Lesson Plan 7

Content Area: P.E.- Cross Country Skiing

Skate basics-no poles

**Time Estimate:** 60 minutes

**Summary:** Kids will learn the basic motions of skate technique without poles, focusing on weight shift and leg movement.

**Goals/Objectives:**

Athletes will be able to:

* shift weight from ski to ski to create forward movement
* move with an athletic body position

- skate without poles across the flats

+ skate without poles on undulating terrain

\* change directions while skating

**Assessment:** Check for weight shift from ski to ski. Look for forward body positions. Look for skiers that can keep their momentum up and continue to skate over a long distance. This shows weight shift and good body position as well as coordination and body awareness.

**Equipment/Tools/Terrain:**

Gym

Flat packed out area

**Get the Jitters Out:**

 Run two laps of the gym, do 10 hops side to side over a line, and take a seat

**Instructional Input**:

 Show World Cup footage- show a short clip of skating and a clip of skating without poles. What do the kids notice? How does a skier move forward on skate skis? Remind kids that skate skis are completely smooth on the bottom. There is nothing there to keep the ski from moving forward and back.

As with all the techniques, start in an athletic body position with weight on the balls of the feet, knees and ankles slightly bent and arms slightly forward. Toes are turned out at a slight angle. When the hips are pushed forward and all the body weight moves forward, it feels as if you are going to fall. Instead of falling shift weight over to one foot, drop the weight through that leg, much like striding, and push off that leg, moving forward and laterally onto the other leg. Repeat this motion, moving back and forth between legs, while also moving forward. Arms can do whatever is comfortable. Hold them behind your back, swing them side to side as you bound from one leg to the next or just let them hang. Here is a little jingle to teach kids as well: Weight shift, weight shift, that’s the key, weight shift, weight shift, that’s for me!

**Modeling:** Model this motion in the gym.

**Guided Practice:** Place cones or dots on the gym floor, preferably on either side of an existing line and offset. Have kids practice the skating motion, hopping from dot to dot as you demonstrated above. The dots will help the kids remember to not only push laterally but also forward as our ultimate goal is to move down the track.

**Independent/Group Practice and Differentiation:** Athletes should then have 10 minutes to explore moving on skate skis on their own. Next, have kids line up side to side. Get into an athletic stance with skis in a V position. Have kids push their hips or belly buttons forward, bending more at the ankles and move their weight more over the balls of the feet. They should start sliding forward, skis moving out. When the skis move too wide, they will have to catch themselves. Repeat this many times. This shows skiers how they can glide forward just by moving their weight forward.

Next, have skiers work on weight shift. This requires good balance! With skis in a V, skiers will shift their weight onto one ski and push off rolling their foot in and moving onto the inside edge of the ski for the final push, lastly rolling off the toes just as if they were jumping to the next dot in the gym. Weight then moves onto the other ski, where glide is taken advantage of. Nose, knee, and toes should be lined up in this position with no weight on the other ski. When the glide starts to decrease, drop weight onto that ski and push off, moving back to the other ski. It is very similar motion to ice skating or roller blading.

Have kids skate from one cone to another working on continuous skate motions. Once they get this, challenge them to see how few of skate pushes they can use to get from one side to the other. Remind them to keep their weight forward and use their balance to glide as far as possible. Does is help to push harder? Try standing up taller, getting lower. Try having skis in a wider V or a narrower V. Try dropping more weight onto each ski before pushing off. Try swinging arms side to side.

Another drill is to have skiers hold a ball out in front of them, move the ball over each ski as you shift weight. This will help keep your weight forward and shift your weight.

More advanced skiers can try skating uphill without poles. This requires more power and quicker weight shift from side to side.

Skiers can also try skating around poles having to switch directions. This requires pushing more off the outside leg and just stepping with the inside leg in order to turn around something. Set up a slalom course on the flats for this.

**Group Game**:

Tag games are ideal for no-pole skating. Sometimes skis get in the way so one good tag game is foxtail tag. Have scarves or flags or something tucked into the pants of everyone like a tail. The predators ski around and try to grab the tails of the foxes. Those who loose their tails become predators.

Ski soccer is another good one for older kids. It is the same as regular soccer but with skis. This game can lead to broken equipment…

Speedball is like ultimate Frisbee with a ball. Skiers toss the ball to teammates trying to get the ball across the goal line. If you are holding the ball you cannot ski with it, you must pass it or dribble it, by tossing it up and down in your hand while moving.

**Indoor Option**

Complete the instructional section and have kids practice different skate motions in the gym. Set up a relay that involves skate jumps, running, and changing directions. Balance drills are also good. Use the lines painted in gyms to establish different balancing challenges like jumping on one foot or standing on one foot and doing squats, but keeping your weight forward. If available, you can use thinks like a balance beam (or just use a piece of wood), balance boards, dyna discs, or bosu balls. If you have access to boxes, jumping on boxes is a good activity to develop power.

**Wrap Up**

What are the keys to skating? Give time for students to write in their notebooks, record their activity, or put their name on a chart.

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.