**Learning Objectives**
- Students will be able to move safely from parachute to parachute when prompted.
- Students will be able to work cooperatively to move a small parachute.
- Students will be able to follow the rules of a simple game.

**Learning Targets**
- I can safely move to another parachute when my color is called.
- I can cooperate with others to move the small parachute.
- I can follow the rules.

**Teaching Cues**
- Listen for stop and start signals and parachute colors.
- Move directly to the next parachute when your color is called.
- When a new student arrives, hold the parachute still to let them grab it.

**PREP**
- 4 cones (for boundaries)
- 1 6’ dia parachute per 6-8 students
- 4-5 tossables per group (fluff balls, beanbags, etc.)
- Music and player (optional)

**SET**
- Create a large (30 x 30 paces) activity area.
- Place small parachutes just inside boundaries in a square or triangle (depending on the number of parachutes).
- Place groups of 6-8 students around each parachute.

**TEACH**

1. **Lesson Objective**
   - The object of Parachute Switcheroo is to move from 1 parachute to another when your color is called.

2. **Instructions**
   - We will move in this direction from parachute to parachute. *(Point the way you want them to move – clockwise or counterclockwise).*
   - Hold the parachute with an overhand grip.
   - The color you are holding on the parachute is your color. What color are you?
   - On the start signal, shake your parachute up and down. On the stop signal, stop shaking the parachute.
   - When your color is called, let go of the parachute, move to the next parachute, find your color, and start shaking the parachute again.
   - Watch for others when moving from parachute to parachute!
   - Can you move to the next parachute before I count down from 5?

**REFLECTION QUESTIONS**
- What is a skill? What skills did you use in this activity?
- What is the difference between clockwise and counterclockwise?
- How could we change this activity to make it more fun?
Parachute Switcheroo

**Standards Alignment**

**Standard 2: Outcome 3**
Travels in general space with different speeds.

**Standard 4: Outcome 1**
Follows directions in a group setting.

**Standard 5: Outcome 3**
Identifies physical activities that are enjoyable.

**SEL Competencies**

**Self-Awareness**
Peer interaction

**Self-Management**
Self-regulation

**Relationship Skills**
Teamwork

**Vocabulary**
- clockwise
- counter-clockwise
- skill

**Teaching Suggestions**

- Choose a few students to demonstrate before starting with the entire class.
- Have students point to the direction as they move to the next parachute.
- Start with walking from parachute to parachute before moving faster.
- Vary locomotor skills used to move between parachutes.
- Use music. Stop the music when you call a color. Challenge students to move to the next parachute before you start the music again.

**SPARK It Up!**

1. **Popcorn**
   - (Add fluff balls, beanbags, or other tossables to each group's parachute to give them a challenge as they move the parachute.)

2. **2 For 1**
   - (Call 2 colors at a time.)

3. **Long Distance Switcharoo**
   - (Move parachutes farther away to increase movement. Have students jog between parachutes.)

**Integrations**

Read *Clockwise K-3* by Olga Gonzalez-Granat as an introduction to telling time. Discuss other prefixes that mean “opposite” or “not.”

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**Teacher Reflection**

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20  UNIT: Parachute | LESSON 10: Parachute Switcheroo