|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Skating Unit: Kindergarten**  **Kennedy Carpenter** | | | | | |
| **Overview:** This unit is designed to prepare students for a lifetime skill of skating. In this unit students will have the opportunity to practice their skating skills in a new environment, an ice rink. Providing the children the knowledge, skills, and attitudes towards a positive outlook on physical activity will lead them into an active, healthy lifestyle. Skating skills along with working with others, cooperation, and positive attitudes are stepping stones to achieve this goal. | | | | | |
| **Rationale:** Skating is a lifetime skill that all individuals should master at one point in their life. Teaching the skills and attitudes regarding skating I believe is done best with younger children. Having the ability to skate can open so many doors to physical activity; hockey, figure skating, speed skating, skiing, etc. In this unit the students will be taught the proper form of skating in the gym and then have the opportunity to master it on ice. This also allows students to connect with the community and learn about their surroundings. Since Kindergarten is very unique I have incorporated many other activities in this unit other than skating to reach more learning outcomes and keep the students motivated in physical activity. The students will participate in cooperative games, ball games, and locomotor movement activities. This unit will run for the first week in January but be continued as review for the field trip dates stated. Assessment for this unit includes observation, notes, and checklists. | | | | | |
| **Objectives:**   |  |  | | --- | --- | | GLO | SLO | | **A:** *Students will* acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits. | A K-1: experience and develop locomotor skills through a variety of activities.  A K-7: experience that basic skills in a variety of environments; e.g., playground. | | **B:** *Students will* understand, experience and appreciate the health benefits that results from physical activity. | B K-8: understand the connections between physical and activity and emotional well- being; e.g., feels good. | | **C**: *Students will* interact positively with others. | C K-5: display a willingness to play alongside others. | | **D**: *Students will* assume responsibility to lead an active way of life. | D K-2: participate with effort in physical activities.  D K-3: show a willingness to listen to directions and simple explanations.  D K-5: experience moving safely and sensitively through all environments; e.g., movement activities. | | | | | | |
| **Resources:** Alberta Program of Studies  PE Central: <http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=133010#.WFrrvRQoGFI>  Lethbridge Ice Rink | | | | | |
| **Lesson Number** | **Learning Outcomes** | **Learning Activities** | **Assessment** | **Safety** | **Equipment** |
| Lesson 1 | AK-1  CK-5 | Students will…  LO 1 (AK-1): develop skating skills through a variety of movements  LO 2 (CK-5): participates and works well with others during activities  1. Routine entrance/expectations  2. Question Squad  3. Skating stance: practice, Paper Plate skating  3. Follow the leader  4. Stretching | Observation | Space Awareness  Teach how to properly fall | Paper plates |
| Lesson 2 | AK-1  BK-8 | Students will…  LO 1 (AK-1): develop skating skills through a variety of movements  LO 2 (BK-8): discover and explain how movement makes them feel  1. Routine entrance/expectations  2. Animal movements (related to hibernation) 3. Simon Says Skating: balance bean bags oh head  4. How to Fall  5. Popcorn  6. Stretching | Observation  Notes | Space Awareness  Teach how to properly fall | Paper plates  Balls  Bean Bags |
| Lesson  3 | AK-1  DK-3 | Students will…  LO 1 (AK-1): master the skills of skating through a variety of games  LO 2 (DK-3): demonstrate listening skills (eyes on me, no talking, no moving) and follow simple instructions  ‘Practice day before rink’ 🡪 pretend we are at the ice rink (tie up skates, hop on the ice)  1. Routine entrance/expectations  2. Go through safety of ice rink  3. Tag games  3. Hokey pokey  Go over rules and expectations of the ice rink | Observation  Notes | Space Awareness  Teach how to properly fall  Skating safety  -Helmet  -Skates tied  -Ice rules  -Falling properly | Paper plates  Pylons |
| Lesson  4  (Rink)  Jan. 13 | AK-7  DK-3 | Students will…  LO 1 (AK-7): demonstrate skating skills on ice (Lethbridge ice rink)  LO 2 (DK-3): demonstrate listening skills (eyes on me, no talking, no moving) and follow simple instructions  Games will be dependent on the day and ability of children’s skills. | Observation  Notes | Skating safety  -Helmet  -Skates tied  -Ice rules (skate in same direction, use support if needed)  -Falling properly | Skates  Balls |
| Lesson  5  (Rink)  Jan. 27 | AK-7  DK-5 | Students will…  LO 1 (AK-7): demonstrate skating skills on ice (Lethbridge ice rink)  LO 2 (DK-5): be aware of others around them while moving safely on the ice  Games will be dependent on the day and ability of children’s skills. | Observation | Skating safety  -Helmet  -Skates tied  -Ice rules (skate in same direction, use support if needed)  -Falling properly | Skates  Balls |
| Lesson  6  (Rink)  Feb. 10 | AK-7  DK-2 | Students will…  LO 1 (AK-7): demonstrate skating skills on ice (Lethbridge ice rink)  LO 2 (DK-2): show enthusiasm and willingness to participate while at the ice rink  Games will be dependent on the day and ability of children’s skills. | Observation | Skating safety  -Helmet  -Skates tied  -Ice rules (skate in same direction, use support if needed)  -Falling properly | Skates  Balls |

**Assessment for**

|  |  |  |  |
| --- | --- | --- | --- |
| **Alena** | **Alissandra** | **Chloe** | **Daniel** |
| **Eco-Lynn** | **Emry** | **Hank** | **Hoda** |
| **James** | **Knox** | **London** | **Mady** |
| **Maygen** | **Navie** | **Robbie** | **Ryan** |
| **Rylan** | **Sadie** | **Sam** | **Shyla** |
| **Sully** | **Torin** |  |  |

**Assessment for**

|  |  |  |  |
| --- | --- | --- | --- |
| **Alatise** | **Ayla** | **Brody** | **Denver** |
| **Diesel** | **Emily** | **Ethan** | **Faith** |
| **Hank** | **Hayley** | **Jack** | **Jaxson** |
| **Kade** | **Khloey** | **Luca** | **Maggie** |
| **Makenzie** | **Mary** | **Maygen** | **Parker** |
| **Stella** | **Torin** |  |  |