Lesson Plan 12b

Content Area: P.E.- Cross Country Skiing

Putting it all together

**Time Estimate:** 1-2 hours

**Summary:** Kids will use all the various ski techniques they have learned to travel a longer distance.

**Goals/Objectives:**

Athletes will be able to:

 - ski for a long distance using a variety of techniques

**Assessment:** Watch for kids using different techniques and working together

 Look for: Weight transfer, forward body positions, soft knees and ankles

**Equipment/Tools/Terrain:**

Varying terrain

**Get the Jitters Out:**

 do 10 jumping jacks and take a seat

**Instructional Input**

Develop a scavenger hunt that uses the surroundings and emphasizes the local environment. Each clue should have a task that involves a ski technique as well as a science task. Things like finding animal tracks, collecting leaves or moss, investigating H2O as water, ice, and snow, looking closer as snowflakes, collecting things of different textures or colors, etc. This is very dependent on location so clues will have to be made up by each leader.

Clues can tie together a bunch of things. They can be written in a tricky way, such as an analogy or riddle that kids have to figure out or they might have to solve a problem like the directions are written using meters, but all you have is a yard stick so you must convert.

Students should be divided up into groups and groups have to remain together, helping each other. Everyone in the group has to do the technique task as well, such as only using double pole to get to the river.

**Modeling:** Model how you might help someone who is struggling to keep up using a certain technique by offering encouragement and giving some helpful, not condescending, advice for how they might move better.

**Independent/Group Practice and Differentiation:** Different clues can be used for kids of different ages or abilities so the hunt takes about the same amount of time for each group. Groups should work at their own pace, using teamwork and leadership to discover all the clues. This can be set up so each group comes back to a home base after accomplishing a task or by having one clue lead to another clue. If students come back to a base, it is easier to scale the difficulty of the task based on how well the group is doing or how fast they are moving, but it is also more fun and adventurous for kids to just keep going through the journey, working from one clue to the next.

**Wrap Up**

What did you learn? What was the hardest task? How did you accomplish it? How did you help each other? Take time to record progress towards goals and record the 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.

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 D**
Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness:

4.    Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing).

5.    Discuss the benefits of fitness (e.g., being fit allows me to ride my bike, why it is fun to move).

6.    Discuss the benefits of healthy food and beverage choices.

**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).

7.    Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., bear or moose on playground).

8.    Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).

9.    Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).

**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 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.

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.

9.    Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

**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 A**
Demonstrate competency in motor and movement skills needed to perform a variety of physical activities

5.    Demonstrate competency for participation in adventure/outdoor activities (e.g., orienteering, snowshoeing, skating).

**Standard C**
Participate regularly in physical activity:

1.    Recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle.

2.    Set SMART goals, (specific, measurable, attainable, realistic, time sensitive) for participation in activities of own choosing.

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).

**Standard F**
Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:

1.    Identify several reasons why participation in physical activities is enjoyable and desirable.

2.    Reflect on reasons for choosing to participate in selected physical activities (e.g., health, challenge, self-expression, social interaction, personal goal).

3.    Enjoy working alone or with others in a sport or physical activity to achieve a goal.

Grades 9-12

**Standard A**
Demonstrate competency in motor and movement skills needed to perform a variety of physical activities:

5.    Demonstrate competent skills while participating in adventure/outdoor activities (e.g., Alaskan cultural physical activities, hunting, fishing, skiing, biking, hiking, wilderness survival, camping).

**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).

6.    Apply knowledge of major muscle groups to improve performance and/or create training plans.

7.    Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g., weightlifting, wearing a helmet while snowboarding).

**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.

3.    Accommodate individual differences. (e.g., ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).

4.    Exhibit sportsmanship/etiquette in all physical activity settings.

**Standard F:**
Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:

1.    Enjoy the challenge of working hard and the satisfaction of improving skills.

2.    Seek personally challenging experiences in physical activity opportunities.

3.    Recognize physical activity as a positive opportunity for social and group interaction.

4.    Analyze selected physical activity experiences for social, emotional, and health benefits