

TOOLS FOR LEARNING **PARACHUTE GAMES**

PRIMARY (K-2)

The Virginia Standards of Learning Project

THE AMP LAB  SUNY Cortland

 OPENPhysEd.org

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MODULE OVERVIEW

ABOUT THIS MODULE

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Parachute activities are among the most memorable physical education experiences of a young child's life. Just seeing the 'chute creates excitement and joy for most students. It is also an important opportunity to reinforce critical personal responsibility skills, as well as introduce movement concepts and early muscular anatomy.

This version of OPEN's Parachute module has been written specifically to meet the Physical Education Standards of Learning for Virginia Public Schools. Additional free Primary Grades K-2 resources can be found at:

<http://openphysed.org/curriculummodules>

Virginia State Standards & Outcomes Addressed:

- ✓ **Standard 1 [K.1.f-g&i]** Demonstrate moving forward, sideways, and in side-to-side directions (f); Demonstrate moving at low, medium and high levels (g); Demonstrate fast, slow and moderate speeds (i).
- ✓ **Standard 1 [1.1.i&k]** Demonstrate low, medium, and high levels (i); Demonstrate fast, slow and moderate speed movements (k).
- ✓ **Standard 1 [2.1.f]** Demonstrate manipulative skills using increased force (hard_ and decreased force (soft) with control.
- ✓ **Standard 2 [K.2.c-d]** Explain that moving faster makes the heart beat faster (c); Demonstrate the concept of personal space (d).
- ✓ **Standard 2 [1.2.d-e]** Explain that the heart is a muscle that grows stronger with movement (d); Demonstrate appropriate use of personal and general space (e).
- ✓ **Standard 2 [2.2.a-b]** Describe the concept of relationship (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a); Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- ✓ **Standard 3 [K.3.a]** Explain that physical activity helps the body grow.
- ✓ **Standard 3 [2.3.b&f]** Describe muscular endurance as important in moving throughout the day (b). Identify one activity to promote each component of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition) (f).
- ✓ **Standard 4 [K.4.a-b]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b).
- ✓ **Standard 4 [1.4.a-c]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c).
- ✓ **Standard 4 [2.4.c&d]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d).

MODULE OVERVIEW

SELF ASSESSMENT WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current knowledge and skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills and concepts are first introduced. For example, during the module's first lesson, students participate in the activity The Basics. At the end of this activity, students would complete the Pre and Goal columns for Start/Stop Signals, Cooperation, and Muscle Names would not be completed until a future lesson introduces those concepts. A post-assessment for all skills would then be completed during the Module's final lesson.

Introduce the self-assessment tool and process to K-1 students by completing the worksheet as a class, rating the entire group's performance. Next, set a group goal for improvement and complete the post assessment together. Young students will most likely need too much guidance to complete this type of assessment independently. We recommend attempting an independent self-assessment at the end of grade 1 and then throughout grade 2.

USING THE SELF ASSESSMENT FOR EVALUATION (GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

MODULE OVERVIEW

HOLISTIC RUBRIC FOR PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full during the Module's final lesson, providing a final holistic evaluation of each student's performance.

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	The Basics	Appropriate, Overhand Grip, Underhand Grip, Mixed Grip, Clockwise, Counter-Clockwise, Cooperate, Muscle, Teamwork
2	The Basics, Ball Fun	Control, Cooperation, Direction, Force, Muscle, Muscular Endurance, Muscular Strength, Teamwork
3	The Basics, Under the 'Chute	Cooperation, Coordination, Muscular Endurance, Muscular Strength, Personal Responsibility, Trust
4	The Basics, Parachute Games	Control, Etiquette, Mindful, Relaxation
5	Parachute Fitness, Parachute Games	Challenge, Control, Fitness, Muscular Endurance, Muscular Strength
6	Parachute Fitness, Parachute Games	Challenge, Control, Fitness, Muscular Endurance, Muscular Strength

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
1	Large (30') Parachute	1040036	Link to e-Store
6	Foam Balls (5" mini)	1181555	Link to e-Store
24+	Yarn Balls	215	Link to e-Store
			OPENPhysEd.org
	Parachute Rules		OPENPhysEd.org
	Parachute Activity Cards		OPENPhysEd.org
	Academic Language Cards		OPENPhysEd.org

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

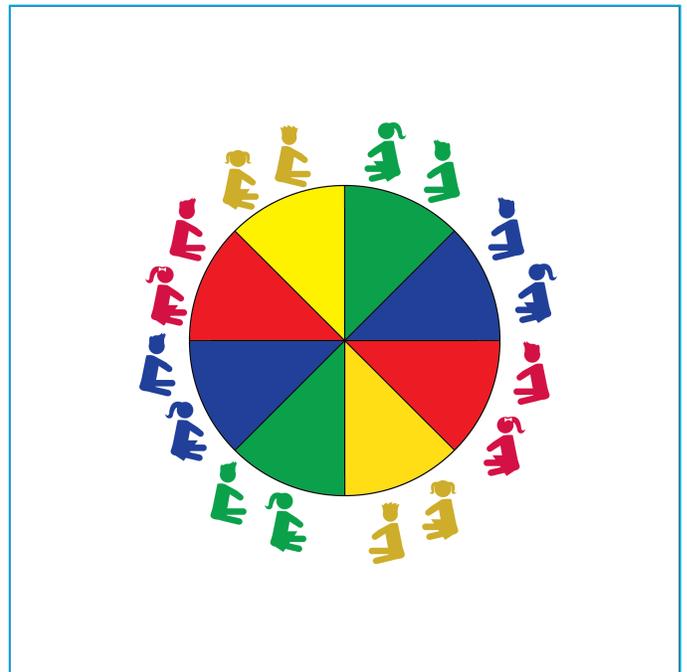
ACTIVITY SET-UP & PROCEDURE

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.
- 1st:** Progress to more complex locomotor skills such as a gallop or slide. Some students will be able to skip while maintaining balance.
- 2nd:** 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 [K.1.f-g&i]** Demonstrate moving forward, sideways, and in side-to-side directions (f); Demonstrate moving at low, medium and high levels (g); Demonstrate fast, slow and moderate speeds (i).
- ✔ **Standard 1 [1.1.i&k]** Demonstrate low, medium, and high levels (i); Demonstrate fast, slow and moderate speed movements (k).
- ✔ **Standard 1 [2.1.f]** Demonstrate manipulative skills using increased force (hard_ and decreased force (soft) with control.
- ✔ **Standard 2 [K.2.c-d]** Explain that moving faster makes the heart beat faster (c); Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [1.2.d-e]** Explain that the heart is a muscle that grows stronger with movement (d); Demonstrate appropriate use of personal and general space (e).
- ✔ **Standard 2 [2.2.a-b]** Describe the concept of relationship (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a); Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- ✔ **Standard 4 [K.4.a-b]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b).
- ✔ **Standard 4 [1.4.a-c]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c).
- ✔ **Standard 4 [2.4.c-d]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d).

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.

BALL FUN

STUDENT TARGETS

- ✔ **Skill:** I will demonstrate control and move the parachute at high, medium, and low levels.
- ✔ **Cognitive:** I will describe the difference between using hard or soft force during parachute activities.
- ✔ **Fitness:** I will use muscular strength and endurance to perform parachute activities.
- ✔ **Personal & Social Responsibility:** I will demonstrate safe and cooperative play during all parachute activities.

TEACHING CUES

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

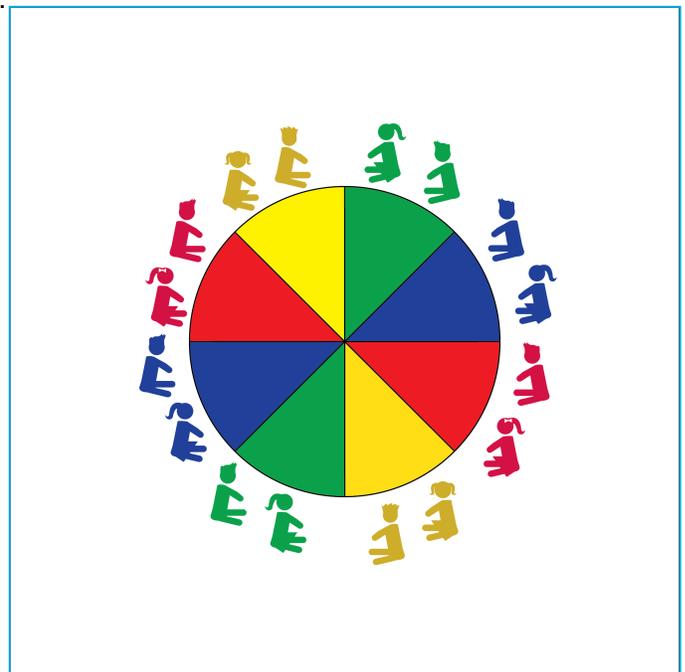
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ Large Parachute
- ✔ Yarn Balls
- ✔ Foam Balls
- ✔ Parachute Activity Card: “Ball Fun”

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’re going to add foam or yarn balls to our parachute. Again, it will be very important for everyone’s safety that we all listen to and follow start and stop signals.
2. Some of the activities will require us to move at just the right time, in a sequence or pattern. Teamwork, cooperation, and control will be very important. The amount of force that we use – either hard or soft – will determine whether or not we will be successful. All parachute activities help us build our muscular strength and endurance.
3. Teachers, use the following activity sequence: 1) Popcorn; 2) Microwave Popcorn; 3) Bounce-Off; 4) Catapult; 5) Roller Ball.

Grade Level Progression:

K: Reinforce start and stop signals with popcorn activities.

1st: Introduce the catapult activity. As student cooperation and coordination increase, add height challenges. Start with an easy challenge (e.g., ball flies over students’ heads). Work toward the ultimate challenge (e.g., ball hits the ceiling).

2nd: Roller ball is an advanced activity that requires sequential movement and a lot of teamwork.

BALL FUN

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

Control, Cooperation, Direction, Force, Muscle, Muscular Endurance, Muscular Strength, Teamwork

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [K.1.f-g&i]** Demonstrate moving forward, sideways, and in side-to-side directions (f); Demonstrate moving at low, medium and high levels (g); Demonstrate fast, slow and moderate speeds (i).
- ✔ **Standard 1 [1.1.i&k]** Demonstrate low, medium, and high levels (i); Demonstrate fast, slow and moderate speed movements (k).
- ✔ **Standard 1 [2.1.f]** Demonstrate manipulative skills using increased force (hard_ and decreased force (soft) with control.
- ✔ **Standard 2 [K.2.c-d]** Explain that moving faster makes the heart beat faster (c); Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [1.2.d-e]** Explain that the heart is a muscle that grows stronger with movement (d); Demonstrate appropriate use of personal and general space (e).
- ✔ **Standard 2 [2.2.a-b]** Describe the concept of relationship (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a); Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- ✔ **Standard 4 [K.4.a-b]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b).
- ✔ **Standard 4 [1.4.a-c]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c).
- ✔ **Standard 4 [2.4.c-d]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How do you recognize hard force? How do you recognize soft force?
- ✔ **DOK 2:** What do you know about how to control the force you apply to the parachute?
- ✔ **DOK 1:** What is muscular strength?
- ✔ **DOK 2:** How does muscular strength affect force?
- ✔ **DOK 3:** How is muscular strength related to activities like Catapult?

TEACHING STRATEGY FOCUS

Review content: Review the rules and grips from last class and now practice with objects on the parachute. The review will reinforce the importance of following teacher cues and it will highlight the cumulative nature of each lesson. Students are building up to more complex, and often more interesting activities.

UNDER THE 'CHUTE

STUDENT TARGETS

- ✔ **Skill:** I will use the different grips to perform activities underneath the parachute.
- ✔ **Cognitive:** I will discuss the different muscles used during parachute activities.
- ✔ **Fitness:** I will use muscular strength and endurance to perform parachute activities.
- ✔ **Personal & Social Responsibility:** I will keep my body under control while I'm moving underneath the parachute.

TEACHING CUES

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

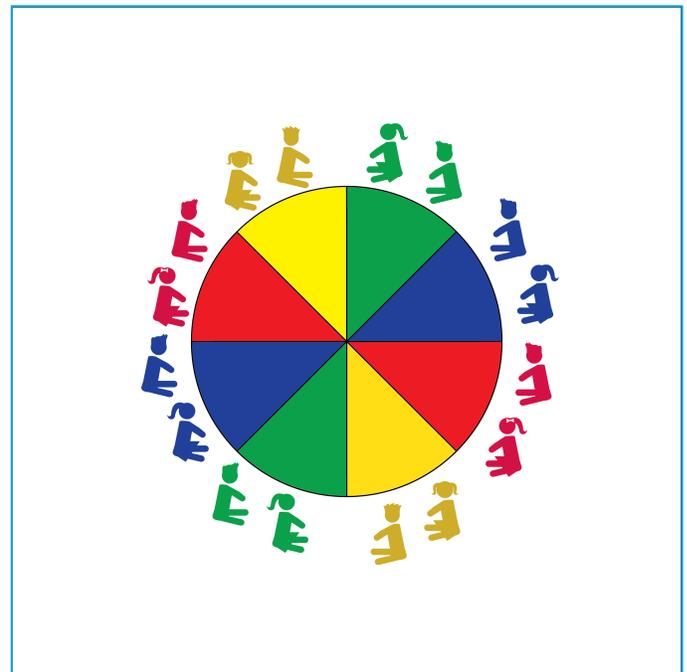
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ Large Parachute
- ✔ Parachute Activity Card: "Under the 'Chute"

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're going to work cooperatively while safely exploring space underneath the parachute. We will need to demonstrate teamwork in order to do some really fun activities. Listen carefully for my movement cues.
2. Teachers, use the following activity sequence: 1) Place Change; 2) Windy Day; 3) The Tent; 4) Washing Machine; 5) Igloo; 6) Bear in the Woods; 7) Big Turtle; 8) Headless Horseman

Grade Level Progression:

K through 1st: Perform the activities as listed on the Activity Card.

2nd: Choose students who have demonstrated excellent behavior to be activity leaders. She/he will call out the commands to complete tent formations.

UNDER THE 'CHUTE

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

Cooperation, Coordination, Muscular Endurance, Muscular Strength, Personal Responsibility, Trust

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [K.1.f-g&i]** Demonstrate moving forward, sideways, and in side-to-side directions (f); Demonstrate moving at low, medium and high levels (g); Demonstrate fast, slow and moderate speeds (i).
- ✔ **Standard 1 [1.1.i&k]** Demonstrate low, medium, and high levels (i); Demonstrate fast, slow and moderate speed movements (k).
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- ✔ **Standard 2 [1.2.d-e]** Explain that the heart is a muscle that grows stronger with movement (d); Demonstrate appropriate use of personal and general space (e).
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- ✔ **Standard 4 [1.4.a-c]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c).
- ✔ **Standard 4 [2.4.c-d]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How many muscles can you name?
- ✔ **DOK 2:** What do you know about how muscles work?
- ✔ **DOK 1:** What does control mean?
- ✔ **DOK 2:** What are different ways to apply control to parachute games?
- ✔ **DOK 3:** How is control related to safety?

TEACHING
STRATEGY
FOCUS

Help students engage in cognitively complex tasks: Under 'Chute activities require careful following of teacher instructions and cues. Each student must listen to and follow cues in a cooperative manner. Be patient and take time to discuss and process successful and unsuccessful performances. Each performance is an opportunity to learn and gain valuable experience toward increasing complex activities.

PARACHUTE GAMES

STUDENT TARGETS

- ✓ **Skill:** I will practice a variety of parachute skills using the teacher’s cues.
- ✓ **Cognitive:** I will discuss why it’s important to follow the rules of each parachute game.
- ✓ **Fitness:** I will stay actively engaged during all activities.
- ✓ **Personal & Social Responsibility:** I will demonstrate proper etiquette by following the rules for each game.

TEACHING CUES

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

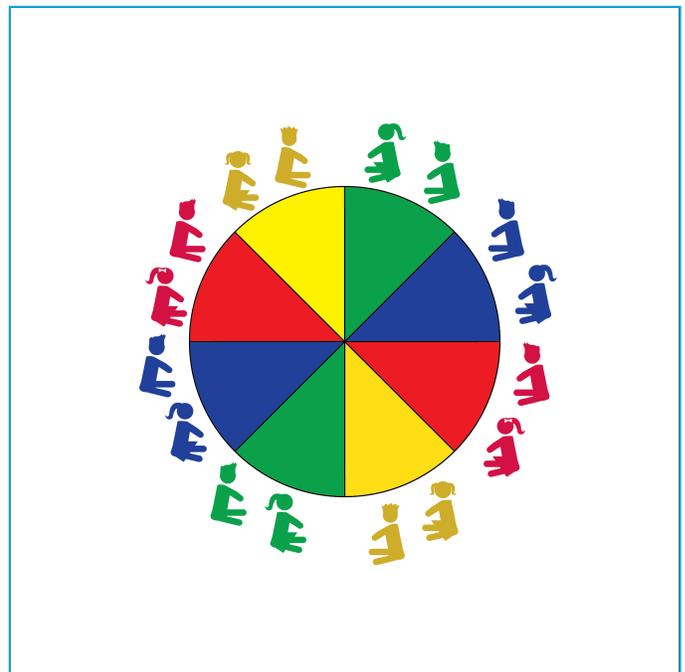
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Parachute
- ✓ 1 Foam Ball
- ✓ 12 or more bean bags or yarn balls
- ✓ Parachute Activity Card: “Parachute Games”

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. During this class and the next we are going to play fun cooperative games with the parachute. It will be important for everyone in the class to follow all rules and directions.
2. Teachers, use as many classes as necessary to teach and participate in each of the following games: Hot Potato, Mousetrap, Shark Attack, Superman’s Cape, Mindfully Floating on Clouds.
3. Important note: some students may not feel comfortable working under the parachute during games like Mousetrap and Shark Attack. Working under the parachute should be voluntary.

Grade Level Progression:

- K through 1st:** Try all activities with the exception of Superman’s Cape.
2nd: Add Superman’s cape.

PARACHUTE GAMES

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

Control, Etiquette, Mindful, Relaxation

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [K.1.f-g&i]** Demonstrate moving forward, sideways, and in side-to-side directions (f); Demonstrate moving at low, medium and high levels (g); Demonstrate fast, slow and moderate speeds (i).
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- ✔ **Standard 4 [2.4.c-d]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** Can you remember the parachute rules?
- ✔ **DOK 1:** What does the word mindful mean?
- ✔ **DOK 2:** How does being mindful affect your ability to follow rules?
- ✔ **DOK 3:** How is being mindful related to safety?

TEACHING
STRATEGY
FOCUS

Help students elaborate on content: The excitement of the parachute can often override a child’s desire to please the teacher and follow behavior rules. Take time to pause the action, ask guiding questions, and allow students to elaborate on their thinking.

PARACHUTE FITNESS

STUDENT TARGETS

- ✔ **Skill:** I will properly demonstrate each fitness activity using the cues the teacher provides.
- ✔ **Cognitive:** I will point to and identify different muscles when asked by the teacher.
- ✔ **Fitness:** I will actively engage in all fitness activities.
- ✔ **Personal & Social Responsibility:** I will understand and discuss that some activities are more challenging than others.

TEACHING CUES

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

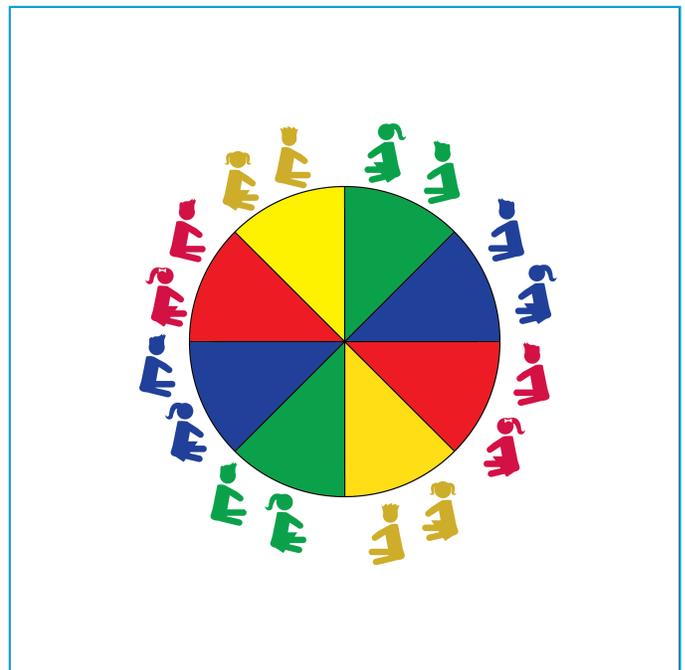
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ Large Parachute
- ✔ Parachute Activity Card: “Parachute Fitness”
- ✔ Elementary Anatomy Chart

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. This activity is called Parachute Fitness.
2. The object of the activity is to focus on building muscular strength and endurance while playing with the parachute. During each activity we’ll talk about and identify the muscles that we’re using.
3. Teachers, use the following activity sequence: 1) Hands on the Wheel; 2) Parachute Sit-ups; 3) Squat Washers; 4) Biceps Curl; 5) Plank to T Workout.

Grade Level Progression:

K through 1st: Reinforce controlled movements.

2nd: Create and practice a variety of plank-based exercises. Allow students to explore muscular tension created during different body positions.

PARACHUTE FITNESS

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

Challenge, Fitness, Muscular Endurance, Muscular Strength

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [K.1.f-g&i]** Demonstrate moving forward, sideways, and in side-to-side directions (f); Demonstrate moving at low, medium and high levels (g); Demonstrate fast, slow and moderate speeds (i).
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DEBRIEF QUESTIONS

- ✔ **DOK 1:** Point to the correct muscle as I call out muscle names.
- ✔ **DOK 2:** What do you notice about your muscles during parachute fitness activities?
- ✔ **DOK 3:** How is muscular endurance related to parachute activities?

TEACHING STRATEGY FOCUS

Help students process content: Parachute activities provide students with a relatable experience with respect to the way that their muscles work. They can feel and see their muscles in action. Engage students in discussion about what they’re seeing and feeling.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 1 [K.1.f-g&i]** Demonstrate moving forward, sideways, and in side-to-side directions (f); Demonstrate moving at low, medium and high levels (g); Demonstrate fast, slow and moderate speeds (i).
- ✓ **Standard 2 [K.2.c-d]** Explain that moving faster makes the heart beat faster (c); Demonstrate the concept of personal space (d).
- ✓ **Standard 4 [K.4.a-b]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b).

FOCUS 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 in order to make my heart beat faster.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my classmates and use the parachute appropriately.

ACADEMIC LANGUAGE

- ✓ Appropriate
- ✓ Overhand Grip
- ✓ Underhand Grip
- ✓ Mixed Grip
- ✓ Cooperate
- ✓ Teamwork

SELECTED ASSESSMENT

- ✓ Self-Assessment

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>Students enter the activity area and sit around the perimeter of the parachute. Prompt students to stand 3 to 5 feet away from the 'chute. Complete Pick-A-Card activities incorporating nutrition concepts.</p>	<p>→</p> <p>Pick A Card (Instant Activity Module)</p> <p>→</p>	<p>DOK 1: What are the 5 food groups? DOK 2: Who can tell the class why it's important to eat foods from the different food groups throughout the day?</p>
<p>2 LEARNING TASK</p>	<p>Students now sit right at the edge of the parachute. Stay seated to practice each grip.</p> <p>After practicing each grip, stand and begin Storm Bringer. Practice each grip during the Storm Bringer activity.</p>	<p>→</p> <p>Get a Grip & Storm Bringer</p> <p>→</p>	<p>DOK 1: Can you show me each parachute grip? DOK 2: Which grip did you prefer to use during the Storm Bringer activity?</p>
<p>3 LEARNING TASK</p>	<p>Perform the next four activities with a focus on control and safety.</p>	<p>→</p> <p>Merry-Go-Round One-Hand Jog Color Race The Wave</p> <p>→</p>	<p>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?</p>
<p>4 EXIT ASSESSMENT</p>	<p>Parachute Self-Assessment (Start/Stop Signals) Assessment stations are set up on open sidelines. Each includes 4 piles of worksheets and 4 boxes of crayons. When I say "GO," move to an assessment station. Collect a worksheet and crayon. When finished filling it out, give your worksheet to me and then line up.</p>		

ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

Caroline **actively engages** in physical education class because she wants to have fun with the parachute and make her muscles stronger.



APPROPRIATE

(adjective)

Correct or right for a given situation or setting.

Listening to the teacher's instruction is an **appropriate** behavior for all students in physical education class.



CHALLENGE

(noun)

Something that presents difficulty and requires effort to master or achieve.

Joy accepted the **challenge** of shaking the parachute as fast as she could.



CLOCKWISE

(adverb & adjective)

Moving in the same direction as the forward movement of the hands of a clock.

The class rotated in a **clockwise** circle as they held on to the parachute.



CONTROL

(verb)

To manage or regulate the movement or actions of something.

The class was able to **control** the parachute on their teacher's command.



COOPERATION

(noun)

The process of working together for a common goal or outcome.

The class demonstrated **cooperation** by working together to create a parachute tent.



COORDINATION

(noun)

The ability to synchronize, or combine at the same time, movements of several parts of the body.

Lifting and lowering the parachute in unison with classmates requires a lot of **coordination**.



COUNTER-CLOCKWISE

(adverb & adjective)

Moving in the reverse direction as the forward movement of the hands of a clock.

The class turned and began walking with the parachute in a **counter-clockwise** circle.



DEMONSTRATE

(verb)

To show or perform an action for others to see.

Lara was able to **demonstrate** how to hold the parachute with a mixed grip.



DIRECTION

(noun)

The course along which something moves.

Caleb decided to change **direction** by stopping, turning, and going back to where he started.



ETIQUETTE

(noun)

The set of customary or acceptable behaviors among members of a group or in a specific setting.

Chandler showed proper **etiquette** during physical education class by sitting still until the teacher said, “GO!”



FITNESS

(noun)

The degree to which a person is able to meet the physical, intellectual, and emotional demands for everyday living, as well as cope with emergencies.

The students developed their levels of **fitness** in order to be able to have fun and play safely on the monkey bars.



FORCE

(noun)

Strength or power used on an object.

During the parachute activity, Allison applied a great **force** in order to successfully move the parachute up and down.



MINDFUL

(adjective)

A state of awareness relating to one's immediate surroundings as well as the activity happening around her/him.

Adra was **mindful** of the other students' movements under the parachute.



MIXED GRIP

(verb)

A grip position with hands set so that one hand is overhand (knuckles up) and the other is underhand (knuckles down).

Jack thought that shaking the parachute with a **mixed grip** helped him shake it faster.



MUSCLE

(noun)

A bundle of fibrous tissue inside the body of a person or animal that can tighten and contract in order to move or maintain the position of body parts.

Kerri identified her quadriceps as a **muscle** in her thigh.



MUSCULAR ENDURANCE

(noun)

The ability of a muscle to continue to perform without fatigue.

Keira showed the teacher her **muscular endurance** by shaking the parachute for three minutes without stopping.



MUSCULAR STRENGTH

(noun)

The maximum amount of force a muscle can produce in a single effort.

The class used **muscular strength** as they launched the foam ball all the way to the ceiling.



OVERHAND GRIP

(verb)

A grip position with hands set so that both palms are facing the floor (knuckles up).

Gino used an **overhand grip** to shake the parachute on the first day of physical education class.



RELAXATION

(noun)

A state of feeling free from tension or anxiety.

Josh's favorite form of **relaxation** is laying on top of the parachute with his eyes closed.



RESPECT

(verb)

To appreciate someone or something as a result of their abilities, qualities, or achievements.

I **respect** my classmates because they come to physical education class and work hard to improve.



RESPONSIBILITY

(noun)

A duty or obligation.

Completing the self-assessment was a **responsibility** that Jackson took very seriously.



SELF-SPACE

(noun)

The area around a person in which they feel comfortable but would become uncomfortable if someone or something enters.

Sarah stayed in **self-space** during the parachute activity so she could move her arms and legs without accidentally hitting any of her classmates.



TEAMWORK

(noun)

The combined action and effort of a group of people working toward a goal or purpose.

Kahla demonstrated **teamwork** by working with the rest of the class to shake the foam balls off of the parachute.



TRUST

(verb)

To believe in the reliability of something or someone.

Meg knew that she could **trust** her teacher to keep her safe during physical education class.



UNDERHAND GRIP

(noun)

A grip position with hands set so that both palms are facing the ceiling (knuckles down).

Russel learned the **underhand grip** in order to perform all of the parachute fitness activities.



Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Parachute

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> ✓ Smaller/Larger Parachutes ✓ Parachutes of different colors and/or shapes ✓ Use a towel or small blanket 	<ul style="list-style-type: none"> ✓ Concentrate rules of cooperative games on the response to a variety of signals – both auditory and visual 	<ul style="list-style-type: none"> ✓ Provide different challenge areas with tasks that match various skills and abilities, allow students to choose levels of participation 	<ul style="list-style-type: none"> ✓ Provide ongoing verbal cues ✓ Provide physical assistance ✓ Provide a peer tutor/mentor ✓ Use videos, graphics, and pictures as visual examples ✓ Provide individualized (one-to-one) instruction

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.

ACTIVITY CARD

The Basics

Activity Name	Description	Grip
Get a Grip	Introduce 3 types of chute grips: Overhand, Underhand, Mixed	All
Storm Bringer	Students create small waves on the chute by gently moving hands up and down. Gradually increase intensity until students are shaking the chute up and down, creating big stormy waves.	Overhand
Merry-Go-Round	All students turn and face the same direction with the chute in 1 hand. Walk, hop, jump, or skip around while holding the chute. Change directions to reinforce clockwise and counterclockwise directions (or right and left).	1-Hand Overhand or Underhand
One-Hand Jog	Students use the same grip and formation as above. However, hold opposite arm out for balance. Jog in one direction, then change and jog in the other direction. Add music as a signal to stop and change directions.	1-Hand Overhand or Underhand
Color Race	Students make small waves. As the teacher calls out a color, everyone on that color races around the circle in a clockwise direction until they are back at their original spot. Start with slow locomotor skills (e.g., marching) and then increase speeds as students demonstrate safe movement.	Overhand
The Wave	Designate 1 student as the starting point. That student raises her/his arms holding onto the chute. This action is repeated around the circle to create a wave (like at a sporting event).	Overhand
Follow the Leader	One student does an activity in place while all others follow along. Do this for 15 seconds each and then rotate to the next student until you've gone around the entire chute. Example activities are: jog in place, march in place, wiggle, dance.	Any Grip
Hot-Air Balloon	All students raise the chute overhead and then step forward 1 step. They hold this position while the 'balloon' deflates.	Overhand
Balloon Ride	Create a hot-air balloon, then call a color. Students on called color go to the center, touch the chute, then return to spots.	Overhand
Mountain Climber	All students raise the chute into the air and then bring it to the ground, kneeling on the outside. Call a color. Students on the called color climb the parachute mountain by crawling until they reach the middle, then turn and crawl back. It's a good idea to start with only 1 climber by calling a name and then check for safe movement. Then add more climbers when you know students will be safe.	Overhand
Submarine	Students begin standing and bring the chute up to chin level. They make gentle waves. Call a color. Students on the called color take a submarine ride under the chute and travel to a spot of the same color. Use an underhand grip to keep the chute at waist level for a lower "sea level."	Overhand / Underhand

ACTIVITY CARD

Ball Fun

Activity Name	Description	Grip
Popcorn	Place a number of yarn balls, foam balls, or other small objects on the chute. Students shake the chute to make the objects pop up and down like popcorn.	Overhand or Mixed
Microwave Popcorn	Using the same popcorn technique, time how quickly students can get all objects off of the chute. They must finish the popcorn before the microwave timer gets to zero.	Overhand or Mixed
Bounce-Off	All students hold the chute tightly and up at chin level. Place 2 or 3 large foam balls on the chute. Call a student by name to go underneath the chute and knock the ball up and off. If students demonstrate safe behaviors, increase the number of students under the chute.	Overhand
Catapult	Place 1 foam ball in the center of the chute. As a team, students work together to make the ball fly into the air. How high can the group make the ball fly?	Overhand
Roller Ball	Students take small steps backward and hold the chute tightly. Place a ball near the edge. Students work together to roll the ball around the edge of the chute. HINT: one student starts the ball rolling with a gentle push. As the ball comes toward each student, she/he lowers the edge of the chute, and as it goes past, raise the chute. Advanced groups can try to change speed and/or direction.	Overhand

ACTIVITY CARD

Under the 'Chute

Activity Name	Description	Grip
Swaparooski!	Create a hot-air balloon, then call out a color, birthday month, etc. Students called carefully walk under the chute to any open space.	Overhand
The Tent	Students bring the chute high up over their heads, then on the count of 3, they take 2 giants steps forward and pull the chute down behind them. All students lower the chute to the floor and then sit with their bottoms on the edge of the chute. Now, tell a campfire story.	Mixed
Washing Machine	Create a tent so that the class in sitting inside the chute. While inside the chute, students rock from the left to right, forward to back.	Mixed
Igloo	Bring the chute up as if you're making a tent. When the chute is all the way up, call a color. Students of that color go inside the chute. The rest of the class steps in and brings the tent (aka igloo) down, holding it on the floor from the outside.	Overhand
Bear in the Woods	Choose 2 or 3 students to be bears. They will stand off to the side of the chute. All other students make and sit in a tent. The bears then roar and claw the sides of the tent. The bears must not hit or scratch a camper sitting inside the tent.	Mixed
Big Turtle	Create a tent so that the class is sitting inside the chute. Next, prompt the students to get on their bellies with their heads poking out from under the edge of the chute. They'll need to hold the sides of the chute down just above their shoulders.	Mixed
Headless Horseman	This is like a big turtle, but the heads are inside the tent with bodies on the outside.	Mixed

ACTIVITY CARD

Parachute Games

Activity Name	Description	Grip
Hot Potato	Students raise the chute overhead. Call a color and give one student of that color a foam ball. Students of the called color go under the chute. The student with the ball is "IT" and must tag another player. The tagged player becomes "IT" and takes the foam ball (no tag backs). The game continues until one player is touched by the chute, or the teacher yells, "Hot Potato!"	Overhand
Mousetrap	Put a pile of beanbags or yarn balls (i.e., cheese) underneath and in the center of the chute. All students raise the chute up over their heads. Call a color to be the mice, who crawl under the chute to collect 1 piece of cheese at a time. They try to collect as many pieces of cheese as they can before the teacher yells, "Mouse Trap!" At that time, students quickly and carefully bring the chute down to the floor to trap the mice.	Overhand
Shark Attack	The class sits on the ground with legs stretched under and the chute and chest level. One or two students are designated as sharks, and they crawl under the chute. Shark(s) quietly and gently tag/grab the legs of any other student in the perimeter. Shark(s) now swap places with the tagged student(s), who become the new shark(s), and the former shark(s) sit with legs crisscrossed on the outside of the chute. Continue until all students are crisscrossed.	Overhand
Superman's Cape	All students hold one side of the chute as a group at one end of the activity area. Designate 2 or 3 students as superheroes. Those students hold the other side of the chute, facing the opposite side of the area. On a 3 count, the class raises the chute above their heads. When the teacher yells, "FLY!" everyone except the superheroes let go and step to the sidelines. The superheroes run across the activity area with the chute behind their backs like a cape.	Overhand
Mindfully Floating on Clouds	All students lay with their backs on the chute and their feet hanging just off the edge. Students close their eyes and pretend they're floating on a cloud.	None

ACTIVITY CARD

Parachute Fitness

Activity Name	Description	Grip
Hands on the Wheel	Students sit on the floor with legs under the chute, holding the edges tight with arms extended. On the signal, pass the chute clockwise, always keeping one hand on the chute (hand-over-hand turning).	Overhand
Parachute Sit-ups	All students sit and cover their legs with the chute. Hold the chute firmly, lay back, sit-up, and then repeat.	Overhand
Squat Washers	Students stand with feet shoulder-width apart, then pretend to wash the chute. All students perform a safe squat (knees behind toes), touching the chute to the ground, and then stand back up with arms at shoulder-height.	Overhand
Biceps Curl	Students stand holding chute in an underhand grip with arms straight down at waist-height. Students curl their arms up to their shoulders, bending at stationary elbows. Curl back down and repeat.	Underhand
Plank to T	All students in plank position with hands on the edge of the chute. On the signal, all students rotate together to the right (or together to the left) and bring their opposite arm up to the sky in a T balance formation. Next, try this with the chute in the raised hand.	Overhand



PARACHUTE RULES

- ✓ Control all movement.
- ✓ Listen to start and stop signals.
- ✓ Hold the edge of the 'chute.
- ✓ Shoes stay off the 'chute.

SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Draw faces in the circles to show how you feel about your Parachute skills and knowledge. If this is your pre-assessment, draw another face in the “goal” column to show how you think you could feel about your skills after some practice and hard work.



This is new. I wish I could do better, and so I will keep trying my best to improve.

I’m getting better. Practice is helping and I will keep trying my best to improve.

I can do this well. Practice worked and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Start / Stop Signals			
Cooperation			
Muscle Names			

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ **CLASS:** _____

Proficient 4	Consistently performs movement and locomotor skills with control and balance. Can identify 4 or more muscles. Responds immediately to teacher cues and instruction. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs movements and locomotor skills with occasional errors. Executes skills with balance. Can identify 3 or more muscles. Quickly responds to teacher instruction. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors and has difficulty maintaining balance. Can identify 2 or fewer muscles. Needs reminders before responding to teacher instruction. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development. Often breaks safety rules and disrupts the learning environment.

	Score	Comments
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HOLISTIC DUAL PERFORMANCE RUBRIC

PRIMARY (K-2)

GRADE: _____ CLASS: _____

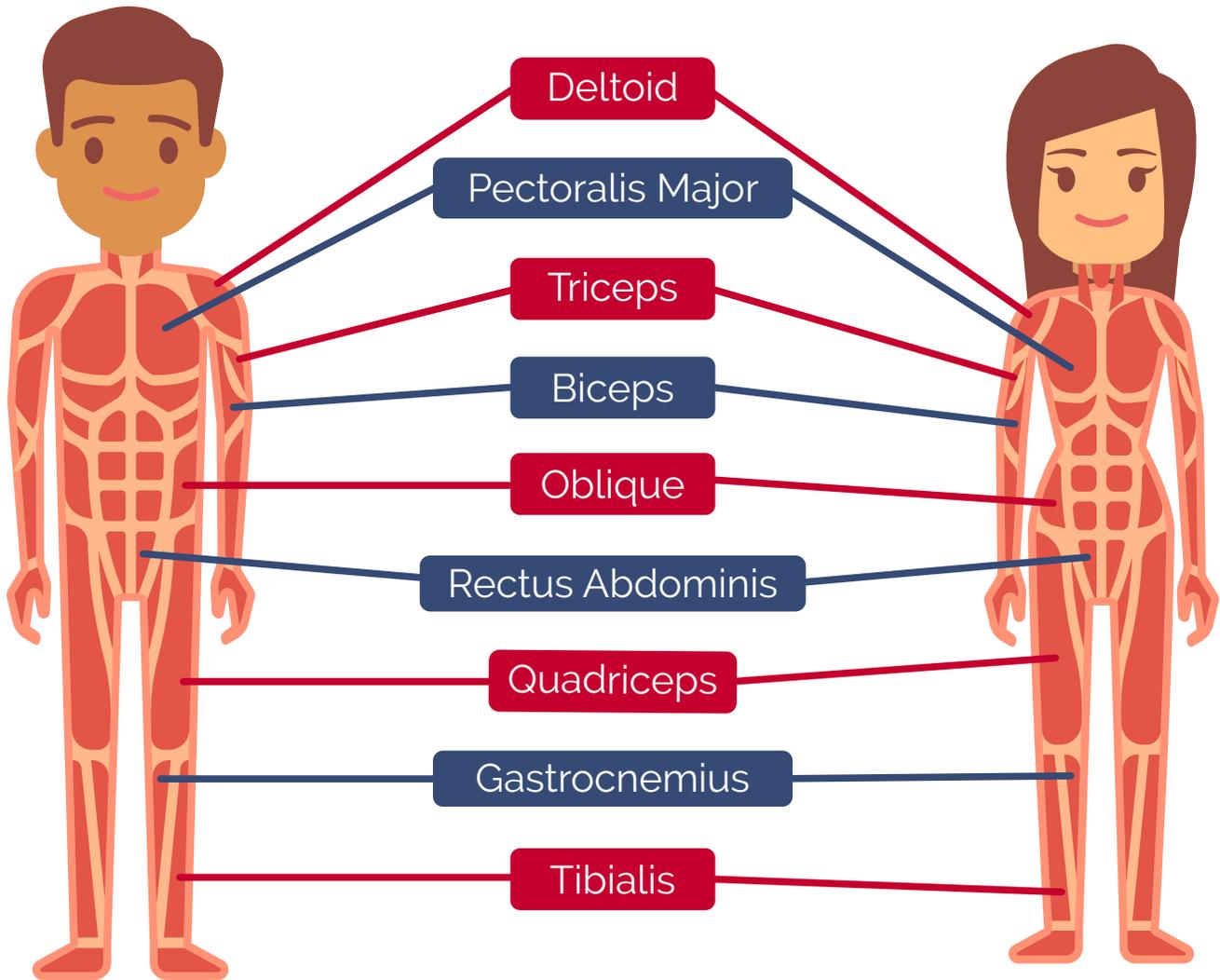
	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs movement and locomotor skills with control and balance. Can identify 4 or more muscles.	Responds immediately to teacher cues and instruction. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs movements and locomotor skills with occasional errors. Executes skills with balance. Can identify 3 or more muscles.	Quickly responds to teacher instruction. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors and has difficulty maintaining balance. Can identify 2 or fewer muscles.	Needs reminders before responding to teacher instruction. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
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Teaching Dates of Module:		School Year:	
General Comments / Notes for Planning Next Year's Module			
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3...			
Self-Reflection Across Danielson's Four Domains of Teaching			
Domain 1: Planning & Preparation			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 2: Classroom Environment			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 3: Instruction			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 4: Professional Responsibilities			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Self-Rating with Rationale			
Choose One:			
Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)			
Provide rationale:			
<input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3			

LET'S LEARN OUR MUSCLES!

ELEMENTARY ANATOMY CHART



BONUS MUSCLES

(Hidden from view)

Bonus points if you can find and point to your...

- 1) Trapezius
- 2) Latissimus Dorsi
- 3) Gluteus Maximus
- 4) Hamstrings

