Lesson Plan 6

Content Area: P.E.- Cross Country Skiing

Kick Double Pole and Pulling it together

**Time Estimate:** 60 minutes

**Summary:** Kids will learn the last technique involved with classic skiing, the kick double pole. After kids have mastered the different techniques, they will work on pulling all of them together in order to be able to classic ski over all types of terrain.

**Goals/Objectives:**

Athletes will be able to:

- kick double pole across flats and gradual uphills

+ Transition from double pole to kick double pole to striding without pausing

\* pick the proper technique to use given the conditions and terrain

**Assessment:** Check for the timing of the kick double pole, often the trickiest part. Look for weight shift from ski to ski and also from the ball of the foot to the whole foot and back to the ball.

**Equipment/Tools/Terrain:**

Gym

Hill- gradual

**Get the Jitters Out:**

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

**Instructional Input**:

Show World Cup footage- show kick double pole and then a section where striding, double pole, and kick double pole are used. Have kids call out the technique as the skier switches. Ask kids, when does the skier use each technique? When do they use kick double pole?

Kick double pole is a transition gear. Striding is the gear used for climbing, double pole is used for flats and kick double pole is used when double pole is too high of a gear (too hard to get up the hill) and striding is too low of a gear (spending a lot of energy for not a lot of distance), generally on gradual uphills. To kick double pole, the motion begins the same as the double pole. Start in an athletic stance with knees and ankles slightly bent, weight on the balls of the feet, arms relaxed and slightly forward. Bring arms up while your weight rolls forward on your feet. Initiate a double pole. Plant your poles, drop your weight through the poles, engaging your core, and pushing your poles down and back while crunching your core, lowering your upper body. The “kick phase” starts when you reach the end of the double pole phase and your poles are behind you. While your arms are returning and your hips are coming back up bringing your weight onto the balls of your feet, you are going to simultaneously “kick” as done in striding. Shift your weight onto one ski, dropping your body weight in order to create traction on that ski. Bring your hands up at the same time the unweighted ski swings back. At this point your body should be open with all the weight forward and on just one ski. When you plant your poles as if you are going to double pole, the unweighted leg should “kick” or drive forward, propelling you a little further than you would if you were just double poling. Complete the double pole phase, but next time you will shift your weight onto the opposite leg, alternating legs that “kick.”

This is another lesson where review ideas of teamwork and sportsmanship may come in handy. Remind students how to effectively help one another, encourage each other, and to keep their frustrations in check.

**Modeling:** Demonstrate this motion in the gym, allowing a hop forward when your weight comes up to emphasize that motion.

**Guided Practice:** Have skiers practice in the gym first, mimicking kick double pole just as you did across the floor. Then grab skis and move outside.

**Independent/Group Practice and Differentiation:** Athletes should then have 10 minutes to try things out on their own and get warmed up.

Start with straight double pole for a bit, then move to the scooter drill (only one ski on and using the foot to push) to get the “kick” phase and get comfortable with the balance and weight shift. Then while still doing the scooter have them add in the double pole phase, double poling while balancing on their one ski. Switch feet. This will help with the timing before adding both skis.

This technique, in particular, is probably easiest learned just by mimicking and following so demonstrate as much as possible and even have kids follow you around for a bit or follow the kids that are doing it right. Play leap frog where one kid leads for a bit and then the person in the back of the line sprints to the front and leads for a bit, this continues until everyone has led.

Once kids are getting the timing down, have them try it over different grades. Pick a gradual uphill, have kids try to double pole it and then kick double pole to show how switching to a different gear makes it easier to get up the hill. Do the same on the gradual down to show how double pole is more efficient there.

Once kids have the hang of all three techniques, pick a section where all three are needed or set up cones marking where they should switch. Turn this into a relay if kids need more excitement. Add in a steep section to herring bone too and include the downhill, forcing kids to stop before tagging the next person.

**Group Game**:

Set up a treasure hunt. Each clue dictates that a certain technique must be used until the next clue is found. Teams must stick together and cannot move on until everyone has reached the clue forcing kids to help each other. Kids spotted using the wrong technique must start over. Have treats as the treasure.

**Indoor Option**

Keep the instructional section the same. Use single leg jumps and double leg jumps, both for height and distance to create some sort of an obstacle course or relay race. Play some sort of a tag game to continue working on the endurance aspect if you have been indoors for a number of days and have done all the indoor activities from the classic skiing lessons.

**Wrap Up**

Quiz kids on the different techniques by demonstrating and having them call out or naming a technique and having them show you. Give time to write in their notebooks about any goals they have accomplished as well as recording their activity for the day or writing 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.

**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).  
  
7.    Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., bear or moose on playground).  
  
8.    Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).  
  
9.    Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).   
  
  
**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.  
  
9.    Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.  
  
**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 A**  
Demonstrate competency in motor and movement skills needed to perform a variety of physical activities  
  
5.    Demonstrate competency for participation in adventure/outdoor activities (e.g., orienteering, snowshoeing, skating).  
  
**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 A**   
Demonstrate competency in motor and movement skills needed to perform a variety of physical activities:  
  
5.    Demonstrate competent skills while participating in adventure/outdoor activities (e.g., Alaskan cultural physical activities, hunting, fishing, skiing, biking, hiking, wilderness survival, camping).  
  
**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.  
  
3.    Accommodate individual differences. (e.g., ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).  
  
4.    Exhibit sportsmanship/etiquette in all physical activity settings.  
  
  
**Standard F:**   
Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:  
  
1.    Enjoy the challenge of working hard and the satisfaction of improving skills.  
  
2.    Seek personally challenging experiences in physical activity opportunities.  
  
3.    Recognize physical activity as a positive opportunity for social and group interaction.  
  
4.    Analyze selected physical activity experiences for social, emotional, and health benefits