Lesson Plan 9

Content Area: P.E.- Cross Country Skiing

Skating: V2

**Time Estimate:** 60 -90 minutes

**Summary:** Kids will learn V2, the skating technique used on flatter terrain, the high gear for skate technique

**Goals/Objectives:**

Athletes will be able to:

* shift weight from ski to ski
* balance on one ski to allow glide before shifting weight

- V2 for a few pole plants in a row

+ V2 for an extended distance

\* V2 on undulating terrain

\* switch between V2 and V1

**Assessment:** Check for the timing of the pole plants: poles plant with each leg. Check for balance on skis and weight shift from ski to ski

**Equipment/Tools/Terrain:**

Gym

Flat packed out area

Gradual hill

**Get the Jitters Out:**

Run two laps of the gym, do 10 skate jumps and 10 more pretending to V1 with arms, and take a seat

**Instructional Input**:

Show World Cup footage- Show V1, V2 and V2 alt. Review the keys to V1. Planting both poles and one ski at the same time, shifting weight, working uphill. Then observe V2 again. What is the difference? What terrain are they using V2?

V2 requires really good balance. It is essentially a combination of skating with the legs and double pole with the arms. First just start hopping back and forth in the skate motion with weight on the balls of your feet, knees and ankles soft, shifting weight from one leg to other with each hop. Next, add in the arms. With weight all on one leg, bring your arms up in front of your face. Pretend to plant your poles and just as with double pole, engage your core and drop your weight through the poles and your leg. Compress and then release, hopping onto the other leg. Then, start over bringing your hands up.

**Modeling:** Model skating in the gym without poles and then add in pretend poles as if you are doing V2.

**Guided Practice:** Have kids do the same thing in the gym. Start by having them just skate hop side to side then add in the pretend poles. This will likely take some time to get everything figured out so continue to go from no poling motion to V2 poling motion over and over again. If kids do figure it out quickly, review V1 as well. Have them start with no poling, switch to V1, and then to V2 and back and forth. The next step would be to describe a terrain and have the kids switch to the proper technique. You can do an entire pretend race this way, having kids to continue the skate hop the whole time unless they are tucking downhill.

**Independent/Group Practice and Differentiation:** Athletes should then have 10 minutes to ski without poles to warm up. They can pretend they have poles if they want.

Have kids line up do the first skate drill again. With skis in a V, push hips forward until skis start to slide. Do this a few times just to remember how important it is to keep weight forward. Next, have kids ski without poles trying to glide as long as possible on each ski because balance is key in the V2 technique. Then, have them swing their arms as if they had poles still trying to balance and glide on each ski. Using gradual terrain can be helpful. Gradual downs let kids focus on the balance without worrying about pushing hard to get over their skis and gradual ups make balancing a little less scary because less time is being spent completely on one ski. Different kids will respond to the terrains differently so keep trying different ways.

If kids grasp this, have them grab their poles and explore V2. Try standing up really tall between poles, try getting really low. Try poling with your arms almost straight and your arms really bent, close to your face. Try with your arms out wide and in narrow. Try with your skis wider and narrower. Try with really bent ankles and knees and really straight legs. Have them try to see how few of poles they can do between cones.

One drill for more advanced skiers is the V4 drill. With this drill each time the skier shifts their weight onto one ski, they should try to get in two poles (basically 2 double poles on one leg) before shifting their weight onto the other ski. This will help them work on their balance.

If skiers become competent in the V2, have them work on switching from V1 to V2 and back. Use the appropriate terrain, using V1 on uphills and V2 on flats or graduals. Start with cones to indicate when to switch, then challenge skiers in another area to use their own judgment to decide which technique is best.

Working on changing directions can also challenge skiers. Set up two poles and have them ski in figure eights, forcing them to V2 in between and switching directions frequently. You can also make it a tag game with two people going through the figure 8 at the same time with one trying to catch the other.

**Group Game**:

Relay races are great for V2 because it is a higher speed gear. Set up single poles. Have kids sprint to the pole, turn around it twice and then sprint back to tag the next person.

Tag games are always good. Try one where there is a rabbit (an advanced skier) with a tail tucked into his pants. Give him a head start and then let the foxes chase the rabbit down trying to pull the tail out of the rabbit.

A scavenger hunt is another good activity to get kids to use different skate techniques as they cruise around.

**Wrap Up**

When do you use V2? What are the keys to V2? Give time for students to record progress 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.