Lesson Plan 11

Content Area: P.E.- Cross Country Skiing

Downhill Skills

**Time Estimate:** 60 -90 minutes

**Summary:** Kids will expand their skills for skiing downhill by learning stem Christie turns, step turns, hockey stops, and linking turns.

**Goals/Objectives:**

Athletes will be able to:

* Turn using the stem Christie or skidding around a corner
* change directions on a downhill by step turning
* ski uphill using V1 or striding

+ link stem Christie turns, working their way down a steep slope

+ step turn around consecutive corners or cones

* turn using a telemark turn
* link telemark turns

**Assessment:** Look for total control while descending. Check for weight transfer between skis to change directions in control with both step turns and stem Christie.

**Equipment/Tools/Terrain:**

Gym

hill

slalom gates or cones

**Get the Jitters Out:**

Run two laps of the gym, do 10 bounds and 10 skate jumps, and take a seat

**Instructional Input**:

Show World Cup footage- uphill and downhill, show a technical downhill or two where step turning is used and where skidding is used. Use slow motion to show the transfer of weight in order to get around the corner in both cases.

Demonstrate both a stem Christie and step turn in the gym. A stem Christie is a little difficult to show without skis, but you can demonstrate the key weight transfer from a wedge to weighting the downhill ski. Start in an athletic position, knees and ankles slightly bent, weight on the balls of the feet and arms slightly forward. Then move into the wedge position simply by turning your toes in and heels out and moving your hands more forward as if guiding you. Next pick up the foot that is on the inside of the turn and will be the uphill ski, weighting the outside or downhill leg. Place that foot parallel to the weighted one and lean into the turn. This is the key motion of a stem Chrisite. The step turn is similar, but used to travel at higher speeds, without the snowplow, and carrying speed around a corner. As you come into a corner, you quickly move your weight to the outside downhill ski in order to step your inside ski around the turn. Transfer your weight onto the inside, uphill ski in order to step the outside, down hill ski parallel to the other ski. Continue this motion, quickly transferring your weight and stepping each ski around the turn, guiding with the inside, uphill ski and following with the outside, downhill ski. Lean into the turn and push off the outside edge of the uphill ski and the inside edge of the downhill ski.

**Modeling:** Model both these motions as best you can inside the gym while also having the video footage play in slow motion.

**Guided Practice:** Have the kids try this first standing in place just getting the idea of the quick weight transfer. Then set up cones and have them pretend to be on skis running through the cones. This will give them the idea of leaning into turns and moving the body weight from foot to foot at high speed.

**Independent/Group Practice and Differentiation:** Athletes should then have 10 minutes to warm up skiing without poles. Have athletes then gather in a larger circle or in smaller groups with a pole or cone for each group. Have the athletes practice stepping around the cone on flat ground first, which is also an important skill to work on.

Next move to the hill. Remember it is important to work on uphills and downhills together so make sure the kids have something to work on while they are climbing the hill. Maybe making bigger or smaller steps, moving their weight more forward, getting lower, or timing of their arms and legs. On the first downhill just make one corner with cones. First, work on the stem Christie turn, moving from a wedge to a skid around the corner. Skiers can also move straight into a skid if they have enough control to do that.

The next step is to link the stem Christie turns. This can be done freely down a hill by setting up cones they must go around.

After skiers get that, they can move to the step turn. Set up another downhill corner and have them work on stepping around that corner without snowplowing or skidding. If skiers are mastering this, make additional corners for them to move around (some form of S-turns)

If skiers become very advanced in their downhills, they can move to the telemark turn. This is not used in races, but is a lot of fun and certainly teaches comfort on skis, body awareness, and control. Have skiers get into the telemark position (a lunge), pushing one leg forward and dropping your weight low, flexing in the rear toe, ankle, and knee. The rear thigh should never extend past vertical and weight should be evenly distributed. Move from one telemark stance to another while standing still to get the motion. Then move to a hill to try.

Another way to challenge any of these skills is to add in poles. Pole plants can be used while linking stem Christies, planting on the inside of the corner. A double pole motion or quick V2-like push, can be used to help gain speed around a corner while step turning.

Additional challenges and activities can be added as well. Follow the leader like a snake through gates, try going downhill on one ski, switch feet, try turning on one ski, use small bumps to accelerate or carry speed, hit jumps, hit a jump and land in a telemark position. The possibilities for fun on downhills are endless. Downhill days are great because uphills must be worked on to get to go downhill.

**Group Game**:

Dual slalom, where partners race each other down is a fun game.

Relay races work well because skiers need to ski down and back up.

The human slalom is a good one as well. Skiers line up like gates down the hill. The top skier then descends around the other skiers and when they reach the last skier they make a gate and the next skier goes, much like leap frog on a downhill.

**Wrap Up**

What is important for staying in control on downhills? What skills do you need to turn while descending? Give time for athletes to record progress, goals, and activity.

Standards

Grades K-2

**Standard A**  
Demonstrate competency in motor and movement skills needed to perform a variety of physical activities:  
  
1.    Perform various forms of loco-motor movement such as walk, run, slide, gallop, jump, hop, leap, and skip.  
  
2.    Perform a variety of non-loco-motor skills such as balancing, bending, stretching, rocking, curling, twisting, turning, pushing, pulling, swinging, swaying  
5.   Jump and land in various combinations.  
  
6.    Demonstrate balance on the ground and on objects, using bases of support other than both feet.  
  
18.    Move with effort, time, force, and flow.  
  
19.    Move in a variety of pathways (e.g. straight, curve, zig-zag).  
  
**Standard C**   
Participate regularly in physical activity:  
  
1.    Participate in physical activity outside of physical education class.  
  
2.    Identify appropriate physical activities for recess and outside of school.  
  
3.    Attempt to perform new movement skills and activities.

**Standard E**   
Exhibit personal and social behavior that respects self and others in physical activity settings:  
  
2.    Apply established class rules, procedures, and safe practices.  
  
3.    Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.  
  
4.    Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions).  
  
5.    Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation).  
  
6.    Accommodate individual differences. (e.g,. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).

**Standard F**   
Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:  
  
1.    Celebrate personal successes and achievements as well as those of others.  
  
2.    Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)  
  
3.    Name physical activities that are enjoyable.    
  
4.    Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared, angry, sad).   
  
5.    Attempt new activities.  
  
6.    Continue to participate when not successful on first try.   
  
7.    Try new movements and skills willingly.

Grades 3-5

**Standard B**    
Apply movement concepts to the learning and performance of physical activities  
  
1.    Select and practice a skill in which improvement is needed.  
5.    Use specific feedback to improve performance.  
  
**Standard C**   
Participate regularly in physical activity:  
  
1.    Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.  
  
2.    Participate in local physical activity opportunities.  
  
3.    Choose to participate in structured and purposeful activity.  
  
4.    Monitor his or her physical activity using a variety of tracking tools (e.g. fitness logs, pedometers).  
  
**Standard D**   
Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness:  
  
1.    Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.

4.    Engage in appropriate physical activity that results in the development of cardiovascular endurance.  
  
5.    Recognize that physiological responses to exercise are associated with their own levels of fitness.  
  
6.    Choose to participate in activities to increase muscular strength and endurance.

**Standard E**   
Exhibit personal and social behavior that respects self and others in physical activity settings:  
  
1.    Demonstrate awareness and participate safely when involved in activity.  
  
2.    Form groups quickly when asked.  
  
3.    Recognize importance of individual responsibility in a group effort.  
  
4.    Encourage others by using verbal and nonverbal communication.  
  
5.    Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).  
  
6.    Work productively with assigned or random groups without adult intervention.  
  
7.    Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.  
  
8.    Act in a safe and healthy manner when confronted with conflict during physical activity.

**Standard F**   
Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:  
  
1.    Develop self-confidence and a positive self-image in physical activity settings.  
  
2.    Choose motivators (e.g., music, friends) that will enhance fun and enjoyment in a physical activity setting.  
  
3.    Participate in physical activities which will allow students to set and achieve individual and team goals.  
  
4.    Participate with others in a variety of competitive and non-competitive physical activities.

Grades 6-8

**Standard C**  
Participate regularly in physical activity:  
  
1.    Recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle.

3.    Maintain a physical activity log for a designated period of time (e.g., weight training charts, steps during the day, time engaged in physical activity).

**Standard E**   
Exhibit personal and social behavior that respects self and others in physical activity settings:  
  
1.    Demonstrate appropriate behavior in physical activity settings.  
  
2.    Demonstrate concern for safety of self and others during games and activities.   
  
3.    Demonstrate self-control and sportsmanship/etiquette during games and activities (e.g., accepting controversial decisions).

Grades 9-12

**Standard B**   
Apply movement concepts to the learning and performance of physical activities:  
2.    Use a variety of complex movement patterns, independently and routinely, to improve skills.  
  
3.    Acquire new skills while continuing to refine existing ones.  
  
4.    Identify basic biomechanical principles as they pertain to movements within a physical activity.  
  
5.    Recognize various levels of performance (novice, competent and proficient).

**Standard E**   
Exhibit personal and social behavior that respects self and others in physical activity settings:  
  
1.    Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.  
  
2.    Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.