

## Hula Hoop 2

### STUDENT TARGETS

- ✔ **Skill:** I will keep my body balanced and still during the Balancing Act activity.
- ✔ **Cognitive:** I will discuss why a strong base of support is important to balance.
- ✔ **Fitness:** I will work to stay actively engaged.
- ✔ **Personal & Social Responsibility:** I will use equipment appropriately.

### TEACHING CUES

- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See *Skill Cue Teach Sheets for Skill-Specific Cues*

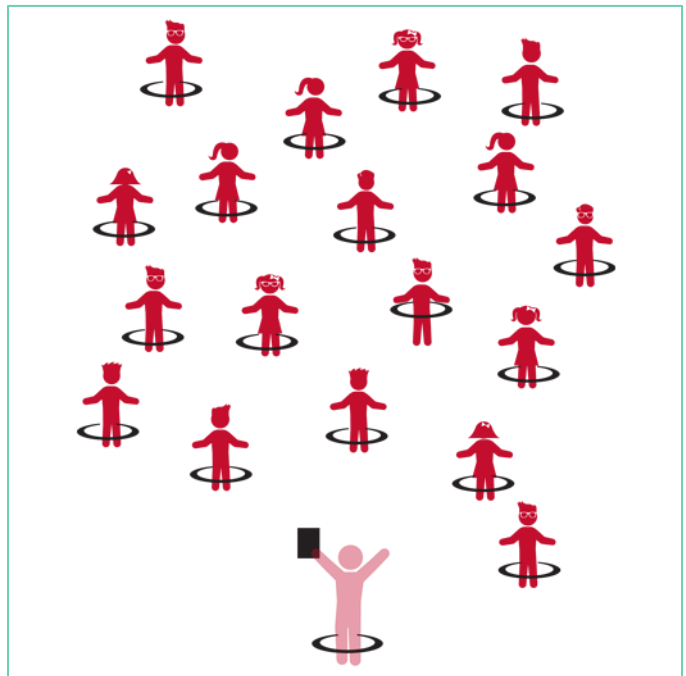
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✔ 1 Hula Hoop per student
- ✔ Hula Hoop Activity Card
- ✔ Up-tempo music

**Set-Up:**

1. Students scattered in activity area, each with a Hula Hoop.
2. Hula Hoop Activity Card ready on clipboard or tablet.



**Activity Procedures:**

1. Today we're going to have fun exploring movement with Hula Hoops.
2. I will show you a movement activity, and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Shuffle Around; 2) Bus Driver; 3) Helicopter; 4) Lucky Coin; 5) Balancing Act; 6) Bumper Hoops (Grades 1 & 2).

**Grade Level Progression:**

**K:** Focus on safe travel using a variety of pathways, shapes, and levels.

**1<sup>st</sup>:** Prompt students to demonstrate and verbally discuss how they are applying levels and relationships.

**2<sup>nd</sup>:** Prompt students to demonstrate and verbally discuss the application of balance, levels, pathways, and weight transfer.

**Hula Hoop 2**

**CHALLENGE PROGRESSIONS**

- ✔ Prompt students to create challenges that combine hoops with another object from this module, such as a ball or a beanbag.

**MODIFICATIONS**

- ✔ Perform challenges with no equipment.

**ACADEMIC LANGUAGE**

Balance, Control, Direction, Level, General Space, Self Space

**STANDARDS & OUTCOMES ADDRESSED**

**Physical Education Priority Outcomes:**

- ✔ (K) Performs locomotor skills with balance.
- ✔ (1) Travels with balance using a variety of locomotor skills in dynamic environments.
- ✔ (2) Performs locomotor skills using a mature pattern and in rhythm.

**DEBRIEF QUESTIONS**

- ✔ **DOK 1:** What is a base of support? What are all of the things you can tell me about a base of support?
- ✔ **DOK 2:** How does a base of support affect balance?
- ✔ **DOK 3:** (Demonstrate different bases of support) Do you think this balance pose is a good base of support? Why or why not? How could we improve it?

**TEACHING STRATEGY FOCUS**

**Manage response rate with tiered questioning techniques:** Each set of debrief questions in this module works to move students from Depth of Knowledge (DOK) Level 1 to Level 3. This type of purposeful scaffold helps deepen student thinking about the content that is presented. Engage the students with your own active listening so that they can see and hear your participation. Young students often crave that level of engagement, and their cognitive and skill development will benefit from this type of interaction.