teacher pass out the EFNEP 6th-12th Grade Questionnaire and the pencils. Explain that the survey is the same one as last time.
 - Tell them that again, you will go through the survey together and you will read the questions out loud. Tell them not to go ahead of you.
 - Ask them to be honest. There are no right or wrong answers.
 - Make sure they know to answer all the questions.
3. Read each question and the answer choices out loud so all can hear you.
 - Wait at least 7 seconds before going to the next question. Count Mississippi in your head!
 - If someone has a question about the survey, repeat the question so all can hear and then answer the question.
4. When you are done, have the teacher collect the surveys. Have him/her check over the surveys while you move on. If there are missing answers, the teacher should bring the survey back to the student and have him/her answer the question.
 - After you finish say, "Has anyone heard this before?" They might get it right. Say, "How about we do those steps one more time ... but with a little music!"

Again, making sure the surveys are complete lets your program see how your teaching has changed the teens' lives!

Wrap up (3 minutes)

1. Ask the teens what they learned and how they enjoyed the Rev It Up! series.
2. Tell them that you have had a lot of fun with them over the past few weeks. Provide your work email address so they may reach out if they have any questions. They can also go to extension.sdstate.edu or your program's website!
3. Thank them for being such great students. Remind them to, stay healthy, stay active, and Rev It Up!



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