

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



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.