

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.

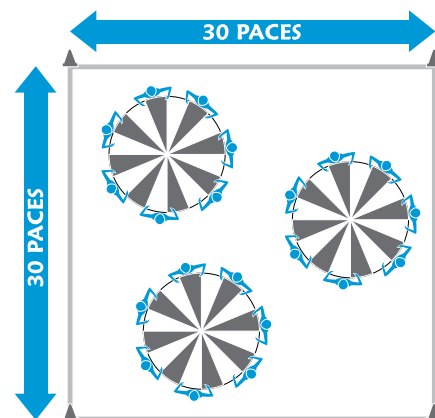
TEACH

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."

Teacher Reflection

