

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



Special Olympics

TRAIN
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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 ¹

- 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 ¹

- 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.

