Lesson Plan 10

Content Area: P.E.- Cross Country Skiing

Skate- V2 Alternate

**Time Estimate:** 60-90 minutes

**Summary:** Kids will learn the last major technique used in skating: V2 alternate, used most effectively on gradual downhill terrain.

**Goals/Objectives:**

Athletes will be able to:

 - further develop equal leg pushes and weight transfer from ski to ski

- use V2 alternate on a gradual downhill for a few consecutive strides

+ use V2 alternate over an extended period of time

\* use V2 alternate at high speeds

 \* transition from V2 to V2 alternate and vice versa

 \* transition between all 3 skate styles: V1, V2, and V2 alternate

**Assessment:** Most important is that the athletes are using their legs equally, developing a good push off each leg to propel themselves forward. This means weight forward and weight shifting from ski to ski. Next check for timing of the poles: skate push, pole, skate push.

**Equipment/Tools/Terrain:**

Gym

Flat packed out area

Gradual terrain

cones

**Get the Jitters Out:**

 Run two laps of the gym, do 10 skate hops with V1 arms and 10 with V2 arms, and take a seat

**Instructional Input**

 Show World Cup footage- Show skating, all three styles. Review V1 and V2 quickly, emphasizing the elements that are the same. Leg work should be essentially the same in all skating techniques. Show V2 alternate footage again. What’s different? What terrain is this used on?

 Start with the basic skate motion. Weight is on the balls of the feet, ankles and knees slightly bent, arms slightly forward and relaxed. Transfer weight from leg to leg using a small compression to develop power. Start with weight on one leg. Now, as you begin shifting your weight to the other leg, swing your arms up in front of your face at the same time. Use the momentum of the arm swing to help bring the hips forward and get off that leg with a little more “pop.” With weight far forward and the body in a fairly upright position on one ski, plant your poles, engage your core, and drop your weight into your poles and leg. With that compression, push off your leg, transfer your weight back to the other ski and let your arms follow through. Take advantage of any glide you can before bringing your hands, hips, and upper body back up while pushing off that leg.

**Modeling:** Model the above in the gym pretending to have poles.

**Guided Practice:** Have students do the same motions in the gym, starting with a basic skate motion and adding the arms. Keep V2 alternate video footage going to help those that are visual learners.

**Independent/Group Practice and Differentiation:** Athletes should then have 10 minutes to warm up without poles, practicing good skate motions. Next, set up sections in which skiers can ski back and forth without poles, practicing things like seeing how few of skate pushes they can take to get from side to side. Next have them pretend to have poles, swinging their arms in the V2 alternate motion. Much like the name sounds, V2 alternate is very similar to V2, except you only pole every other push instead of every push. Just as in V2, the poling motion is essentially a double pole on one ski. As with all the skating techniques, developing balance, getting comfortable with weight transfer, and learning the body position that lets your skis glide the most is key so skating without poles is always a good route, especially with the younger kids.

If kids do pick up on the poling motion have them grab poles. Remember, swinging your arms up provides momentum to get more power out of the push. Bring your hips up with your arms. Just as with other skate techniques, have kids try to see how few of skate pushes or poles they can take from one cone to the next. Try swinging your arms faster, slower, bringing them higher, straight out, or close to your body. Try compressing a lot during the poling phase or compressing a little. Work on pushing equally with both legs. Try poling on both the right and the left sides.

More advanced skiers can work on moving at higher speed since that is ultimately what V2 alternate is for. Have them do relay races, circling around a pole once or twice before returning to tag the next person.

**Group Game**:

Again, all versions of tag are great. Another version is freeze tag, where the person who is tagged has to stand with their legs apart and someone has to ski under their legs to free them. Caribou and Wolves, Chase the rabbit, fox tails, are all great choices.

If everyone can use poles successfully, add in some form of a relay or scavenger hunt. One version is to tie balloons along a course and have the kids work in teams to get all the balloons of a certain color, popping them with their poles as if they are hunting an animal and bring back the hide (popped balloon).

**Wrap Up**

What is the difference between V1, V2, and V2 alternate? When do you use V2 alternate? Which technique do you use climbing steep hills? Across flats? Give time to record progress, goals, 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.