Lesson Plan 5

Content Area: P.E.- Cross Country Skiing

Classic Skiing: Double Pole

**Time Estimate:** 60 minutes

**Summary:** Kids will learn the basics of the double pole technique, used for flatter terrain on classic skis.

**Goals/Objectives:**

Athletes will be able to:

 - double pole across a flat

+ double pole on gradual up or down

\* transition from striding to double pole and back to striding without stopping

**Assessment:**

 Look for athletes who can continue to double pole over a distance without stopping. Look for athletes who have active feet and joints while double poling. Look for athletes who get forward and have the weight on the ball of the feet when poling.

**Equipment/Tools/Terrain:**

Gym

Flat area

A very gradual hill

**Get the Jitters Out:**

 Run two laps of the gym, do 10 double leg jumps going for distance, and take a seat

**Instructional Input**:

 Show World Cup footage. What is double pole? When is it used?

 Double pole technique is used on flat and gradual terrain.

The following description should be used to have a better understanding of double pole, but does not need to be read word for word to students. Pick up some phrases or steps that will resonate with your students and use those during modeling or guided practice.

Start in an athletic body position with weight on the balls of the feet, knees and ankles bent, and hands slightly forward. Keeping a bend in the knees and ankles, rock up onto your toes, requiring your ankles to bend at a deeper angle, while bringing your hands up to face level with a slight bend in the elbow. When the hands come up, you should fall forward. Plant your poles in front of your feet then engage your core and load your body weight onto your poles, lowering your upper body and pushing your poles down and back. Your body weight will naturally shift back on your feet as your arms continue to follow through behind your body. Rock your weight back onto the front of your feet, pushing your hips up and forward as you stand up and bring your hands up again to repeat the motion. Your upper body only needs to compress until your stomach and thighs make about a 45 degree angle. The most common thing for beginners to do is to completely hinge at the hips, keeping their knees locked and dropping their upper body until it is parallel to the ground. This doesn’t actually create more power and requires a lot more energy to come back up. It is better to focus on the initial engagement of the core and follow through of the arms.

**Modeling:** Demonstrate how bringing your arms up causes your to fall forward when the weight is on the ball of your feet. Show what happens if your weight is back.

**Guided Practice:** Have kids try this same thing in the gym. Stand in an athletic position and bring your hands up, falling forward. Have them add in a little hop when they bring their hands up keeping their feet together as they would with skis on.

**Independent/Group Practice and Differentiation:** Athletes should then have 10 minutes to explore double poling on their own.

There are a number of activities that can be done to practice different double pole techniques. First challenge all skiers to double pole from one cone to another, count their pole plants. Challenge them to see how few pole plants they can get. Remind them to get their weight forward, hands and hips up, in order to glide further and use fewer pole strokes. Have them explore planting their poles in different places, closer to their feet, more toward the tip of the ski, further out or really close to the ski. Which is faster? Try lifting elbows out then elbows in, straight arms, really bent arms. Counting pole plants give the kids and easy way to measure the efficiency of whatever they are trying. Another way to do it is to give each kid ten double poles to see how far they can go, this will also give the kids a way to measure.

For older or stronger kids, use a scarf or something to put around the waist of the front skier, the dog, and the back skier, the musher, holds the two ends. The front skier then double poles, pulling the back skier. Switch positions.

More advanced skiers can try double poling uphill. This requires the skier to shorten the poling phase as there is less glide.

Sprints are good double activities as well. You can teach the lunge. When your toe crosses the line is when the time stops in a race so in a close race, it is the person that extends their toe the furthest. It requires getting into a lunge position and throwing one foot as forward as possible. Kids love double poling fast and throwing a lunge.

For those that are ready set up a course in which you start striding, switch to double pole at a cone and switch back to striding at another cone.

**Group Game**:

Caribou and Wolves is a good game. The caribou are required to double pole, but the wolves can stride because they won’t have poles. Any sort of tag game can be played, but the taggers need to get rid of their poles and stride for safety.

**Indoor Option**

The instructional section can remain the same. Extend the activities using different jumping activities. The two footed jump for distance is a good one to teach kids to get their hips forward using the arm swing. Jumping for height is good for working on specific muscle groups need in double pole and learning to generate power. With older kids, you can use medicine balls and have kids throw the ball at the ground. The motion should be a full double pole, but the ball is used in place of ski poles so when you would plant your poles, you throw the ball at the floor. This teaches power application in the beginning phase of the double pole and works on core strength.

Have relay races or stations set up using these different activities and adding ones in from previous lessons.

**Wrap Up**

When do you stride? When do you double pole? What makes double pole faster or easier? Have students write any accomplishments, observations, or steps towards their goals in their notebooks and record their activity for the day or write their names on the appropriate charts.

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.

**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.

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

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

5.    Use specific feedback to improve performance.

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

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 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.

3.    Participate in physical activities which will allow students to set and achieve individual and team goals.

Grades 6-8

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

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).

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.