

# TRAIN

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Teachers, Coaches, Schools, and Students:

The TRAIN @ School program was designed to meet the need for more nutrition and fitness education to school age persons with intellectual disabilities. Nutrition lesson plans, along with adaptive physical education lesson plans were based off of the TRAIN assessment program implemented by Special Olympics. These lesson plans are aimed toward students with intellectual disabilities, but can be used for any student through twelfth grade in a special education, inclusive, or general education classroom. This is possible due to the different levels of complexity built into each activity.

The subjects covered in the nutrition lessons include food groups, hydration, healthy snacking, and what a balanced plate looks like. Curriculum connections are included in each nutrition lesson plan. These relate the activities and skills used in each lesson to specific standards in core subjects or life skills that are common goals on an IEP (individualized education plan).

The adaptive physical education lessons cover the seven basic sports skills: aerobic endurance, balance, coordination, flexibility, power, strength, and speed and agility. Each lesson includes the definition of the skill, along with what sports it could correlate with. It is suggested that lessons be used as introductions to specific sports. Each lesson includes fun activities targeted to that specific sports skill. These lessons can tailored to the different abilities of the students in class and would be beneficial in improving fine and gross motor skills according to individual IEPs. The games and activities are meant to be fun and an easily accessible tool to school systems.

The lesson plans are a valuable tool in a classroom because they are easy for teachers to implement. They are not built as a rigid curriculum that requires a specific sequence, giving educators a good deal of flexibility to slide it into their already chosen curriculum. TRAIN @ School could be a beneficial way to improve health through proper nutrition and the encouragement of exercise in the school system.

# Aerobic Endurance Lesson Plan

## TRAIN @ School

### Objectives

- Define aerobic endurance and what sports it is used in
- Apply aerobic endurance to sports

### Outline

- Introduction :
  - Running laps to music
  - Sports that apply to aerobic endurance
- Instruction:
  - Define aerobic endurance
  - Modeling
  - Discussion
  - Application
- Activity:
  - Biking in place
  - Jump roping
  - Jump jack tag

- Cross country skiing
- Bicycling
- Football (soccer)
- Floor ball
- Speed skating



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### Supplies

Time: 15-60 minutes

Materials:  
Jump ropes, Music/  
metronome

### Resources:

Special Olympics Website : <http://www.specialolympics.org/>

TRAIN SO Website: <http://trainso.blogspot.com>

## Aerobic Endurance

- Time: 15-60 minutes
- Materials: large jump ropes, music or metronome
- Objectives:
  - Given proper instruction about aerobic endurance, students will verbally explain to their teacher what “aerobic endurance” is along with the sports with which it’s associated.
  - Students will be able to apply their knowledge of aerobic endurance in participating in endurance games.
- Introduction to Lesson
  - Have the students run laps around the gym to increase their heart rate. To make this activity more fun, play music, or have some sort of metronome going so they students can run to a beat. **Run around the gym; be sure to stay on the outside perimeter.**
  - List of sports that involve aerobic endurance. **Sports such as athletics distance cross country skiing, bicycling, football, floor ball, and speed skating.**
- Instruction
  - Once warm up and stretching has been completed, have the students take a seat and be ready to listen to the teacher.
  - Discuss the topics of aerobic endurance
    - Define Aerobic Endurance
      - **Aerobic endurance is the ability to exercise continuously for extended periods without tiring.**
    - Modeling/Demonstrating
      - **When we ran at the beginning of class we were practicing aerobic endurance. We were able to get our heart rate up.**
    - Discussion
      - **What sports do you guys like that involves aerobic endurance?** (Allow the students a few minutes to discuss).
    - Application
      - Teacher can use the sport of bicycling to demonstrate the importance of coordination. **In bicycling aerobic endurance is used. Aerobic endurance is used because it helps the athlete to be able to maintain the same pace throughout the entire race. This way the athlete can end the race with the same capabilities as when they began the race.**
- Activity

- Biking in place
  - Introduce the topic of biking. (**How many of you like to ride bikes? Bike riding is not only fun, but it is a good form of aerobic endurance. We're going to bike in place by peddling imaginary bikes.**) Students should spread out around the gymnasium. The teacher can either pick a student to be the leader or participate as the leader themselves. All of the students should lie on their backs. They may prop themselves up on their elbows. Then the leader will say start and while lying on their backs they will move their legs in the air as if they are bicycling. They can continuously do this until one to three minutes depending on the level of physical ability and age. The teacher should demonstrate this before having the students participate.
    - Planned Differentiation: Teachers can vary this activity by increasing the speed of cycling and by increasing the amount of time they participate in the activity.
    - Guided Practice: Teacher will go through the commands slowly and wait for everyone to participate. If the student is not capable of using their feet and legs they may use their arms and hands.
    - Limited Guidance: Teacher verbally prompts the student from the sideline, and keeps the game at a steady pace.
    - Independent Practice: Upon hearing the instruction, students follow the teacher's directions with teacher supervision.
- Jump Roping
  - Introduce the topic of jump roping. (**Jump rope is a fun recess activity, but it is also a good form aerobic endurance because you are maintaining constant movement.**) Have the students break up into groups of 3 to 4. Have two people in the group hold the rope while the other two take turns being the jumper. Then when instructed by the teacher after a certain amount of time, the students will switch and those holding the jump rope will become the jumpers and vice versa.
    - Planned Differentiation: This activity can be altered by how the teams are divided up such as having students with similar athletic ability all in the same group. The speed of the jump rope can be altered to help students participate. If individuals are confident enough, they could get a jump rope of a shorter length and jump rope by them self.

- Guided Practice: The teacher will help them jump over the rope. The rope does not have to be moving. The rope can be held 3 to 6 inches off the ground so the student can jump over the rope.
  - Limited Guidance: Teacher stands off to the side and engages the student through verbal prompting of what they are to be doing during the activity. The jump rope moves at a slow and steady pace.
  - Independent Practice: Student performs the jump roping activity by them self or in a group. The teacher will observe and encourage from the side. The jump rope can vary in speed and the students can attempt to perform tricks.
- Jumping Jack tag
    - Introduce jumping jack tag as a form of aerobic endurance. **(Tag, a classic game, can be given a new spin to make it an awesome aerobic endurance workout. By performing jumping jacks after you have been tagged, allows your body to be in constant movement.)** Pick someone in the class to be “it.” The person that is “it” will chase all his/her classmates around the gym and try to tag them. When a classmate gets tags they must perform jumping jacks until another classmate that has not been tagged comes and performs two jumping jacks with them without getting tagged. The teacher can put a time limit on how long the person is “it.”
      - Planned Differentiation: The teacher can make more than one person be “it.” The number of jumping jacks can vary according to ability or level. This activity can be altered by dividing the class into teams. Such as having students with similar athletic ability on the same team, or having a balanced mix of abilities on a team. However, it is important to keep in mind that they must be able to supervise all of their students, even if they are participating in a game. The activity that the students have to do when they get tagged can vary according to their ability.
      - Guided Practice: The teacher can participate and help people remain in the game. Allow only one person to be “it.” If needed the students can perform the jumping jacks either using only their arms or only their legs. They don’t have to use both. The person that sets them free only has to do one “jumping jack” with them.
      - Limited Guidance: Teacher divides the class into smaller teams. Therefore two games could be going on at one time. The teacher will supervise the team of students who may need more

assistance from the side through verbal prompts and encouragement. The teacher can help the students will needed.

- Independent Practice: The teacher stands to the side and supervises the whole class playing at once. More than one person can be assigned to be “it” and the student that releases the person doing jumping jacks must perform three jumping jacks with them.
- Conclusion / Wrap up
  - After getting a drink, students will come back to the gym and line up. While in line, the teacher will review what was learned in class today, giving the students the opportunity to answer questions. **Today we talked about aerobic endurance. Who can tell me what aerobic endurance is?** (Teacher calls on student). **What sports do we find aerobic endurance in** (Teacher calls on a different student). Before dismissing the class, ask the students if they have any questions regarding what was discussed in class that day.

# Balance Lesson Plan

## TRAIN @ School

### Objectives

- Define balance and what sports it is used in
- Apply balance to sports

### Outline

- Introduction :
  - Stand like a Flamingo contest
  - Sports that apply to balance
- Instruction:
  - Define balance
  - Modeling
  - Discussion
  - Application
- Activity:
  - Hula-hooping
  - Coffee can stilts (\*optional)
  - Tight rope walking

- Rhythmic gymnastics
- Artistic roller skating
- Equestrian



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### Supplies

Time: 15-60 minutes

Materials  
Hula-hoops, tape,  
timer, props (scarves,  
beanbags, etc),  
coffee can stilts

### Resources

Special Olympics Website : <http://www.specialolympics.org/>  
TRAIN SO Website <http://trainso.blogspot.com>

## Balance

- Time: 15-60 minutes
- Materials: Tape, hula hoops, books, dance props, timer, music
- Objectives:
  - Given proper instruction balance, students will verbally tell their teacher when asked, what “balance” is along with the sports with which it’s associated.
  - Students will apply their knowledge of balance in participating balance activities such as hula hooping, stilt walking, and tight rope walking (by walking on a strip of tape).
- Introduction to Lesson
  - Have the students spread out across the gym. **We’re going to have a little contest. I want you all to stand like a flamingo. Flamingos tend to stand on one leg. I want each of you to stand on one leg, and we’ll see who can stand the longest.** Teacher needs to demonstrate how to stand like a flamingo. Teacher should stop after the contest after a minute, whoever is still standing can be considered the “winner.”
  - List of sports that involve balance. **Sports such as rhythmic gymnastics, artistic roller skating and equestrian all involve balance. Today we are going to talk about balance and how it applies to sports.**
- Instruction
  - Once warm up and stretching has been completed, have the students take a seat and be ready to listen to the teacher.
  - Discuss the topics of balance
    - Define balance
      - **Balance is the ability to stay upright and stay in control of body movement.**
    - Modeling / Demonstration
      - **When we stood like flamingos, we were balancing. Everyone has different balancing abilities.**
    - Discussion
      - **What type of sports do you guys like to play that involve balancing?** (Allow students a few minutes to talk and discuss).
    - Application
      - Teachers can use the activities of hula hooping and tight rope walking to demonstrate the importance of balance. **In both hula hooping and tight rope walking balance is used. Balance is used to maintain stability of your body so you don’t fall.**
- Activity



- Hula Hooping
  - Have students space out around the gym. Instruct the students on the proper hula hooping techniques. **Hula hooping can be a bit hard, to hula hoop, start out by holding the hoop against your back. You may want to place it a little above your waist. They, rotate the hoop around your waist, and shift your weight back and forth on your feet to keep the hoop moving.** Continue on to have the class engage in a variety of activities with hula hoops. Some activities could include a king of the mountain competition to see which student can continuously hula hoop the longest. There is also a competition to see which student can complete the most hula hoop revolutions in a thirty second time period. Another competition can be a one minute time period to see you can do the most revolutions. The teacher can demonstrate different types of hula hooping such as hula hooping around the neck, hip, ankle or adding multiple hula hoops. Then allow the students to have free style hula hooping session.
    - Planned Differentiation: Have a variety of hula-hooping games for the students to participate in. Make the activities more or less competitive. Vary the size groups of competitions or free styles
    - Guided Practice: The teacher will assist the student in revolving the hula hoop around their body. There does not have to be any competitions or any winners of the game. Allow the students to have free style hula hooping the whole time.
    - Limited Guidance: Divide the students into smaller groups allowing them to have smaller competitions or free style. The teacher will supervise the groups.
    - Independent Practice: Students can be separated into smaller groups for the competitions then the winners of the groups can then compete until there is a single conqueror. The teacher may watch from the sideline.

- Stilt walking

**\*\*\* (This is an optional activity; it is up to each school and teacher if they feel comfortable in using this activity to help teach balance.)**

- Use coffee can stilts (two empty 1lb cans of coffee, with holes drilled into the side and string looped and tied to have something to hold onto) to practice balance with your students. Instruct the students on how to use the coffee can stilts; it is advised that the teacher demonstrates this.

**Walking on stilts is a great way to practice balance. We are going to use these homemade coffee can stilts to practice this. You step on the stilts (one foot on each can), and hold the loop that is attached to the can. Take a step forward, lifting your foot and the can together. Take a step with the other foot and can. You're now walking on stilts! Remember to keep your head up so that you know where you are going. If you like this idea and want to do this at home, be sure to ask your parents, and get their permission, and have them supervise.** The class should line up in two lines (A & B), and stand on opposite ends of the designated path. The first person in line A will walk with the stilts to the second group, and hand off the stilts to the first person in that line B, who will walk back to line A and hand off the stilts to the 2<sup>nd</sup> person in line A. This pattern will continue until everyone has had a chance to walk on the stilts. It is very important that initially the teacher supervises each person walking on the stilts. The other students can encourage their classmate who is walking on the stilts.

- **Planned Differentiation:** This activity can be varied by how advanced the students are when it comes to stilt walking. If they feel comfortable with it, and the teacher is confident in their ability and safety, more than one individual can be walking at a time, if there are enough stilts. Also, the length that the students walk can be varied.
  - **Guided Practice:** The teacher walks along side the student who is walking on the stilt, in order to help them keep their balance, prompting and encouraging them in what they should do. (**Hold the loop, lift up your foot and the coffee can stilt together, and take a step forward. Good job. Now step with the next foot.**)
  - **Limited Guidance:** The teacher walks along side the student who is walking on the stilts.
  - **Independent Practice:** The teacher supervises from the side as the student walks on the stilts.
- **Tight rope walking**
    - There should be several lines of tape on the floor spread out throughout the gymnasium. The tape should be at least 15 feet. The students should be in several small groups lined up at one end. Inform the students from the beginning that this activity is not a race, and then allow them to begin. (**This tight rope walking activity is about being able to maintain your balance. It is not a race, each one of us may take a different length**)

**of time to walk the line, and stay balanced.** ) If a student is unable to maintain their balance, they should start from the beginning again. After all the students have completed the tight rope walking successfully three times. They can be given props to add a challenge such as umbrellas, fans, scarves and canes.

- **Planned Differentiation:** This activity can be varied by the length of the tight rope (line of tape), along with the various props that are used. Also, when introducing this lesson, it can be associated with various events. Relating tight rope walking and the circus may be more appropriate for early elementary school students than older students. The sizes of teams the class is divided into can vary as well.
  - **Guided Practice:** The teacher can assist the student by standing beside them to help them balance along the tape. The student does not have to start from the beginning if they cannot maintain their balance. All the students can go down the same tight rope line.
  - **Limited Guidance:** Teacher divides class into a couple teams to go down the tight rope lines. The teacher supervises closely. The student can use props after completing the tight rope activity by them self.
  - **Independent Practice:** The class can be divided into several small groups. After completing the tight rope activity three times the students can use props. After using the props the students can attempt to juggle scarves, balls, pins or rings while keeping their balance walking down the tight rope tape.
- **Conclusion / Wrap up**
    - After getting a drink, students will come back to the gym and line up. While in line, the teacher will review what was learned in class today, giving the students the opportunity to answer questions. **Today we talked about balance. Who can tell me what balance is?** (Teacher calls on student). **What sports do we find balance in** (Teacher calls on a student). Before dismissing the class, ask the students if they have any questions regarding what was discussed in class that day.

# Coordination Lesson Plan

## TRAIN @ School

### Objectives

- Define coordination and what sports it is used in
- Apply coordination to sports

### Outline

- Introduction :
  - Hopscotch
  - Sports that apply to coordination
- Instruction:
  - Define coordination
  - Modeling
  - Discussion
  - Application
- Activity:
  - Simon Says
  - Hacky sack
  - Table Tennis

- Table tennis
- Handball
- Golf
- Tennis
- Softball
- Volleyball
- Basketball
- Floor hockey



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### Supplies

Time: 15-60 minutes

Materials: table tennis  
Table, paddles, table  
Tennis balls, optional  
Foam ball and Velcro  
paddle, hacky sack,  
floor tape, small  
object

### Resources

Special Olympics Website : <http://www.specialolympics.org/>  
TRAIN Website: <http://trainso.blogspot.com>

## Coordination

- Time: 15-60 minutes
- Materials:
  - Option 1: table tennis tables, paddles, table tennis balls, optional foam ball and Velcro paddle, and hacky sack, floor tape, small object
  - Option 2: any table, net made from cardboard, tennis table balls, regular table tennis paddle, optional foam ball and Velcro paddle, and hacky sack, floor tape, small object
- Objectives:
  - Given proper instruction about coordination, students will verbally explain to their teacher when asked, what “coordination” is along with sports which with its associated.
  - Students will be able to apply their knowledge of coordination in participating games that involve coordination including Simon Says, hacky sack, and table tennis
- Introduction to Lesson
  - Teacher should make a few hopscotch sequences with tape and spread them around the gym floor. They should also have some sort of small object for the students such as a balled up sock, a coin, or bean bag for the students to toss into the box. Teacher should explain the rules of hopscotch and then have the students get into small group and find a hopscotch sequence. They will then get the opportunity to each have a turn of playing a game of hopscotch. Teacher should demonstrate this skill before the students begin. **We’re going to play some hopscotch, get into groups of two or three, and go find a hopscotch sequence. Throw the object into a box and hop on one foot (two if it’s a double box). Each person should get one turn.** Teacher will supervise from the side and assist where needed.
  - List of sports that involve coordination. **Sports such as table tennis, handball, golf, tennis, softball, volleyball, netball, alpine skilling, badminton, basketball, cricket, figure skating, floor hockey, roller skating, snowboarding, speed skating, and snow shoeing.**
- Instruction
  - Once warm up and stretching has been completed, have the students take a seat and be ready to listen to the teacher.
  - Discuss the topics of coordination
    - Define Coordination
      - **Coordination is the ability to move two or more body parts under control, smoothly and efficiently.**
    - Modeling/ Demonstrating

- **When we played hopscotch at the beginning of class, we were working on our coordination.**
        - Discussion
          - **What sports do you guys like that involves coordination?** (Allow the students a few minutes to discuss).
        - Application
          - Teacher can use the sport of table tennis to demonstrate the importance of coordination. **In table tennis coordination is used to provide the hand eye synchronization that allows you to watch the ball and connect the ball to the paddle in order to return the ball. Coordination also allows you to move your feet to relocate to the redirection of the ball while it is being returned from the opposing team.**
      - Activity
        - Simon says
          - Introduce coordination by playing a game of Simon Says. (**Simon Says is a fun game in which coordination is important. The individual who is “Simon” is going to give instructions that everyone else must follow. If “Simon” doesn’t say “Simon says” and you do what they said than you’ll be out!**) Students should spread out around the gym floor and the teacher can either pick a student to be the leader or participate as the leader them self. The teacher will says “Simon says touch your toes” and all the students should touch their toes. However if the teacher/leader does not say “Simon says” before the command then the students should not perform the command. If the students do the command anyway then they are out of the game.
            - Planned Differentiation: Teachers can vary this drill and make it more difficult by saying the commands faster and stating more than one command at a time. Such as “Simon says touch your nose then your toes then your hips.”
            - Guided Practice: Teacher will go through the commands slowly and wait for everyone to participate. No one has to sit out the game can continue until the time period set aside for the activity is over.
            - Limited Guidance: Teacher verbally prompts the student from the sideline, and keeps the game at a steady pace.
            - Independent Practice: Upon hearing the instruction, students follow the teacher’s directions with teacher supervision.

- Hacky Sack
  - Hacky sack is another great game which reinforces coordination. (**Hacky sack is a fun game that you play with your feet and a little cloth ball filled with beans or rice. It involves foot/eye coordination; the aim of the game is to not let the ball hit the ground.**) Have the students break up into groups of 4 to 5. They will each be given a hacky sack. The students should go around the circle passing the hacky sack using only their feet, knee, and their ankles. The teacher can demonstrate how to pass and keep the hacky sack moving.
    - Planned Differentiation: This activity can be altered by how the teams are divided up such as having students with similar athletic ability all on the same team, or a variety of abilities on a team.
    - Guided Practice: The teacher will help students pass a hacky sack from person to person.
    - Limited Guidance: Teacher stands off to the side and engages the student through verbal prompting of what they are to be doing during the activity.
    - Independent Practice: Student performs the hacky sack activity by them self. The teacher will observe and encourage from the side.
- Table Tennis
  - Introduce the sport of table tennis. (**Table tennis, also called ping pong, is a popular professional sport. It is similar to regular tennis, and it involves a great deal of hand/eye coordination in order to score points, and keep your opponent from scoring.**) Split the class into teams depending on the number of tables that are available. The instructor should go over the rules of table tennis and demonstrate how to pass the ball with the paddle and how to serve the ball.
    - Planned Differentiation: This activity can be altered by how the class is divided into teams. Such as having students with similar athletic ability on the same team, or having a balanced mix of abilities on a team. Also, a teacher can vary the number of games they have going on at one time. However, it is important to keep in mind that they must be able to supervise all of their students, even if they are participating in a game.
    - Guided Practice: Teacher divides the class into smaller teams. Therefore two games could be going on at one time. The teacher could play and closely supervise a team of students who may need more assistance during the activity. Also the students can

use foam balls and Velcro paddles. The foam balls will stick to the paddles. Then the student can throw the ball back to the other participant (There is no need for a table or net in this case).

- Limited Guidance: Teacher divides the class into smaller teams. Therefore two games could be going on at one time. The teacher will supervise the team of students who may need more assistance from the side through verbal prompts and encouragement.
- Independent Practice: The class is divided in two and the teacher stands to the side and supervises the whole class playing at once.
- Conclusion / Wrap up
  - After getting a drink, students will come back to the gym and line up. While in line, the teacher will review what was learned in class today, giving the students the opportunity to answer questions. **Today we talked about coordination. Who can tell me what coordination is? (Teacher calls on student). What sports do we find coordination in (Teacher calls on a different student).** Before dismissing the class, ask the students if they have any questions regarding what was discussed in class that day.



# Flexibility Lesson Plan

## TRAIN @ School

### Objectives

- Define flexibility and what sports it is used in
- Apply flexibility to sports

### Outline

- Introduction :
  - Super stretching
  - Sports that apply to flexibility
- Instruction:
  - Define flexibility
  - Modeling
  - Discussion
  - Application
- Activity:
  - Yoga
  - Dancing
  - Limbo

- Rhythmic gymnastics
- Artistic gymnastics
- Figure skating
- Tennis
- Dance



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### Supplies

Time: 15-60 minutes  
Materials: dance props  
Such as scarves,  
ribbons, and glow  
sticks, limbo equipment,  
rhythmic sticks, and  
optional yoga mats,  
timer (optional)

### Resources

Special Olympics Website : <http://www.specialolympics.org/>  
TRAIN SO Website: <http://trainso.blogspot.com>  
Kids Yoga: <http://www.parents.com/fun/activities/indoor/yoga-for-kids/>

## Flexibility

- Time: 15-60 minutes
- Materials: dance props such as scarves, ribbons, and glow sticks, limbo equipment, rhythmic sticks and optional yoga mats, timer (optional)
- Objectives:
  - Given proper instruction about flexibility, students will verbally explain to their teacher when asked, what “flexibility” is along with the sports it’s associated.
  - Students will apply their knowledge of flexibility in participating in yoga, dance, and limbo activities.
- Introduction to Lesson
  - **I want everyone to spread out and make sure that they have enough room. We’re going to do some super stretching!** Make sure they know that this will be a little more intense than their normal stretching. Lead the class in a series of stretches. It is suggested that the students hold the stretches from anywhere between 10-30 seconds, depending on if they are doing static or dynamic stretching. Teacher can modify the stretches to what they think will be best for their class.
    - **Stretches:** *Groin, calf, triceps, biceps, hamstring, quadriceps, side of leg, and low back* (Figure 1 has instructions on how to do each specific stretch).
  - List of sports that involve flexibility. **Sports such as rhythmic gymnastics, artistic gymnastics, figure skating, tennis and dance all involve flexibility.**
- Instruction
  - Once warm up and stretching has been completed, have the students take a seat and be ready to listen to the teacher.
  - Discuss the topics of flexibility
    - Define flexibility
      - **Flexibility is the capacity of a joint to move through its full range of motion.**
    - Modeling/ Demonstrating
      - **Stretching is a great way to let practice flexibility. Through stretching, we lengthen our muscles, and extend our joints.**
    - Discussion
      - **What type of sports do you guys like that involves flexibility?** (Allow the students to talk and discuss.)
    - Application
      - Teacher can use the activity of dance and yoga to demonstrate the importance of flexibility. **In dance and yoga, flexibility is**

**used. Flexibility is used to acquire the largest range of movement.**

- Activity
  - Kid Yoga <sup>1</sup>
    - Have the students space out throughout the entire gymnasium but still in view of the teacher. **Yoga is a good way to work on your flexibility. It is the combination of stretching and breathing. It can be rather relaxing and is a good way to reduce stress.** The teacher should demonstrate the yoga positions and do them with the students. Each of these poses should be held for thirty seconds (this can either be done by counting to thirty or using a timer) and concentrating on slowly breathing together as a class.
      - Positions <sup>1</sup>
        - Stand like a Tree- Instruct the students to breathe in while lifting one leg, bending at the knee, and raising the foot to stabilize on the other knee. Then have them raise their arms in extended position over their head with their hands together with the fingers extended.
        - Crawl like a Bear- Have the students get on their hands and knees. Then extend their arms out in front of them so that the torso is stretched. The legs should also be in a stretched position.
        - Stretch like a Butterfly- Instruct the students to sit on the floor and put the soles of their feet together. Have them hold onto their feet and let their knees drop towards the floor. They should be sitting up with a tall spine. The teacher should instruct the students to imagine them self as a butterfly with wings stretching out from their spine.
        - Reach like a Monkey- Have the students stand with their legs wide apart. Then they should take a big breath in and stretch their arms and shoulders to the side. Then bend the knee of the side they are leaning towards. The teacher should instruct the students to imagine they are they are filling up with their favorite color as they breathe in and out. They should then lean to the other side and do the same thing.
        - Swim like a Fish- Instruct the students to lie down on their backs with their hands on their bellies. Have them take a breath in and out slowly. They prop they should then prop

themselves up on their elbows with their palms flat on the floor, while lifting their belly and chest. The top of their head still resting on the floor. Instruct them to lift their chest up as if they were a fish with a colorful fin jumping up out of the water. They should breathe in and out slowly. Then come down carefully and slowly while exhaling.

- Fly like an Airplane- The students should stand up straight and tall. They should take a big breath in while reaching their arms out to the sides at shoulder height as they breathe out. They will then take another breath in and tip forward as they point one foot behind them, exhaling slowly. As they inhale again, they will lift their chest and lean forward while lifting the pointed foot into the air behind them. The body should be in line from the foot to the back to the neck. Then do the other side.
  - Bend like a Gorilla- Standing up, students should start with their legs wide apart. Then they will bend forward at the waist, bending the knees a little bit. They should let their arms hang down in front of them. As they lean back, they can beat their fists on their chest and make a big gorilla noise.
  - Stable like a bridge- The students should stand up facing a friend with enough space between them to bend forward. They should grab each other's wrists or hands, and bend forward at the waist until they are both stretching their backs long and straight. They should not pull on each other so much that they fall over. Some might need to bend their knees.
- Planned Differentiation: Teachers can vary this drill and make it more difficult by doing more of the positions or the higher level positions. These can also be varied by the amount of time each pose is held.
  - Guided Practice: Teacher will help the students obtain and hold the positions.
  - Limited Guidance: Teacher verbally prompts the student from the sideline, rather than working side by side with them.

- Independent Practice: Upon hearing the instruction, students follow the teacher's directions with teacher supervision.
- Dance
  - The teacher should introduce the topic of dance for the students, and explain why it is a good form of practicing flexibility. (**Dance is a good way to practice flexibility. With dance we are able to move our body to the different beats and rhythms of music. Often time we are able to use props in dance to help us express ourselves.**) The teacher should pick a variety of school appropriate music with various tempos. The students will then be given props such as glow sticks, rings, or scarves. The students can use the glow sticks to make lines, circles, or write their names, or they could move the scarves to the tempo and rhythm of the music. The students can be instructed to use one hand or two while they are free dancing.
    - Planned Differentiation: This activity can be altered by outlining the types of dancing the students will perform.
    - Guided Practice: The teacher will participate along side the student prompting them to use their different assortment of props. If necessary, the teacher will demonstrate for the student once again what and how they are doing.
    - Limited Guidance: Teacher stands off to the side and engages the student through verbal prompting of what they are to be doing.
    - Independent Practice: Student performs the dance by themselves. The student can be given an outline on the floor to follow as an example of a rhythmic gymnastic routine.
- Limbo
  - Explain the activity and rules of limbo before beginning. (**Limbo is a fun party game in which flexibility is very important. Remember you are trying to go under the limbo pole without touching it by arching your back backwards. If you lean forward or touch the limbo pole, you're out. Once you have gone under the pole, go to the end of the line. After everyone has gone through the line, the pole will be lowered.**) Split class into two teams, if two sets of the limbo equipment are available in the case of a large class. Have the students form a line to go through the limbo setup one at a time. The limbo pole should start on the highest setting and only lowered once the entire line has gone through one time. If the student does not make it through the limbo setup then they are out and may participate from the sideline.

- **Planned Differentiation:** This activity can be altered by how the class is divided into teams. Such as having students with similar athletic ability on the same team, or having a balanced mix of abilities on a team. Also, a teacher can limit how far down the limbo pole can be lowered.
  - **Guided Practice:** Teacher divides the class into two teams. Therefore two games could be going on at one time. The teacher could play and provide assistance with the team of students who may need more assistance through verbal prompting and encouragement. No one has to sit out they can continue going through each time until the end of the class period.
  - **Limited Guidance:** The teacher will supervise the team of students who may need more assistance from the side through verbal prompts and encouragement.
  - **Independent Practice:** The class is divided in two and the teacher stands to the side and supervises the whole class playing at once.
- **Conclusion / Wrap up**
  - After getting a drink, students will come back to the gym and line up. While in line, the teacher will review what was learned in class today, giving the students the opportunity to answer questions. **Today we talked about flexibility. Who can tell me what flexibility is?** (Teacher calls on student). **What sports do we find flexibility in?** (Teacher calls on a different student). Before dismissing the class, ask the students if they have any questions regarding what was discussed in class that day.

Figure 1 Stretches

*Groin*

- Stand on one leg.
- Bend your leg so that the heel of your foot is touching or close to your bottom.
- Grab the same foot with your same side hand near mid foot.
- Hold and repeat with opposite leg.

*Calf*

- Stand with one leg in front of the other.
- Lean forward until just before your back heel lifts off the ground keeping both knees bent.
- Hold and repeat with opposite leg.

*Triceps*

- Raise arm above the head.
- Then bend arm at the elbow so the fingers are going down the back.
- Take your other hand and grasp your bent elbow
- Hold and repeat with opposite arm

*Biceps*

- Put your right hand against a wall with the palm facing out.
- Then turn the body to the left.
- Repeat with the left arm.

*Hamstrings*

- Lay down on the ground.
- Raise leg and grab raised leg with both hands.
- Slowly pull leg towards body.
- Hold and repeat with opposite leg.

*Quadriceps*

- Stand on one leg.
- Bend your leg so that the heel of your foot is touching or close to your bottom.
- Grab the same foot with your same side hand near mid foot.
- Hold and repeat with opposite leg.

*Side of leg*

- Cross your left leg over your right leg.
- Then bend to the left.
- Repeat with the right side.

*Low Back*

- Sit on your bottom.
- Put left leg over the other with the knee up in the air.
- Then twist the torso towards your left side.

# Power Lesson Plan

## TRAIN @ School

### Objectives

- Define power and what sports it is used in
- Apply power to sports

### Outline

- Introduction :
  - Jumping
  - Sports that apply to power
- Instruction:
  - Define power
  - Modeling
  - Discussion
  - Application
- Activity:
  - Power passing drill
  - Bowling

- Athletics
- Bocce
- Bowling
- Golf
- Power lifting



**Special Olympics**

**TRAIN**  
SO

### Supplies

Time: 15-60 minutes  
Materials: Athletic Balls, multiple rubber bowling balls, multiple bowling pins, optional foam bumpers for lane outlines

### Resources

Special Olympics Website : <http://www.specialolympics.org/>  
TRAIN SO Website: <http://trainso.blogspot.com>



## Power

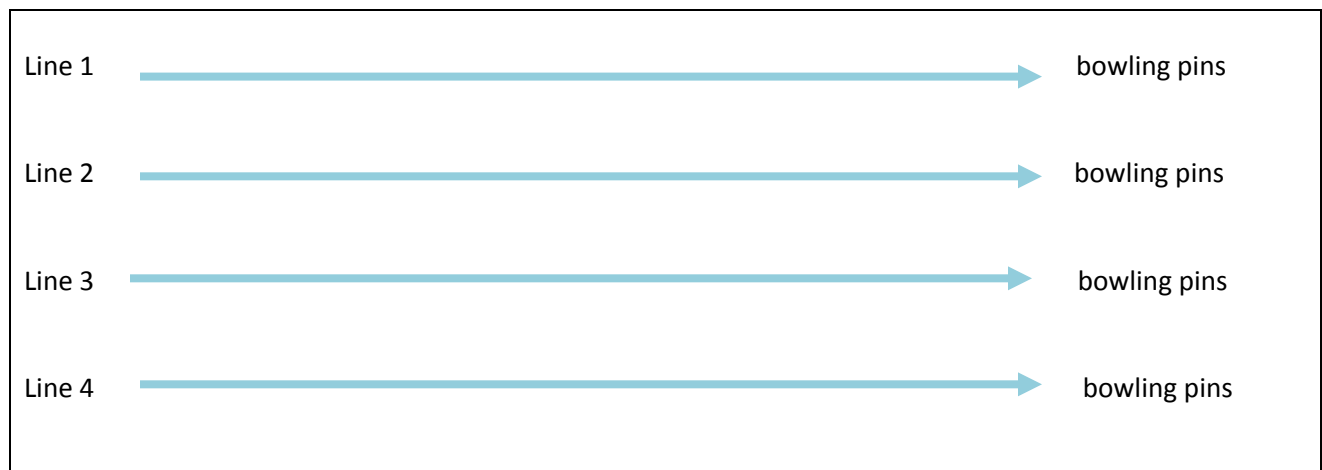
- Time: 15-60 minutes
- Materials: Athletic balls, multiple rubber bowling balls, multiple bowling pins, optional foam bumpers for lane outlines
- Objectives:
  - Given instruction about power, students will verbally explain to their teachers, when asked, what power is, along with the sports with which it's associate.
  - Students will apply their knowledge of power while participating in bowling.
- Introduction to Lesson
  - Lead the class in a short session of simple ply metrics through a short jumping session. Teacher needs to be sure to model the 'correct' form of jumping. That is, individuals need to jump keep their backs straight and swing their arms and jump, bringing their legs up and touching their shins. **I want each of you to stand far enough apart from your classmates. Okay, we're going to jump a little, but this won't be like normal jumping. Watch me.** Teacher demonstrates the proper jumping form. **Okay, now it's your turn.** Teacher will walk around assisting students if need be. **Good job, Okay, I want you guys to jump around the gym.** Give students 30 seconds to jump before regaining the student's attention.
  - List of sports that involve power. **Sports such as field athletics, bocce, bowling, golf, and power lifting all involve using power.**
- Instruction
  - Once warm up and stretching has been completed, have the students take a seat and be ready to listen to the teacher.
  - Discuss the topics of power
    - Define power
      - **Power is the ability to exert a maximal force in a short period of time, such as jumping or throwing objects.**
    - **Modeling / Demonstrating**
      - **Today, when we jumped around the gym, we were actually working on strengthening our body.**
    - **Discussion**
      - **What type of sports do you guys like that involves strength?** (Allow the students a few minutes to discuss).
    - **Application**
      - Teacher can use the sport of bowling to demonstrate the importance of power. **In bowling, power is used. Power is used to throw the ball towards the pin. The ball must have enough**

**power exerted on it to be able to reach the pins and knock the pins over.**

- Activity
  - Power Passing Drill
    - Explain to the students how they could practice power through a passing drill. (**When passing in a sports game, power is used. The more power you have, upon releasing the ball, the farther it will go.**) Pick a type of athletic ball and have the student's pair off. Have them face each other with enough space in between them in order to pass the ball. After giving them the instruction have them pass the ball back and forth with two hands.
      - Planned Differentiation: Teacher can vary this drill by differentiating the partner groups, and the types of sports ball that are used, along with the distance that students are passing.
      - Guided Practice: Teacher stands with students who may need assistance. They can demonstrate the correct form for passing, along with prompting them in their stance before they pass the athletic ball.
      - Limited Guidance: Teacher is alert and ready to catch the ball if it goes off track.
      - Independent Practice: Teacher supervises from the sideline.
  - Bowling (See Figure 1)
    - Set the pins up at half court. There should be four lanes with pins lined up at one end and the bowling ball at the other end. Teacher should instruct the students on correct form of releasing the bowling ball. The students should put ring and index finger in the smaller holes while placing the thumb in the bigger hole. Starting with the bowling ball at their side, the student takes the first step towards the lane; they then should flex their arm by bending at the elbow. While taking a second step, the bowler will extend their arm at the elbow gaining momentum. Finally they will flex their arm at the shoulder by rotating their arm forward releasing the ball when the arm is in front of them. It is advised that the teacher demonstrate this process several times, while explaining what they are doing, before allowing students to begin bowling.
      - Planned Differentiation: The set up for bowling could be different depends on who is bowling and the variation of the students' athletic ability.

- Guided Practice: The teacher will set up slender foam bumpers so that the ball cannot escape from the designated lane once released. The student may either roll the ball from a ramp or the teacher can help them apply power and direct the ball towards the pins.
  - Limited Guidance: The slender foam bumpers can be used to help maintain the bowling ball within a designated lane. The teacher will maintain close supervision of the students
  - Independent Practice: Student performs the bowling tasks by themselves. The slender foam bumpers will not be used. The teacher will observe and encourage from the side.
- Conclusion / Wrap up
  - After getting a drink, students will come back to the gym and line up. While in line, the teacher will review what was learned in class today, giving the students the opportunity to answer questions. **Today we talked about power. Who can tell me what power is? (Teacher calls on student). What sports do we find power in (Teacher calls on a different student).** Before dismissing the class, ask the students if they have any questions regarding what was discussed in class that day.

Figure 1: Dribble and Speed



# Speed and Agility Lesson Plan TRAIN @ School

## Objectives

- Define speed and agility and what sports they are used in
- Apply speed and agility to sports

## Outline

- Introduction :
  - Sports that apply to speed and agility
- Instruction:
  - Define speed and agility
  - Application
- Activity:
  - Cone Drills
  - Dribbling soccer ball
  - Soccer scrimmage

- Floor ball
- Soccer
- Speed skating
- Short distance athletics
- Softball
- Volleyball
- Basketball



**Special Olympics**

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## Supplies

Time: 15-60 minutes

Materials: Soccer balls,  
Nets, timer, cones

## Resources

Special Olympics Website : <http://www.specialolympics.org/>  
TRAIN SO Website: <http://trainso.blogspot.com>

## Speed and Agility

- Time: 15-60 minutes
- Materials: multiple soccer balls, nets, cones, and a timer, music
- Objectives:
  - Given proper instruction about speed and agility, students will verbally explain “speed” and “agility” is along with the sports with which it’s associated.
  - Students will apply their knowledge of speed and agility in participating in soccer drills.
- Introduction to Lesson
  - **Who thinks they are the fastest person here** (wait for the students to respond). **Okay, everyone line up, we’re going to have a little race. Stand on this line and run to the wall as fast as you can! Ready, set, go!** (Students run a distance of about 10 meters). **Good job, we’re going to play follow the leader. I am going to be the leader, I want everyone to run and follow me!** The teacher will lead the classroom around the gym, changing directions, and glancing back to see how the students are doing. If the teacher feels confident, they can pick a student to be the leader and tell them to run all over the gym, changing directions rather quickly. After a couple minutes, end the game and have the students listen to you introduce the topic of speed and agility.
  - There are a lot of sports that involve speed and agility. **Sports such as floor ball, soccer, short distance athletics, speed skating, alpine skiing, badminton, basketball, roller skating, snow shoeing, softball, and volleyball all require speed and agility. Today we are going to talk about speed and agility and how it applies to sports.**
- Instruction
  - Once warm up and stretching has been completed, have the students take a seat and be ready to listen to the teacher.
  - Discuss the topics of speed and agility
    - Define speed and agility
      - **Speed is the ability to move rapidly; it refers to swift, quick motions.**
      - **Agility is the ability to move quickly and change direction while maintain control and balance.**
    - Modeling/ Demonstrating
      - **When we raced in the beginning of class, and when we played follow the leader, we were practicing speed and agility.**
    - Discussion
      - **What type of sports do you guys like to play that involved speed and agility?** (Allow the students a few minutes to talk and discuss).

- Application
          - Teacher can use the sport of soccer to demonstrate the importance of speed and agility. **In soccer speed and agility are both used. Speed is used to maintain the fast pace of the game. Agility is used to change directions when the opposing team recovers the ball. It is also used to move the soccer ball around the field.**
- Activities
  - Cone Races
    - Set up cones across the gym floor, and have the student's line up. There are various ways in which the students can race through the cones. They can run in a straight line, or it could be a zigzag pattern. They may have to circle around a cone, or any other pattern that the teacher deems appropriate in order to test speed or agility. Teacher will demonstrate the route that the students are supposed to take before the students begin the cone races.
      - Planned Differentiation: Teachers can vary this drill and make it more difficult by adding a timing component and/or a soccer ball in which students have to dribble around cones.
      - Guided Practice: Teacher will run along side the students and assist them by verbally prompting them what they need to do (**Run to the left of the cone, run to the right of the cone. This is called zigzagging. Run from this cone, across the gym floor to that cone.**)
      - Limited Guidance: Teacher verbally prompts the student from the sideline, rather than working side by side with them.
      - Independent Practice: Upon hearing the instruction, students follow the teacher's directions with teacher supervision.
  - Dribbling / Speed (See Figure 1)
    - Have students line up at both ends of the gym, two lines on each side. Set the cones up each end of the gym. Have the teacher demonstrate what will be happening once before the students begin the activity. Have the first student in each line dribble the ball towards the other end of the gym, when they are five meters away from the opposite goal, they shoot. The next person in line receives the ball that was shot in the goal and dribbles down the gym floor to the opposite end and shoots. This continues for either a time limit, or until everyone has participated.
      - Planned Differentiation: This activity can be altered by how the teams are divided up such as having students with similar athletic ability all on the same team.

- Guided Practice: The teacher will run along side the student prompting them to dribble the ball down the court. If necessary, the teacher will demonstrate for the student once again what and how they are doing.
  - Limited Guidance: Teacher stands off to the side and engages the student through verbal prompting of what they are to be doing **(Dribble the ball by using the inside of your foot. Keep your head up so that you know where you are shooting.)**
  - Independent Practices: Student performs the dribbling task by them self. The teacher will observe and encourage from the side.
- Modified Soccer Game / Speed and Agility (Figure 2)
  - Split class into two teams. Establish goals on either end, with each team picking a goalie. Place soccer ball in the center of the court to start game. Remind the students that playing soccer is a good way to practice speed and agility. Students will scrimmage; their end goal is to score on the opposing team, following the normal rules of soccer.
    - Planned Differentiation: This activity can be altered by how the class is divided into teams. Such as having students with similar athletic ability on the same team, or having a balanced mix of abilities on a team. Also, a teacher can vary the number of games they have going on at one time. However, it is important to keep in mind that they must be able to supervise all of their students, even if they are participating in a game.
    - Guided Practices: Teacher divides the class into smaller teams. Therefore two games could be going on at one time. The teacher could play and closely supervise a team of students who may need more assistance through verbal prompting and encouragement **(use your leg to dribble the ball, keep your head up)**.
    - Limited Guidance: Teacher divides the class into smaller teams. Therefore two games could be going on at one time. The teacher will supervise the team of students who may need more assistance from the side through verbal prompts and encouragement.
    - Independent Practices: The class is divided in two and the teacher stands to the side and supervises the whole class playing at once.
- Conclusion / Wrap up
  - After getting a drink, students will come back to the gym and line up. While in line, the teacher will review what was learned in class today, giving the students the opportunity to answer questions. **Today we talked about speed and agility.**

**Who can tell me what speed is? (Teacher calls on student). Who can tell me what agility is? (Teacher calls on another student). What sports do we find speed and agility in (Teacher calls on yet a different student).** Before dismissing the class, ask the students if they have any questions regarding what was discussed in class that day.

Figure 1: Various Cone setups

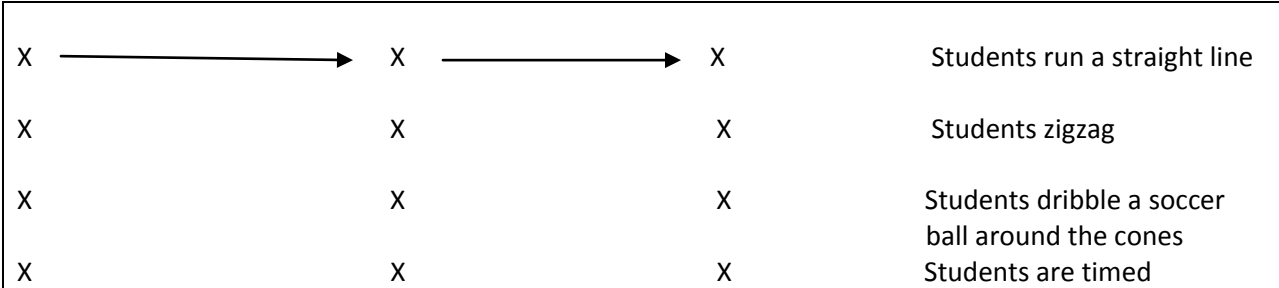


Figure 2: Dribble and Speed

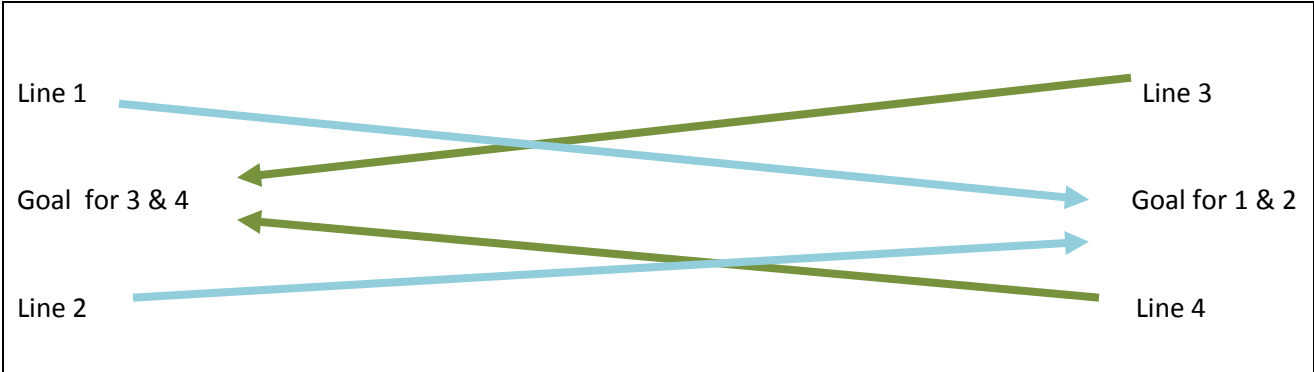
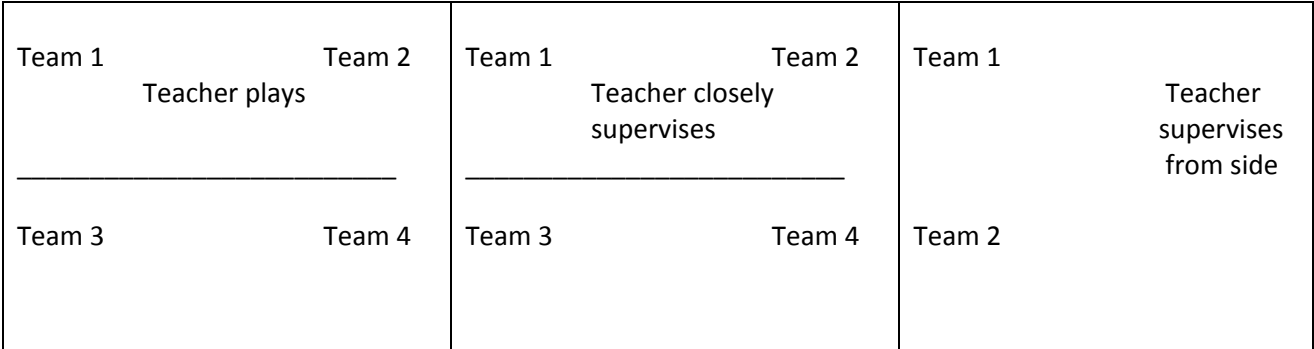


Figure 3: Soccer Scrimmage





# Strength Lesson Plan TRAIN @ School

## Objectives

- Define strength and what sports it is used in
- Apply strength to sports

## Outline

- Introduction :
  - Wall sit competition
  - Sports that apply to strength
- Instruction:
  - Define strength
  - Modeling
  - Discussion
  - Application
- Activity:
  - Imaginary See-Saw
  - Crunch 'n' Score
  - Crab soccer

- Equestrian
- Artistic gymnastics
- Kayaking
- Weight lifting



**Special Olympics**

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## Supplies

Time: 15-60 minutes

Materials: small balls (bean bag, balled up sock, etc) and soccer ball

## Resources

Special Olympics Website : <http://www.specialolympics.org/>

TRAIN SO Website: <http://trainso.blogspot.com>

## Strength

- Time: 15-60 minutes
- Materials: small bean bag ball and soccer ball
- Objectives:
  - Given proper instruction about strength, students will verbally explain to their teacher when asked, what “strength” is along with the sports which it’s associated.
  - Students will be able to apply their knowledge of strength in participating in strength activities and a game of crab soccer.
- Introduction to Lesson
  - **Everyone line up against the wall. I want you all to pretend you are sitting in a chair. Stand up and lean against the wall, slowly lower your body until you feel like you are sitting then freeze. Fold your arms against your chest. How long can you sit like this?** Time the students. Stop the timer after a minute.
  - List of sports that involve aerobic strength. **Sports such as equestrian, artistic gymnastics, kayaking, and weight lifting.**
- Instruction
  - Once warm up and stretching has been completed, have the students take a seat and be ready to listen to the teacher.
  - Discuss the topics of strength
    - Define strength
      - **Strength is the ability to carry out work against resistance.**
    - Modeling / demonstration
      - **The wall sit contest that we had helped us strengthen our abdominal muscles, that is the muscles around our stomach and lower back.**
    - Discussion
      - **What sports do you guys like to play that involves strength?** (Allow the students a few minutes to talk and discuss.)
    - Application
      - Teacher can use the sport of weight lifting to demonstrate the importance of strength. **In weight lifting strength is used. Strength is used to maintain control of the object while moving the object to a specific area.**
- Activities
  - Imaginary See-Saw
    - Introduce the activity of imaginary see-saw. **See-saw, a game most often found on a playground, is a good way to practice strength with a bit of**

**modification. Imagining that you are sitting on a see-saw involves you to squat. Squatting strengthens your upper legs.** The students should partner with one other person. There is no see-saw needed for this activity. The students will pretend there is a see-saw. One person will go down and the other person will go up. They will maintain a squatted position when they are down without using any objects as help or putting their hands on the floor. The teacher should be sure to demonstrate this activity and the proper squatting technique before allowing the students to participate.

- Planned Differentiation: Teachers can vary this activity by increasing the speed of the see-saw. The teacher can control the speed everyone goes by saying up and down. The teacher can provide support for those that might need assistance in stabilization.
  - Guided Practice: Teacher will go through the commands slowly and wait for everyone to participate. If the student is not capable of maintaining the position then they can use a chair.
  - Limited Guidance: Teacher verbally prompts the student from the sideline, and keeps the game at a steady pace.
  - Independent Practice: Upon hearing the instruction, students follow the teacher's directions with teacher supervision.
- Crunch 'n' Score
    - Introduce the game. (**Sit up and crunches are a good way to strengthen abdominal muscles. This game Crunch 'n' Score is a way to make crunches a little bit more exciting.**) Have the students separate into groups of two. One student should lie on their back on the ground. The other student should hold their partner's feet with their feet without hurting the other individual. The individual holding their partner's feet (most likely by kneeling on them) should also hold out their arms in a circular hoop position. The other student should be given a small soft ball (which could be as simple as balled up socks). Then the student when instructed by the teacher to commence they should complete a crunch. A crunch is completed by the student lifting their chest using their abdominal muscles. The shoulders should come off the floor but the entire torso should not be raised off of the floor. Every time the student raises up their chest they will throw the soft ball into the hoop that their partner has created with their arms. The teacher should be sure to

demonstrate the proper way to do a crunch and play the game before allowing the students to participate in it.

- **Planned Differentiation:** This activity can be altered by how fast the students perform the crunch. The teacher can change the pace of the crunch according to the ability of the students. The size of the hoop can be made smaller to make the game more challenging.
- **Guided Practice:** The teacher can participate with the students and help them make the goal with their soft ball. The goal should be made as large as possible by their partner. The crunches can be performed at a slow steady pace.
- **Limited Guidance:** Teacher stands off to the side and engages the student through verbal prompting of what they are to be doing during the activity. The pace of the crunches can increase in tempo.
- **Independent Practice:** Student performs the crunch n score activity by them self. The teacher will observe and encourage from the side. The crunch can vary in speed and the students can attempt to perform tricks with the balls.

○ Crab Soccer

- **Introduce the game. (Crab Soccer is a fun game that will allow us to work on strengthening our arm and leg muscles.)**The class should be split up into at least two teams. All of the students must be in crab position to play the game. Crab position is when the body is held up by the hands and the feet. The legs will be bent at the knee. The point of the game is to try to make more goals than the other team. All the students must be in crab position. If they don't then the other team is given the ball. The ball must be kicked with the feet of the students. It is important that the teacher demonstrate the crab position before the game begins.
  - **Planned Differentiation:** This activity can be altered by dividing the class into multiply teams. Such as having students with similar athletic ability on the same team, or having a balanced mix of abilities on a team. However, it is important to keep in mind that the teacher must be able to supervise all of their students, even if they are participating in a game. There can be two games going on at one time. The size of the court can be adjusted according to capabilities.

- Guided Practice: The teacher can participate with a team. The amount of space of the court can be made smaller so that the game is not spread over too much space. The students don't have to maintain the crab position for the entire game. The teacher can time how long they maintain the position.
- Limited Guidance: Teacher divides the class into smaller teams. Therefore two games could be going on at one time. The teacher will supervise the team of students who may need more assistance from the side through verbal prompts and encouragement. The teacher can help the students when needed.
- Independent Practice: The teacher stands to the side and supervises the whole class playing at once. All the students must maintain the crab position during the entire game.
- Conclusion / Wrap up
  - After getting a drink, students will come back to the gym and line up. While in line, the teacher will review what was learned in class today, giving the students the opportunity to answer questions. **Today we talked about strength. Who can tell me what strength is? (Teacher calls on student). What sports do we find strength in (Teacher calls on a different student).** Before dismissing the class, ask the students if they have any questions regarding what was discussed in class that day.