Lesson Plan 8

Content Area: P.E.- Cross Country Skiing

Skating: V1

**Time Estimate:** 60- 90 minutes

**Summary:** Kids will learn the V1 technique, the lowest gear in skating, used for climbing.

**Goals/Objectives:**

Athletes will be able to:

* Shift weight from ski to ski
* Develop balance on a ski to increase glide
* Maintain athletic body position with poles

 - V1 on gradual terrain

+ V1 on steep terrain

\* V1 with various tempos

**Assessment:** The different skate techniques all have similar leg patterns, shifting weight from ski to ski. The arms and timing of the arms with the legs are what differentiates skate techniques. Always look for good weight shift. Look for the timing of the arms, two arms with one ski hitting the snow at the same time.

**Equipment/Tools/Terrain:**

Gym

Flat packed out area

Gradual hill moving into a steep hill

**Get the Jitters Out:**

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

**Instructional Input**:

 Show World Cup footage- Show all three skating techniques, pointing out V1, V2, and V2 alternate. Repeat V1 footage, pointing out the timing, 2 poles and one ski hit the snow at the same time.

With all weight on one leg, push off in a skating motion while also bringing arms up in front of the face. Land on the other leg and pretend to plant your poles with your hands all at the same time. There should be three points of contact, 2 poles and 1 ski. Just as in double pole, plant the poles and drop your body weight through the poles and the leg you are standing on. As the poles move back and your weight should begin to shift towards the other ski, initiating a bound on to that ski while releasing the poles. Remaining in a pretty low position with all your weight on the “off-leg” take advantage of some glide. As you come up bring your poles up and hips forward, shifting weight back onto the other ski with another bound. Repeat.

**Modeling:** Model this motion across the gym, focusing on the weight shift and timing of the pole plant.

**Guided Practice:** Have kids try this in the gym as well simply pretending to hold poles. You can place dots or cones as well to get them to move in a forward direction at the same time. Either the left or right side can be the side in which the poles plant on. Have kids try both sides.

**Independent/Group Practice and Differentiation:** Athletes should then have 10 minutes to warm up and free ski without poles. They can pretend to have poles just like in the gym.

While pretending to hold poles have skiers try the V1 up a very gradual hill. Have kids try V1 to the left and V1 to the right. One will likely feel more comfortable, but it’s always good to challenge skiers to do both. Skiers that have the timing of their arm swing right can grab poles.

Move advanced skiers to a steeper hill. The steeper the hill, the more forward the weight needs to come. Think of pushing your belly button into the hill. The weight transfer from ski to ski will be quicker as the skis glide less moving uphill. The V of the skis will also have to get wider and more time will be spent on the inside edge of the ski in order to no slide backwards. Set up a jump or a slalom course for the way back down.

Have a relay race if things are going really well and kids are getting it. Go up and down a gradual hill using V1 going up and free skate (not using poles, like a hockey player) on the way down.

Skiers will often get frustrated with the poling so never hesitate to have skiers drop poles and move back to no poling, especially with younger skiers. Most games are best without poles so moving to a game for a change of pace or to reduce frustration is always a good idea.

**Group Game**:

It’s a good idea to keep skating fun so any type of tag game is a good one to just go back to the basics and not think too much about the movements. Another good tag game is blob tag. Have two skiers hold hands and try to tag the others. They have to remain holding hands at all times. Anyone who gets tagged joins the blob, holding hands with someone on the end until everyone has been tagged.

Duck, duck, goose, is a more relaxed game to practice skating.

Capture the flag is a good game, but harder game to make sure everyone is moving and skiing, the most important part of any game.

**Wrap Up**

What is the timing of V1? When do you use V1? Give time to record progress towards goals, activity, or any ideas in notebooks.

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.