

**THE BASICS**

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate the basic overhand, underhand, and mixed grips.
- ✓ **Cognitive:** I will discuss parachute safety rules.
- ✓ **Fitness:** I will stay actively engaged during all activities.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my classmates and use the parachute appropriately.

TEACHING CUES

- ✓ Work Safely
- ✓ Listen for Teacher Cues
- ✓ Respect Self-Space
- ✓ Respect Equipment
- ✓ Actively Engage

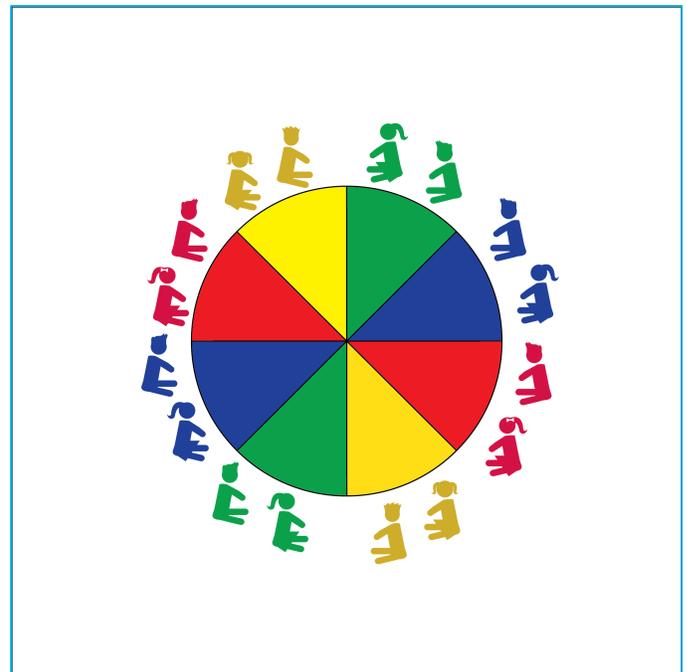
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ Large Parachute
- ✓ Parachute Rules
- ✓ Parachute Activity Card: "The Basics"

**Set-Up:**

1. Students begin by sitting around the outside of the parachute.
2. Teacher has easy access to the Parachute Activity Card.



**Activity Procedures:**

1. Today we are going to have fun exploring different grips used during parachute activities. Then, we'll cooperate during a series of parachute activities.
2. One of the most important rules to follow during parachute activities is to listen for and follow my start and stop signals. When I say, "GO!" it's okay to start moving with the parachute. When I say, "FREEZE!" it's important to stop immediately and freeze your body.
3. Teachers, use the following activity sequence from the Parachute Activity Cards (this may take more than one class period): 1) Get a Grip; 2) Storm Bringer; 3) Merry Go Round; 4) One-Hand Run; 5) Color Race; 6) The Wave; 7) Follow the Leader 8); Mountain Climber; 9) Hot Air Balloon; 10) Balloon Ride; 11) Submarine.

**Grade Level Progression:**

**K:** Begin movement around the chute with basic locomotor skills such as a walk, march, or jog.

**1<sup>st</sup>:** Progress to more complex locomotor skills such as a gallop or slide. Some students will be able to skip while maintaining balance.

**2<sup>nd</sup>:** Add a skip to locomotor skills.

**THE BASICS**

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Use smaller 'chutes with fewer students working together.
- ✔ Use two smaller 'chutes with one group acting as a model/demonstration 'chute.
- ✔ Provide video demonstrations of each activity.

ACADEMIC LANGUAGE

Appropriate, Overhand Grip, Underhand Grip, Mixed Grip, Clockwise, Counter-Clockwise, Cooperate, Muscle, Teamwork

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E1.K-2]** Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance (K); Hops, gallops, jogs, and slides using a mature pattern (1); Skips using a mature pattern (2).
- ✔ **Standard 2 [E3.K-2]** Travels in general space with different speeds (K); Differentiates between fast and slow speeds (1a); Differentiates between strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- ✔ **Standard 3 [E2.K-2]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2).
- ✔ **Standard 4 [E1.K-2]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).
- ✔ **Standard 4 [E4.K-1, 2b]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1); Works safely with physical education equipment (2b).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** Can you remember all of the parachute rules?
- ✔ **DOK 2:** How does following rules affect safety during parachute activities?
- ✔ **DOK 3:** How is safety related to learning?

TEACHING STRATEGY FOCUS

**Help students practice skills, strategies, and processes:** Students will be learning the three different parachute grips and applying each during different activities. They'll also learn the rules of the parachute. Practice and repeat a variety of basic activities in order to build students' understanding of why each grip and each rule is necessary.