

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

TRAIN
SO

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

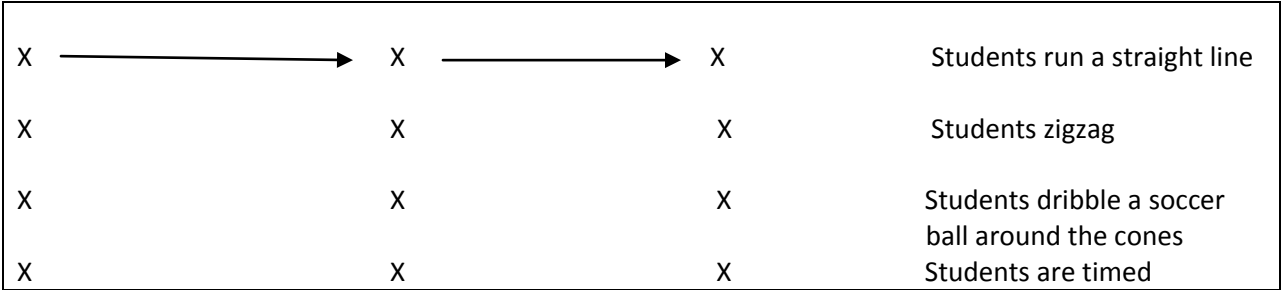


Figure 2: Dribble and Speed

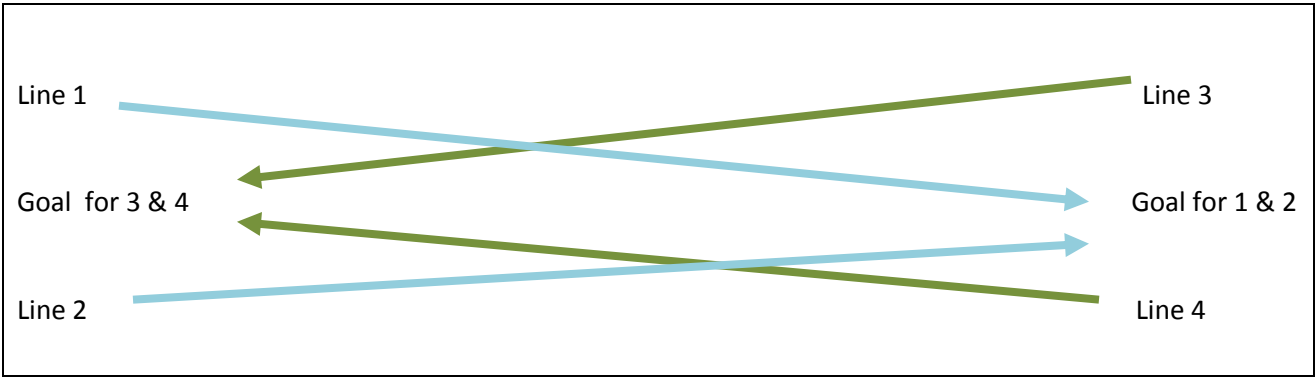


Figure 3: Soccer Scrimmage

<div>Team 1</div> <div>Team 2</div> <div>Teacher plays</div> <hr/> <div>Team 3</div> <div>Team 4</div>	<div>Team 1</div> <div>Team 2</div> <div>Teacher closely supervises</div> <hr/> <div>Team 3</div> <div>Team 4</div>	<div>Team 1</div> <div>Team 2</div> <div>Teacher supervises from side</div> <hr/> <div>Team 3</div> <div>Team 4</div>
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