Lesson Plan 2

Content Area: P.E.- Cross Country Skiing

Expanding basic skills- learning the basics of ascending and descending

**Time Estimate:** 60- 90 minutes

**Summary:** Kids will review ski equipment and basic movements while expanding their skills to skills that can be used for ascending and descending. Kids will begin to learn how to record activity and learn the basics of exercise.

**Goals/Objectives:**

Athletes will be able to:

- Wedge/snow plow to control speed on downhill and stop

- climb uphill with both the side step and herringbone techniques

- change directions using the wedge

- record their activity for the day and their observations on exercise.

+ link turns descending

+ descend in athletic position or tuck in control, being able to stop at bottom

\* descending on one ski

**Assessment:** Watch for kids who are in control and have the ability to stop. Watch for athletic body positions. Pay attention during games to see if kids understand how to stop and go. Look at students’ activity logs to see if they recorded it and what their observations were.

**Equipment/Tools/Terrain:**

Gym

A gradual hill

Cones or slalom gates

Activity log/chart

**Get the Jitters Out:**

Run two laps of the gym, do 10 frog hops, and take a seat. Have World Cup clips playing as kids settle down.

**Instructional Input**: Review rules and procedures as well as the skills already learned. Consider a short game of Simon Says or an interactive quiz. Introduce the new skills, the wedge, and the herringbone. Show pictures and/or video. When beginning to learn to move up and down hills is typically when frustrations grow high and fears or lack of confidence becomes more apparent. It is a good idea to start talking about this early. This conversation is going to vary a lot with age, but here are a few keys:

* emphasize the importance of learning, not performing
* talk about educated risk taking or learning by doing
* what makes a good teammate? How do we act around others who are better or worse than us at a skill? How can we help others who are struggling? What makes a good compliment? What makes a compliment turn offensive?
* What helps you when you get frustrated? Does getting angry ever help? What makes frustration worse or better?
* Discuss your goals for the kids: to get outside and live a healthy lifestyle!
* What is a positive statement or way of thinking? Is it ever helpful to be negative?

It is a good idea to brainstorm with the kids and write these things down, post them somewhere visible to the kids or have them write their own thoughts down in a notebook This is a great way to start a goal book and training log.

Lastly ask the students to think about what happens when we exercise. When they are out there going up and down hills, ask the kids to think about what is happening inside their body when they do these different things. You can even have them make some predictions or hypothesize about the different things the body does when exercising. For older kids who will likely have some idea already, ask them to be more specific, what happens to your heart? Your lungs? Your muscles? Your brain? Etc.

Check the training log section to see age appropriate ways to record and challenge kids in tracking training and activity.

**Modeling:**

Always model how to be a good teammate, constructive leader, positive influence, and all the other things brainstormed above!

**Guided Practice:**

Have kids pick up equipment and head outside. Because it takes everyone varying amounts of time to get ready, it is a good idea to have 10 minutes of free ski while everyone is getting ready. Eventually, circle up to introduce the new skills.

It is best that these skills are taught together because one has your skis in an upside down V and is for descending while the other has the skis in a V and is used for ascending. If you are going to practice going down, you might as well practice going up at the same time. This rule should always apply! Along with the wedge or snowplow, it is a good idea to teach athletes how to descend with parallel skis. First, the wedge, or snowplow, is taught as putting your skis in a pizza or piece of pie while parallel skis are referred to French fries. This is a fun way to have kids switch between the two.

To use the wedge effectively, athletes should be in an athletic position with their knees slightly bent, weight on the ball of their feet and arms relaxed with hands slightly forward. Ski tips are brought together while the tails are pushed apart. In order to effectively slow down, the tails are actively pushed apart while rolling onto the inside edge of the skis.

Practice getting in and out of a wedge while on flat ground.

Next, demonstrate the Herring Bone technique. Used for steep climbs, this is also referred to as the duck walk. First, get into the athletic position. This time, the tips are brought out so the skis are in a V. With feet reaming in a V, one foot steps up the hill and the other foot steps above that one. It looks like a waddle, with feet turned out, hence the name duck walk. If using poles, the opposite pole is brought forward with the leg, just as in walking. It is imperative that the weight is forward and rolled onto the inside edge of the ski. Most of the time students will try to herring bone with a flat ski and will end up just sliding backwards. Turning the edge in will give the ski bite into the hill to prevent slipping backwards.

Lastly, to turn while snowplowing, pressure is placed on the downhill or outside ski while essentially pivoting from the tips of skis around a cone, gate, or corner. Bring hands more forward and move hands in the direction of the turn. Hands help keep balance and shift body weight. They can often be used as a steering wheel. Having athletes pretend they are actually holding a steering wheel is a good way to remind them to bring their hands up and use them for control. Skis can remain more flat in this case because the goal is not to stop or even slow down, simply to change directions.

First have kids simply herringbone up a hill and descend it in control, snowplowing as much as needed. Next, set up cones or gates in which kids have to turn around while descending the hill. Make it fun by extending arms out and pretending to be airplanes, leaning into the turns or putting an arm down on the inside of each turn picking berries. Add pole plants and pretend to stab a snake on the inside of each turn. Challenge kids to use a bigger pizza, a smaller pizza, stand up tall, or get into a low tuck. Challenge skiers on the uphill Herringbone section as well. Try different sized Vs, try not using a edge, try moving faster, taking bigger steps, smaller steps. The more times up and down the hill, the better. Remind kids of your brainstorm, bringing up ideas that help frustration, are good ways to help teammates, how to remain positive, etc.

When kids are at the top of the hill, ask what they feel? How does their body react to going uphill? Do they feel warmer? Colder?

**Independent/Group Practice and Differentiation:**

There are many more variations and expansions for these skills. For example, challenging kids to come to a complete stop quickly. At this point they can do that using the wedge technique. This requires them to really use the inside edges and push the tails out hard and fast.

As kids get comfortable, show how to go faster downhill: a tuck! Demonstrate a tuck position. In the tuck, knees and ankles are bent while the upper body bends forward as well, hinging at the hips. Stick your behind out and rest your elbows on your knees. The back should be parallel to the ground. Knees will be bent at almost 90 degrees. Why is this so much faster? Discuss air resistance and stability on skis. Have kids try descending with their feet close together and far apart, which is faster? Which is easier?

Jumps and obstacles are always a hit with kids and will always challenge kids with coordination and balance as well as control on skis. Never hesitate to add a small jump. This is also a great thing if you run out of activities on any given day

Obstacle courses can be created for practicing ascending and descending skills. Use cones or gates to create turns on both the up and down. Have kids pick up objects, jump over things, tuck under things, review the star turn, etc. Have sections where kids can’t snowplow, where they can and so forth. This is an easy way to differentiate based on ability. Set up three or 4 different courses all with varying levels of skill required. Kids can start at the easiest one and move up as they feel ready.

**Group Game**:

Red light green light is a great game for working on ski control. Use both the uphill and downhill. Kids start moving when you say green light and have to stop and be still on red light. The leader turns their back to the skiers on green light and spins around towards the skiers on red light. Any skier that is still moving when the leader turns around saying red light is out.

**Indoor Option:**

Review all the ski equipment. Go through all the instructional pieces the same. Spend more time discussing teamwork and dealing with frustrations. Set up obstacle courses and slalom gates in the gym and get the kids running.

**Wrap Up**

Review the techniques for the day, challenging skiers to use the right vocabulary. Have students call out the technique as you perform it. Ask skiers things like what was the fastest way to descend? Ascend? How do you stop quickly? What did you do when you got frustrated? Did someone help you? How did they help you? Did you help someone else out? How did you do that?

Lastly, ask kids how they feel after exercising? Have them record their activity in an activity log, training log, or chart and write down any observations about what happened when they were exercising. If time is short or kids are too young, a group discussion will work too.

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.

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

3.    Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing).  
  
4.    Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing).

**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.