Lesson Plan 1

Content Area: P.E.- Cross Country Skiing

First Day on Skis

**Time Estimate:** 60-90 minutes

**Summary:** Kids will be introduced to cross country ski equipment and how to use it. Kids will learn the basics for movement on skis and have time to explore the feeling of skiing on snow

**Goals/Objectives:**

Athletes will know and understand the rules established for safe skiing

Athletes will understand that using the equipment is a privilege so it should be properly taken care of in order to be used again.

Athletes will be able to:

- identify skis, boots, bindings

- put on and take off their equipment on their own

- get up after falling on their own without taking their skis off

- get into an athletic ready position on skis

- know what dangers might exist and how to act

- dress properly for winter activites

+ jump in place on skis

+ balance on one ski

\* use a star turn technique on flat terrain to change directions

\* use a side step technique to move side to side

**Assessment:** Check to see if athletes can return their equipment without your help.

Observe kids who are self-sufficient in falling down and getting up.

Simon says with equipment will let you know if students know the vocabulary

Observe students in stations practicing skills like jumps, star turn, side step. Watch for students obeying and understanding rules and procedures.

**Equipment/Tools/Terrain:**

Gym

Flat packed out area

Skis and Boots

**Get the Jitters Out:**

Run two laps of the gym, do 10 jumping jacks, and take a seat

**Instructional Input**:

Show World Cup footage- explain the difference between skate and classic

Show skis, boots, poles, bindings, tips, tails. Point to one and have kids name the

piece.

Establish rules and procedures for equipment. Post rules. How do you want kids

to pick up equipment, put it back? Where are kids allowed to ski? How should

skis be carried, treated?

What safety is involved with skiing? What are the procedures if there is an issue?

What happens if there is an animal? What happens if someone gets hurt? These procedures should also be posted somewhere to remind the kids daily before going outside. Safety involves proper dress as well. Discuss the importance of

dressing in layers and staying warm. Muscles work best when they are warm.

**Modeling:** Model proper way to pick up equipment, put it on, take it off, and put it back.

Ask students to do the same, pick up their equipment and practice clipping the

boots in and out of the bindings. Model a situation in which an animal comes into

the ski area or someone gets hurt. Model the proper reaction and procedure for

dealing with those events. Have kids help you act out a scene as well. If you are

volunteering, make sure you are aware of the leaders safety plan before heading

out.

**Guided Practice:** Move outside to snow. Have every one circle up and get into an athletic position. Knees slightly bent, weight over the balls of the feet, shoulders rounded a bit, hands forward. Next, demonstrate falling down and getting back up. Roll onto side or back to untangle skis first. This is often refered to as the dead bug. Next, roll forward onto your hands and knees before lastly, standing up. Remember on a hill, your skis must be perpendicular to the fall line of the hill in order to be able to stand up. First have kids get into a good body position. Next, have all the kids fall down and try to get back up. Make a game out of it. A storm hits and a big gust comes and knocks everyone down, they get up and suddenly a wave crashes over the boat knocking everyone down again. Remind kids to get back into the athletic stance in between to be more stable for when those gusts come. If going well, add in idea of jumping on skis in place or standing on one foot or the other.

**Independent/Group Practice and Differentiation:** Athletes should then have 10 minutes to explore moving on skis on their own. This might very well be all you get to in a 60 minute time frame with younger or first time skiers. Remind students that it is important to warm up for activities, especially in the winter when you are in the cold. Muscles need to be warm in order to work best. Every session should start with 10-15 minutes of free skiing to not only let kids get comfortable, but to give the muscles time to warm up. Remember this means that you must be moving, muscles don’t warm up by gossiping with your friend. Have everyone stand in a circle. Show an athletic body position on skis.

If skiers are more advanced or time allows, introduce the star turn and side step. The star turn requires a skier to keep the tails of their skis in place while picking up and moving the tip of the ski, essentially moving in a circle and creating a star. This is a way to change directions with skis on. This can also be done with the tips in place and moving the tails, however, this is more for building agility then any practical movement. The side step is what is sounds like. Pick up and move one ski to the side, keeping it parallel to the other ski. Then bring the other ski next to the one that was just moved. This is to move side to side. This skill becomes more important when learning to go up and down hills. Move more advanced skiers to a hill to try side stepping up a hill. Remember athletic body position when descending the hill.

**Group Game**:

Hokey Pokey- work on balance on one ski and star turn when turning all about.

“put your left ski in, take your left ski, put left ski in and shake it all about. You do the hokey pokey and you turn yourself around, that’s what it’s all about.”

Relay races- ski a short distance, do a star turn and ski back

**Indoor Option:**

Introduce skiing, equipment, and safety all the same. The Hokey Pokey and Simon Says are both good games. Additionally, you can have kids work in groups to explain the equipment to one another and quiz each other. Have kids practice getting in and out of the skis in the gym. Have kids act out different situations in which safety is involved, practicing the safety procedures.

**Wrap Up**

Remind athletes of equipment care and procedures for returning equipment. If time, play simon says with equipment to view vocabulary.

**Standards:**

**K-2**

**Standard A**  
Demonstrate competency in motor and movement skills needed to perform a variety of physical activities:

6.    Demonstrate balance on the ground and on objects, using bases of support other than both feet.

**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).

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:

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 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.

**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.

8.    Act in a safe and healthy manner when confronted with conflict during physical activity.

**Grades 6-8**

**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 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.