

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.

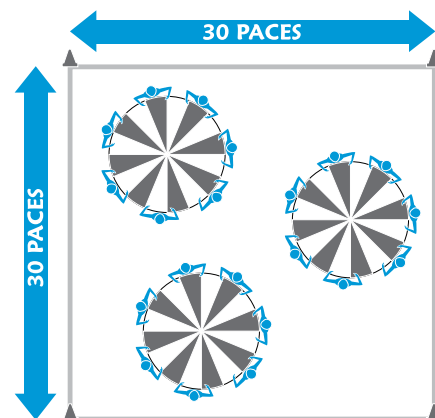
TEACH

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

Key Standards Addressed

Standard 1.2.1

Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.

Standard 1.2.4

Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.

Standard 2.2.1

Recognizes personal space and where to move in general space.

Standard 2.2.3

Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills.

Standard 3.2.3

Uses communication skills to share space and equipment.

Standard 3.2.7

Makes safe choices with physical education equipment.

Standard 4.2.5

Recognizes individual challenges through movement.

(The complete set of standards for this lesson can be found in the Curriculum Resources section on SPARKfamily.org)

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

