

Lesson 2 of 6

Static Strength

EQUIPMENT

obstacle free area » accordion mats » climber, ladder, trestles, ropes » playing cards

Warm It Up

HANG TAG

Play one or more variations of hang tag until heart rates are elevated. 1: Everyone hangs on some type of apparatus and when tagged, moves around the perimeter of the activity area until everyone is tagged. 2: Everyone moves around the perimeter of the activity area and when tagged finds somewhere to hang until everyone is tagged. 3: Everyone moves throughout the activity area (choose a safe way of moving, e.g., speed walk), students who are hanging cannot be tagged. Ask students to find their carotid (in the neck) or radial (on the wrist) pulse and explain the health benefits of increasing the heart rate through physical activity (refer to Canada's Physical Activity Guide, see Related Resources). End by stretching in one large circle and name the muscle groups as you lead the stretch. E.g., Quadriceps – front thigh muscle, deltoids – shoulder muscles, etc.



Safety First!

For safety, equipment, and supervision considerations when playing tag-type games, see page 51 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008.

ABCD's of Physical Education



Benefits of Health

Functional Fitness	B(5-6)-3
Body Image	
Well-Being	

Clues that students are achieving the outcome...

"Students will identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities" *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can recognize a relationship between health benefits and activity
- Students can participate in activities that involve the components of fitness, such as muscular endurance and muscular strength



Whoop It Up

STATIC STRENGTH

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Invite students to find a personal space on a mat and invite them to try a variety of static strength positions. Lead the large group, or set up three stations through which students can circulate.

SUPPORTS » *Front support*—lie on stomach and push up with straight arms and legs. *Back support*—from sitting, push buttocks up with straight arms and legs (fingers point towards feet). Explore variations of front and back supports making them wide or narrow, varying arm positions or leg positions. Try front and back supports with a partner.

BALANCES » *V-Sit*—from sitting on a mat, raise both arms above head and extend legs straight to form a v-shape. *Knee scale*—from all fours, balance on two hands and one knee and extend other leg straight behind body in line with head and back. *Shoulder balance*—from a sitting position on mat roll backwards onto shoulders with hands on hips to help support. *Tri-pod balance*—make a triangle base with two hands and head and lift legs off the floor. Have students explore these positions and others, varying the level (high, medium, low), and shape (wide, narrow, round, twisted).

HANGS » At the hanging apparatus, have the students practice different grips. Work in partners if hanging space is limited and also to avoid fatigue of upper body muscles. Try over grip (knuckles facing you), under grip (knuckles facing away) and mixed grip (one hand over and one hand under). Hang in different shapes (ball, wide, twisted, L-shape...) with different grips.

PICK A CARD » Partners choose one card from a pile and create a sequence that includes the number of static balances/supports represented on the card; e.g., if a 4 is picked, a sequence of 4 balances/supports is created. Use the numbers 3, 4, 5, and 6 from a deck of playing cards, or create your own numbered cards. Allow 3-5 minutes for students to develop and refine their sequence. Each pair will show their sequence to another pair who will guess the number of the card that was chosen, and then alternate roles. Each balance/support should be held for 5 seconds or more.



Safety First!

For safety, equipment, and supervision considerations when planning gymnastics activities, see pages 21 and 57 in “Safety Guidelines for Physical Activity in Alberta Schools”, Alberta Centre for Injury Control and Research (ACICR), 2008.



Wrap It Up

STRETCH & LAP SIT

Stand in a large circle for a group stretch. Ask students to name the muscles as you stretch each part of the body. End with one large group cooperative static balance called Lap Sit. Standing in a circle, everyone turns so their right shoulder is facing the centre of the circle. Take steps toward the center until the circle is tight and everyone can place their hands on the shoulder of the person in front of them. On the count of 3, instruct students to sit slowly on the lap of the person behind them (weight should be equally distributed throughout the circle). Use the command ‘1-2-3-sit!’ and establish a signal to stand up to ensure no one falls over or gets hurt.