

## Hula Hoop 1

### STUDENT TARGETS

- ✔ **Skill:** I will work to maintain my balance during all movement activities.
- ✔ **Cognitive:** I will define and discuss balance.
- ✔ **Fitness:** I will work to increase my heart rate during movement activities.
- ✔ **Personal & Social Responsibility:** I will work safely by following all instructions.

### TEACHING CUES

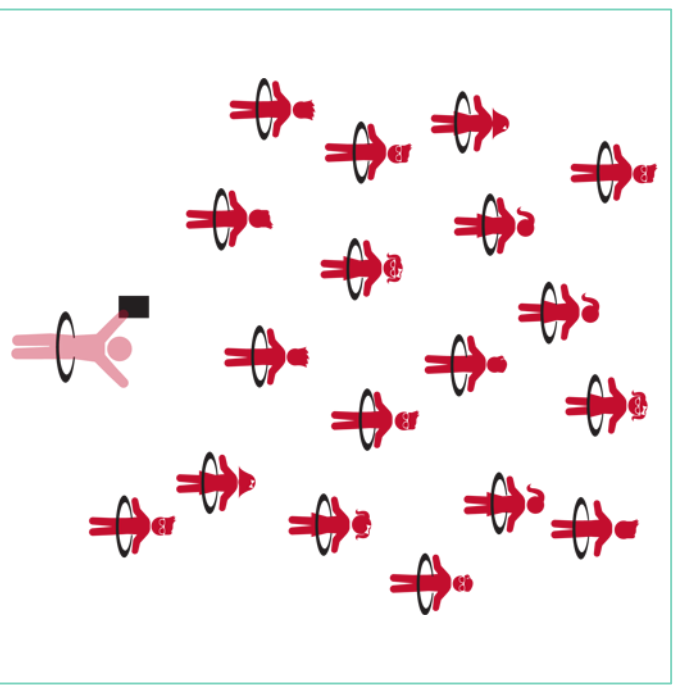
- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See Skill Cue Teach Sheets for Skill-Specific Cues

### ACTIVITY SET-UP & PROCEDURE

- Equipment:**
- ✔ 1 Hula Hoop per student
  - ✔ Hula Hoop Activity Card
  - ✔ Up-tempo music

**Set-Up:**

1. Students scattered in activity area, each with a Hula Hoop.
2. Hula Hoop Activity Card ready on clipboard or tablet.



**Activity Procedures:**

1. Today we're going to have fun exploring movement with Hula Hoops.
2. I will show you a movement activity, and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Puddles; 2) Walk Around the World; 3) Cliff Hanger; 4) Blast Off; 5) Musical Hoops.

**Grade Level Progression:**

- K:** Focus on jumping and landing actions while maintaining balance.  
**1<sup>st</sup>:** Prompt students to perform jumping and landing with developing maturity, focusing on critical elements.  
**2<sup>nd</sup>:** Prompt students to focus on mature patterns for all locomotor skills used.



### Hula Hoop 1

#### CHALLENGE PROGRESSIONS

- ✔ Prompt students to create their own movements and challenges to share with the class.

#### MODIFICATIONS

- ✔ Many of the hoop challenges can be done with a flat poly spot.

#### ACADEMIC LANGUAGE

Balance, Horizontal, Jump, Level, Locomotor Skill, Pathways, Safety, Transfer of Weight, Vertical

#### STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E1.K-2]** Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance (K); Hops, gallops, jogs and slides using a mature pattern (1); Skips using a mature pattern (2).
- ✔ **Standard 1 [E4.K-2]** Performs jumping and landing actions with balance (K); Demonstrates two of the five critical elements for jumping & landing in a vertical plane (1); Demonstrates four of the five critical elements for jumping & landing in a vertical plane (2).
- ✔ **Standard 1 [E7.K-1]** Maintains momentary stillness on different bases of support (Ka); Forms wide, narrow, curled, and twisted body shapes (Kb); Maintains stillness on different bases of support with different body shapes (1).
- ✔ **Standard 2 [E2.K-2]** Travels in three different pathways (K); Travels demonstrating low, middle and high levels (1a); Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) (1b); Combines shapes, levels and pathways into simple travel sequences (2).
- ✔ **Standard 4 [E3.K-2]** Follows instruction/directions when prompted (K); Responds appropriately to general feedback from the teacher (1); Accepts specific corrective feedback from the teacher (S4.E3.2).
- ✔ **DOK 1:** How would you describe balance?
- ✔ **DOK 2:** How does balance affect the way you move?
- ✔ **DOK 3:** How can you change the way you move or stand still in order to improve (or keep) your balance?

#### DEBRIEF QUESTIONS

#### TEACHING STRATEGY FOCUS

**Help students engage in cognitively complex tasks:** As students progress and experience a variety of movement experiences it's helpful to ask them to verbally and physically respond to discussion questions. "How does balance affect the way you move?" leads to, "Show me how you can change the way that you move (or stand still) in order to improve (or lose) your balance."