

Hula Hoop 2

STUDENT TARGETS

- ✔ **Skill:** I will keep my body balanced and still during the Balancing Act activity.
- ✔ **Cognitive:** I will discuss why a strong base of support is important to balance.
- ✔ **Fitness:** I will work to stay actively engaged.
- ✔ **Personal & Social Responsibility:** I will use equipment appropriately.

TEACHING CUES

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

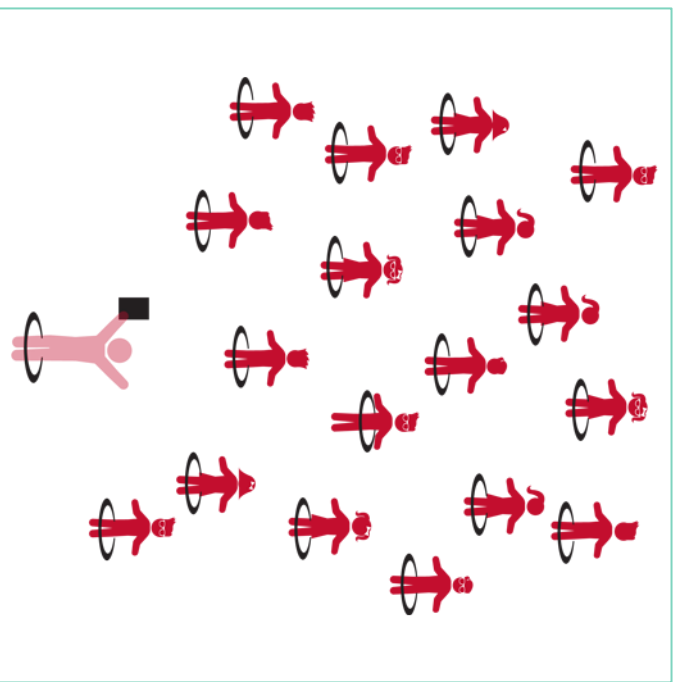
ACTIVITY SET-UP & PROCEDURE

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) Shuffle Around; 2) Bus Driver; 3) Helicopter; 4) Lucky Coin; 5) Balancing Act; 6) Bumper Hoops (Grades 1 & 2).

Grade Level Progression:

- K:** Focus on safe travel using a variety of pathways, shapes, and levels.
- 1st:** Prompt students to demonstrate and verbally discuss how they are applying levels and relationships.
- 2nd:** Prompt students to demonstrate and verbally discuss the application of balance, levels, pathways, and weight transfer.



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CHALLENGE PROGRESSIONS

- ✔ Prompt students to create challenges that combine hoops with another object from this module, such as a ball or a beanbag.

MODIFICATIONS

- ✔ Perform challenges with no equipment.

ACADEMIC LANGUAGE

Balance, Control, Direction, Level, General Space, Self Space

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E7.K-2]** 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); Balances on different bases of support, combining levels and shapes (2a).
- ✔ **Standard 1 [E8.2]** Transfers weight from feet to different body parts/bases of support for balance and/or travel (2).
- ✔ **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 [E1.K-2]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).
- ✔ **DOK 1:** What is a base of support? What are all of the things you can tell me about a base of support?
- ✔ **DOK 2:** How does a base of support affect balance?
- ✔ **DOK 3:** (Demonstrate different bases of support) Do you think this balance pose is a good base of support? Why or why not? How could we improve it?

DEBRIEF QUESTIONS

TEACHING STRATEGY FOCUS

Manage response rate with tiered questioning techniques: Each set of debrief questions in this module works to move students from Depth of Knowledge (DOK) Level 1 to Level 3. This type of purposeful scaffold helps deepen student thinking about the content that is presented. Engage the students with your own active listening so that they can see and hear your participation. Young students often crave that level of engagement, and their cognitive and skill development will benefit from this type of interaction.