

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



