

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



Special Olympics

TRAIN
SO

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.

