

PARACHUTE



2018-2019

PARACHUTE

STANDARDS

GRADE LEVEL	STANDARD	DESCRIPTION
2ND	2.M.1.1	Perform locomotor skills with proficiency in a variety of activity settings to include rhythms/dance
	2.C.2.1	Describe the critical elements of locomotor skills
	2.C.2.2	Identify safety rules and procedures for selected physical activities
	2.L.4.3	Identify that a stronger heart muscle can pump more blood with each beat
	2.R.5.1	Identify ways to cooperate with others regardless of personal differences during physical activity
	2.R.5.2	List ways to safely handle physical activity equipment
	2.R.5.3	Describe the personal feelings resulting from challenges, successes, and failures in physical activity
	2.R.6.2	Discuss the relationship between skill competence and enjoyment
	2.R.6.3	Identify ways to contribute as a member of a cooperative group
3RD	3.M.1.1	Apply locomotor skills in a variety of movement settings
	3.M.1.9	Perform a teacher-designed sequence using manipulatives
	3.C.2.1	Identify the importance of purposeful movement and its impact on the quality of performance
	3.C.2.2	Understand the importance of safety rules and procedures in all physical activities
	3.L.4.3	Identify appropriate physical activities that result in the development of cardiorespiratory endurance
	3.R.5.1	List ways to work cooperatively with peers of differing skill levels
	3.R.5.2	List ways to show respect for the views of a peer from a different cultural background
	3.R.5.3	Identify ways to take responsibility for his/her behavior
	3.R.6.2	Describe ways to appreciate the good physical performance of others
3.R.6.3	Identify ways to celebrate one's physical accomplishments while displaying sportsmanship	

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4 TH	4.C.2.1	Understand the importance of purposeful movement in a variety of movement setting
	4.L.3.1	Identify a moderate physical activity
	4.L.4.3	Maintain heart rate within the target heart rate zone for a specified length
	4.R.6.3	Discuss ways to celebrate one's physical accomplishments while displaying sportsmanship
5 TH	5.L.3.1	Identify a moderate physical activity
	5.L.4.3	Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance
	5.R.5.2	Describe ways to utilize equipment safely during physical activities
	5.R.5.3	Describe the influence of individual differences on participation in physical activities
	5.R.6.3	Explain ways to celebrate one's physical accomplishments while displaying sportsmanship

PARACHUTE ACTIVITIES



TABLE OF CONTENTS

<u>Game/Activity</u>	<u>Page Number</u>
Battle Ball	1
Beanbag Dunk	1
Change Partners	2
The Floating Cloud	2
Hoopball	3
Hot Air Balloon (Mushroom)	3
Inside the Mountain	4
Merry Go Round	4
The Mountain	5
Number Change	5
Peek A Boo	6
Popcorn	6
Ripples and Waves	7
The Umbrella	7
The Wave	8

BATTLE BALL

Space: Field Area

Equipment: Parachute and 1 ball

- Use the same formation as in "Ripples and Waves."
- Divide the class into two teams such as the "Greens and Blues."
- Place one ball in the center of the parachute
- On the signal, "Go," both teams try to shake and bounce the ball off the parachute on the other team's side

BEAN BAG DUNK

Space: Field Area

Equipment: Parachute, bucket or milk crate and beanbags

- Have students stand around the parachute with a bean bag next to them and count off by fives
- Inflate the chute and call one of the numbers
- Those students must run into the center and put their beanbags in a bucket and run back before the chute touches them

CHANGE PARTNERS

Space: Field Area

Equipment: Parachute

- Number the class off into fours (1-2-3-4) and follow the instructions given for making the "umbrella."
- When the parachute is in the full extension overhead, call any number from 1 to 4
- The numbers called change places with each other by running under the umbrella to their new positions
- When the number(s) just called are in their new positions, repeat the same process and call different numbers
- Later, you can have the children do different locomotor skills (skipping, jumping, and hopping) as they change positions

THE FLOATING CLOUD

Space: Field Area

Equipment: Parachute

- Follow the same procedures as in making an umbrella
- When the students' arms are in full extension and the parachute is in the full umbrella position, on your signal the class turn loose at the same time and let the parachute glide to the floor

HOOP BALL

Space: Field Area

Equipment: Parachute and several different color balls

- Used the same formation as in "Ripples and Waves."
- Divide the class into two teams
- Each team has a different color ball
- Place a hula hoop and each ball in the center of the parachute
- On the signal, "Go," each team tries to shake the parachute and bounce their ball through the hula hoop
- Points may earn each time a team's ball goes through the hoop

HOT AIR BALLOON (MUSHROOM)

Space: Field Area

Equipment: Parachute

- Use the same procedures as in the umbrella
- As the students stand and raise their arms to full extension, they should all walk toward the center 4 to 5 steps
- The parachute billows up toward the ceiling like a big balloon
- As the chute starts to deflate, they move back to their starting position

INSIDE THE MOUNTAIN

Space: Field Area

Equipment: Parachute

- Follow the same procedure for making a mountain
- When the chute is in its peak position, have the class pivot in place (turn halfway around), kneel down and pull the parachute down in front of them
- Keep the knees on the edge of the parachute to keep the air inside

MERRY GO ROUND

Space: Field Area

Equipment: Parachute

- Have the children grasp the parachute with one hand, and all face the same direction
- On the signal, the class goes around in a circle using whatever form of locomotion a call out
- On the next signal, the class pivots in the opposite direction, regroup with the other hand and continue

THE MOUNTAIN

Space: Field Area

Equipment: Parachute

- Have the students follow the same procedure for making an umbrella
- When the parachute is in its peak position, have the children pull the edges of the parachute to the floor and place their knees on the edge of the chute and hold their arms in the air.

NUMBER CHANGE

Space: Field Area

Equipment: Parachute

- Use the same procedure for making the "mountain."
- When the children pull the parachute down in front of them, have them place their knees on the edge of the parachute
- The children are numbered off 1-2-3-4
- When a number is called, these children change places by crawling under the parachute.

PEEK-A-BOO

Space: Field Area

Equipment: Parachute

- Use the same procedure for making the "inside the mountain," except the children lie on their stomachs with their heads inside the parachute and their forearms on the edges
- On the signal, "Out," everyone at the same time pokes their heads outside the parachute
- On the signal, "In," they pull their heads back in

POPCORN

Space: Field Area

Equipment: Parachute

- Follow the same procedures as in "Ripples and Waves."
- Except that any number of bean bags or balls are thrown on top of the parachute
- The balls/beanbags look like popping popcorn

RIPPLES AND WAVES

Space: Field Area

Equipment: Parachute

- To make “ripples,” put the class into a circle around the parachute
- Have the children grasp the edges firmly with both hands, palms down, and at waist level
- Now, shake the parachute vigorously
- To make “waves,” have half the class raise its end of the parachute while the other half of the class lowers its end of the parachute
- Repeat with each half of the class doing just the opposite of what they did before

THE UMBRELLA

Space: Field Area

Equipment: Parachute

- Begin with the parachute flat on the floor
- The class is in the kneeling position grasping the edges of the parachute
- On the signal, everyone – without moving his or her feet – stand up pulling the parachute off the floor and raising their arms to full extension overhead
- The parachute billows overhead like a big umbrella
- Keep the arms extended and do not let go or walk around toward the center

THE WAVE

Space: Field Area

Equipment: Parachute

- To make the wave go smoothly all around the circle is a real team effort in timing and staying alert
- Begin with everyone holding on to the parachute and in a kneeling position
- On the signal, "Begin," an appointed student (A) stands with his/her arms straight overhead
- The person (B) next to the appointed student begins his/her stand when (A) is halfway up
- When (B) is standing tall, (A) should be halfway down and (C) should be halfway up
- Continue the motion, person, to person, all the way around the circle
- that takes practice but is lots of fun