



Healthy Hometowns

*Empowering communities to embrace a healthy,
active, outdoor lifestyle - year round.*

CURRICULUM GUIDE

Meets Maine State Learning Requirements

Healthy Hometowns is a community-based program provided by the Maine Winter Sports Center and is designed to create healthier communities in Maine.





The following Maine State Learning Requirements for 5th-8th graders are met by any and all of these lessons:

Health and Physical Education Requirements

PHYSICAL FITNESS

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis. Students will be able to:

- Define the components of skill-related fitness and health-related fitness and identify activities, which contribute to the development of each component.
- Participate in and distinguish among a variety of health-related fitness activities.
- Establish personal physical activity goals and participate regularly in health-enhancing activities to accomplish these goals.
- Demonstrate appropriate stretching and warm up exercises that enhance the learning and performance of activities.
- Identify and apply rules and procedures designed for safe participation.

MOTOR SKILLS

Students will develop motor skills and apply these to enhance their movement and physical performance. Students will be able to:

- Demonstrate the correct use of skills in simplified versions of a variety of physical activities.
- Identify the critical elements of more advanced movement skills.
- Describe and apply principles of practice and conditioning that enhance performance.
- Recognize general characteristics of movement that can be applied to specific settings.
- Differentiate among characteristics of highly skilled performances in different movement forms.
- Explain and apply more advanced knowledge of sport/activities.
- Use feedback from others to improve a skill by focusing on critical elements of the skill.
- Create a safe environment for skill practice.

PERSONAL AND SOCIAL INTERACTIONS

The student will demonstrate responsible personal and social behaviors in physical activity settings. The student will be able to:

- Participate safely and cooperatively with others to achieve



The Healthy Hometowns Lesson Plan meets the **Maine State Learning Requirements** for middle school Physical Education.

The Healthy Hometowns Lesson Plan meets the **Maine State Learning Requirements** for middle school Physical Education. The requirements met by each individual lesson are listed at the bottom of each lesson plan. The numbers and letters following each requirement are used to list outcomes for each lesson.

PHYSICAL EDUCATION REQUIREMENTS

A. PHYSICAL FITNESS

Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis. Students will be able to:

1. Define the components of skill-related fitness and health-related fitness and identify activities, which contribute to the development of each component.
2. Participate in and distinguish among a variety of health-related fitness activities.
3. Assess health-related fitness and identify activities which contribute to the development of each component.
4. Establish personal physical activity goals and participate regularly in health-enhancing activities to accomplish these goals.
5. Demonstrate understanding of and apply the following principles of training: specificity; progression; and overload.
6. Assess physiological indicators of exercise during and after physical activity.
7. Demonstrate appropriate stretching and warm up exercises that enhance the learning and performance of activities.
8. Identify and apply rules and procedures designed for safe participation.

B. MOTOR SKILLS

Students will develop motor skills and apply these to enhance their movement and physical performance. Students will be able to:

1. Demonstrate the correct use of skills in simplified versions of a variety of physical activities.
2. Identify the critical elements of more advanced movement skills.
3. Describe and apply principles of practice and conditioning that enhance performance.
4. Recognize general characteristics of movement that can be applied to specific settings.
5. Use offensive and defensive strategies in simple games and in non-complex settings.

6. Differentiate among the characteristics of highly skilled performances in different movement forms.
7. Explain and apply more advanced knowledge of sport/activities.
8. Use feedback from others to improve a skill by focusing on critical elements of the skill.
9. Create a safe environment for skill practice.

C. PERSONAL AND SOCIAL INTERACTIONS

The student will demonstrate responsible personal and social behaviors in physical activity settings. The student will be able to:

1. Describe ways in which respect for individual similarities and differences among people as demonstrated in physical activity settings.
2. Participate safely and cooperatively with others to achieve group goals in competitive and cooperative physical activities.
3. Recognize the influence of peer pressure on individuals during physical activities.
4. Solve problems, which occur in physical activities by analyzing causes and potential solutions.
5. Identify behaviors that are supportive and inclusive in physical activity.
6. Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity.
7. Apply a decision-making process to the safety of themselves and others in activity settings.



Lesson Plan Introduction

We have developed the following lesson plans to give instructors a guide to teaching young people the joys of cross-country skiing. This is not the most in-depth or comprehensive approach to teaching cross-country skiing, but we feel it provides a healthy introduction to the lifelong activity of cross-country skiing while allowing for future self-discovery.

We believe that it is best to let kids learn by experiencing. So feel free to *SHOW* them a skill, but allow them plenty of time to *EXPERIENCE* it on their own. Sometimes a whole class or session can be consumed with the skiers playing around on skis with little need for your input, and other times you may need to stimulate activity and interest with a game or challenge. In the back of this package you will find a large list of games printed, for your reference, compliments of NENSA (New England Nordic Ski Association). Feel free to make up your own games, as well.

A few important notes:

- These lesson plans meet certain Maine State Learning Requirements and you will find that information on the next page.
- The lesson plans do not include information as to HOW TO teach a particular skill. In this package you will find a guide to teaching the skills, with specific information on what to teach and how to teach it compliments of NENSA. This information is for the instructors to read, review and experience BEFORE a session begins.



Goal: Learning the Components of Fitness thru Ski Training

Prerequisites: Gym or open area

Time: 30 Minutes – 1 hour

Procedure

Phase I

- * Welcome participants & give overview of lesson. Include brief discussion of learning goals regarding physiology, measurement of effort, etc.
- * Warm up – Have all students take their resting pulse before any exercise or warm-up. Warm up could include ski walk imitation, jogging, obstacle course, etc. Have all students check their pulse again following warm up. Explain the rationale behind warming up prior to the main body of an activity.

Phase II

- * Ask participants to spread out in the open area. Demonstrate basic athletic stance:
- * Feet spread, knees slightly bent, arms forward. This position is the basis for ski body position. Discuss coordination as it relates to complex movement patterns, such as skiing. Differentiate between skill-related fitness and health-related fitness. Warm up works on cardiovascular, i.e. health-related, while upcoming drills work on coordination, balance, neuromuscular and specific movement patterns in skiing, i.e. skill-related.
- * Ask students to swing hands forward and back from the shoulders, have them vary the rhythm. This should be good classic skiing arm imitation.
- * Ask students to pair up. Have each student take a turn setting the pace of the arm movement, swing faster, slower, longer and shorter. Explain the uses of slower technique: flats and gradual uphill, and faster, shorter technique: steeper uphill, sprints, slower conditions.
- * Add a balance component by asking students to swing arms again, now add right leg swing forward as left arm swings forward. This imitates good, early classic kick pattern. Reset the feet and try again with the left leg. Do students balance better on one leg than the other?

Phase III

- * Just for Fun – walk, hop, run relay: teams of two compete over three laps where each must walk, then hop, then sprint. Discuss principle of periodization and progression.
 - * Wrap up – Review basic muscular systems used in skiing, discuss cardiovascular system and review effort measurement (pulse, perceived exertion). Assign training logs for the unit: these could include fitness goals, kilometer goals and technique goals.
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Maine State Learning Requirements;

A1, A2, A3, A4, A5, A6, A7, A8, B1, B2, B3, B4, B5, B6, C1, C2, C3, C4, C5, C6, C7



Goal: Learning the Classic Stride without Poles

Prerequisites: Flat, tracked area for skiers to learn

Time: 30 Minutes – 1 hour

Procedure

Phase I

- * Welcome participants & make preparations for lessons (proper clothing, boots fitted, etc.)
- * Warm up – Including having all skiers place their bodies in proper body position while swinging arms. This could progress to walking shuffle with arm swing across the floor/ground. Warm up game could include scooter.

Phase II

- * Introduce the basic skill in a secure environment – demonstrate the classic stride without poles or have a skilled student demonstrate the movement.
- * Practice the skill – Allow all participants to practice the skill in a flat tracked area. A loop works well for this to keep the group within sight of one another.
- * Vary the skill – Ask the participants to vary the skill by 1) Gliding for distance between kicks, 2) Super short strides, 3) Lifting tails as high during kick phase, 4) Trying to keep the skis from lifting off the snow at all
- * Vary the social interaction – Pair up skiers and ask them to compare/critique one another while following each other.
- * Use all senses to experience the skill – Ask the participants to practice the skill while keeping their eyes closed in a SAFE environment.
- * Vary teaching method – Ask the participants to remove one ski and practice the skill. Then have them repeat the same skill while switching the ski leg.

Phase III

- * Just for Fun - Free ski in the ski park or one of the following games – Follow the leader, Run the Gauntlet, etc....
 - * Wrap up – Ask participants what they enjoyed most.
-

Maine State Learning Requirements:

A2, A4, A7, A8, B1, B2, B3, B4, B6, C1, C2, C3, C4, C5, C6, C7



Goal: Learning the Figure 8 Turn W/out Poles

Prerequisites: Cones or Frisbees as markers, an open tracked area

Time: 30 Minutes – 1 hour

Procedure

Phase I

- * Welcome participants & make preparations for lessons (proper clothing, boots fitted, etc.)
- * Warm up – *Including having all skiers place their bodies in proper body position while swinging arms. This could progress to walking shuffle with arm swing across the floor/ground. Warm up game could include pie slices, short loop relays, human slalom.*

Phase II

- * Introduce the basic skill in a secure environment – demonstrate a star turn. Then demonstrate skiing to a point turning around and coming back. Then demonstrate a simple figure 8 loop or have a skilled student demonstrate all three movements.
- * Practice the skill – Allow all participants to practice first the star turn, then the turn around a point, and lastly the figure 8 skill . Placing out multiple markers allows for more skiers to participate in the last two skills at once.
- * Vary the skill – Ask the participants to vary the skill by 1) increase the speed at which the skills are performed, 2) reverse direction of the turns, 3) have participants place hand on the markers as turning
- * Vary the social interaction – Pair up skiers and ask them to compare/critique one another while following each other.
- * Use all senses to experience the skill – Ask the participants to practice the skills while keeping their eyes closed in a SAFE environment.
- * Vary teaching method – Making a very large figure 8 loop and have all participants on the loop together. Create tight turn courses for more advanced skiers to increase their skills.

Phase III

- * Just for Fun - Free ski in the ski park or one of the following games – Chase the instructor, Tag in an enclosed area for lots of turning, etc....
 - * Wrap up – Ask participants what they enjoyed most.
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Maine State Learning Requirements;

A2, A4, A7, A8, B1, B2, B3, B4, B6, C1, C2, C3, C4, C5, C6, C7



Goal: Learning the Classic Stride with poles

Prerequisites: Flat, tracked area for skiers to learn

Time: 30 Minutes – 1 hour

Procedure

Phase I

- * Welcome participants & make preparations for lessons (proper clothing, boots fitted, etc.)
- * Warm up – Including having all skiers place their bodies in proper body position while swinging arms. This could progress to walking shuffle with arm swing across the floor/ground. Warm up game could include partner relay, furthest glide, ski through the bumps.

Phase II

- * Introduce the basic skill in a secure environment – demonstrate the classic stride with poles or have a skilled student demonstrate the movement.
- * Practice the skill – Allow all participants to practice the skill in a flat tracked area. A loop works well for this to keep the group within sight of one another.
- * Vary the skill – Ask the participants to vary the skill by 1) gliding for distance between kicks, 2) super short strides, 3) practicing scooter kicks (one ski on, one ski off) 4) swinging their arms across their bodies 5) swinging their arms straight ahead only.
- * Vary the social interaction – Pair up skiers and ask them to compare/critique one another while following each other.
- * Use all senses to experience the skill – Ask the participants to practice skiing as loud as they can, slapping their skis on the snow. Ask them to ski as quietly as they can, no sound from the skis.
- * Vary teaching method – Ask the participants to remove one ski and practice the skill. Then have them repeat the same skill while switching the ski leg. Ask the participants to remove one pole and practice the skill, switch poles and repeat.

Phase III

- * Just for Fun - Free ski in the ski park or one of the following games – Follow the leader, Rock, Paper, Scissors, Sharks and Minnows, Run and Ski Relay.
 - * Wrap up – Ask participants what they enjoyed most.
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Maine State Learning Requirements;

A2, A4, A7, A8, B1, B2, B3, B4, B5, B6, C1, C2, C3, C4, C5, C6, C7



Goal: Learning to Snowplow on Downhill

Prerequisites: Downhill area for skiers to learn

Time: 30 Minutes – 1 hour

Procedure

Phase I

- * Welcome participants & make preparations for lessons (proper clothing, boots fitted, etc.)
- * Warm up – Including having all skiers place their bodies in proper body position for downhill wedge skiing: slightly bent legs, hands on knees, looking ahead. This can progress to “driving the race car” drill: instruct skiers to sit in the driver’s seat and put their hands on the wheel. Practice turning left, right, over bumps, etc.

Phase II

- * Introduce the basic skill in a secure environment – demonstrate the Snowplow or have a skilled student demonstrate the movement. This basic “V” shaped technique (tips close together while the tails are wide apart and knees bent) allows a skier to control speed and helps build confidence in negotiating steeper descents.
- * Practice the skill – Allow all participants to practice the skill in a downhill area.
- * Vary the skill – Ask the participants to vary the skill by 1) opening and closing the “V” or wedge while going downhill, 2) Initiating turns while in the snowplow, 3) Start at the top with skis straight ahead and stop at the bottom with skis in a “V”.
- * Vary the social interaction – Pair up skiers and ask them to compare/critique one another while following each other.
- * Use all senses to experience the skill – Ask the participants to practice the skill while keeping their eyes closed in a SAFE environment. Ask them to practice the skill in pairs or larger groups while holding onto the poles of the skier in front of them (i.e. a train).
- * Vary teaching method – Ask the participants to display control by stopping multiple times during the downhill by increasing the “V” and display turning ability while still in the snowplow by turning around a easy slalom course. Ask participants to see what happens when they ski taller, lower and wider.

Phase III

- * Just for Fun - Free ski in the ski park or one of the following games – Red Light/Green Light, The Squeeze, etc....
 - * Wrap up – Ask participants what they enjoyed most.
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Maine State Learning Requirements;

A2, A4, A7, A8, B1, B2, B3, B4, B6, C1, C2, C3, C4, C5, C6, C7



Goal: Learning To Side-Step & Herringbone on Uphill

Prerequisites: Uphill area for skiers to learn

Time: 30 Minutes – 1 hour

Procedure

Phase I

- * Welcome participants & make preparations for lessons (proper clothing, boots fitted, etc.)
- * Warm up – Including having all skiers place their bodies in proper body position slightly forward at ankle, parallel upper body angle. While on the flat, have them practice hopping left and right. Practice the open pie slice, who can make the biggest slice? Warm up game could include: run and ski relay, rock paper scissors, etc.

Phase II

- * Introduce the basic skill in a secure environment – demonstrate the Side-Step& Herringbone or have a skilled student demonstrate the movement. The Side-Step is great way for beginners to move sideways, and climb hills safely. The Herringbone technique is used to climb straight uphill with the skis in a “V” position. This method is faster than Side Stepping and more secure than uphill diagonal stride. Keep poles behind for support!
- * Practice the skill – Allow all participants to practice the skill in an uphill area.
- * Vary the skill – Ask the participants to vary the skill by 1) Changing the size of the “V” or the herringbone, 2) Changing the speed of movement (faster usually means a smaller “V”, 3) Increasing the amount of ground covered with each step.
- * Vary the social interaction – Pair up skiers and ask them to compare/critique one another while following each other.
- * Use all senses to experience the skill – Ask the participants to practice the skill while keeping their hands on the snow in front of them. Ask them to practice without poles with their eyes closed on a SAFE, small bump.
- * Vary teaching method – Ask the participants to walk like a duck; to hold their hands behind their backs; use poles to help push with each step, etc....

Phase III

- * Just for Fun - Free ski in the ski park or one of the following games – Red Light/Green Light, Who can get to the top with the fewest steps competition, or take them on a terrain tour, back country off trail.
 - * Wrap up – Ask participants what they enjoyed most.
-

Maine State Learning Requirements;

A2, A4, A7, A8, B1, B2, B3, B4, B6, C1, C2, C3, C4, C5, C6, C7



Goal: Learning the Double Pole

Prerequisites: Flat, tracked area for skiers to learn

Time: 30 Minutes – 1 hour

Procedure

Phase I

- * Welcome participants & make preparations for lessons (proper clothing, boots fitted, etc.)
- * Warm up – Including having all skiers place their bodies in proper body position while swinging both arms together. This could progress to standing broad jumps, using arms in double poling motion. Warm up game could include partner double pole imitation with ropes, tag in a grid of tracks “Grid Tag”, etc.

Phase II

- * Introduce the basic skill in a secure environment – demonstrate the Double Pole or have a skilled student demonstrate the movement. This technique is used to propel skiers over flat or slightly downhill terrain. Make sure skiers have their pole straps on correctly so they will be able to double pole correctly.
- * Practice the skill – Allow all participants to practice the skill in a flat, tracked area.
- * Vary the skill – Ask the participants to vary the skill by 1) Poling with stiff arms and just bend forward at the waist, 2) Use both arms but do not bend at the waist, 3) Have participants look back down the track from between their knees on each push, 4) have skiers try to pole on only one side at a time.
- * Vary the social interaction – Pair up skiers and ask them to take turns towing each other while double poling (old innertubes work great for this). Take a group tour where the last in line must double pole to the front.
- * Use all senses to experience the skill – Ask the participants to practice swinging their poles forward fast enough to hear the wind on their poles.
- * Vary teaching method – Ask the participants to try to get to a point ahead using the fewest poling strokes possible. Encourage them to try different methods to achieve this goal. If you think they are ready, you may show the skiers the double pole with a kick method, which provides even more propulsion.

Phase III

- * Just for Fun - Free ski in the ski park or one of the following games – Double Poling Long Jump, Double Poling Contest, Double Poling for Distance, etc....
 - * Wrap up – Ask participants what they enjoyed most.
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Maine State Learning Requirements;

A2, A4, A7, A8, B1, B2, B3, B4, B6, C1, C2, C3, C4, C5, C6, C7



Goal: Learning the Downhill Tuck

Prerequisites: Downhill area for skiers to learn

Time: 30 Minutes – 1 hour

Procedure

Phase I

- * Welcome participants & make preparations for lessons (proper clothing, boots fitted, etc.)
- * Warm up--Including having all skiers place their bodies in proper body position for downhill skiing: slightly bent legs, elbows on knees, hands up and forward. This can progress to “driving the race car” drill: instruct skiers to sit in the driver’s seat and put their hands on the wheel. Practice turning left, right, over bumps, etc.

Phase II

- * Introduce the basic skill in a secure environment – demonstrate the Downhill Tuck or have a skilled student demonstrate the movement. This technique allows skiers to glide downhill with stability, prepared for bumps and turns.
- * Practice the skill – Allow all participants to practice the skill in a downhill area.
- * Vary the skill – Ask the participants to vary the skill by 1) Standing totally upright with poles tucked under arms, 2) Bending forward to the tuck position but without poles, 3) Trying to touch the snow as they ski downhill 4) moving from a snowplow position to a tuck and back.
- * Vary the social interaction – Pair up skiers and ask them to play follow the leader through an easy downhill course.
- * Use all senses to experience the skill – Ask the participants to practice the skill while keeping their eyes closed in a SAFE environment.
- * Vary teaching method – Ask the participants to try the downhill tuck while adding easy slalom poles as obstacles, and have them negotiate a bump in the hill.

Phase III

- * Just for Fun - Free ski in the ski park or one of the following games – Grab Snow & Hit Target, Ski Through the Arches, Ski the Bumps, etc....
 - * Wrap up – Ask participants what they enjoyed most.
-

Maine State Learning Requirements;

A2, A4, A7, A8, B1, B2, B3, B4, B6, C1, C2, C3, C4, C5, C6, C7



Goal: Learn the Skate Technique without Poles

Prerequisites: Flat area for skiers to Learn

Time: 30 Minutes – 1 hour

Procedure

Phase I

- * Welcome participants & make preparations for lessons (proper clothing, boots fitted, etc.)
- * Warm up – Including having all skiers place their bodies in proper body position: forward flex at the ankles, upper body parallel to shin angle. Practice hopping side to side, from foot to foot in this position. This could progress to walking shuffle with hands behind the back across the floor/ground. Warm up game could include skating maze, obstacle course, etc.....

Phase II

- * Introduce the basic skill in a secure environment – demonstrate the skating technique without ski poles or have a skilled student demonstrate the movement. This technique allows skiers to travel over all types of terrain without using kick waxes.
- * Practice the skill – Allow all participants to practice the skill in a flat untracked area.
- * Vary the skill – Ask the participants to vary the skill by 1) skating around like a hockey player, 2) placing hands behind the back and skating like a speed skater, 3) ski around like a speed skater but swing arms 4) skate with hands on their hips, shoulders, head.
- * Vary the social interaction – Pair up skiers and ask them to practice synchronized skiing. Play follow the leader.
- * Use all senses to experience the skill – Ask the participants to practice the skill while holding a ball on their forehead.
- * Vary teaching method – Ask the participants to try to see how long they can balance on each ski before they have to take the next stride.

Phase III

- * Just for Fun - Free ski in the ski park or a game of Skating Tag, where the only technique they can use is skating, Freeze Tag, or Capture the Flag, etc.
 - * Wrap up – Ask participants what they enjoyed most.
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Maine State Learning Requirements;

A2, A4, A7, A8, B1, B2, B3, B4, B5, B6, C1, C2, C3, C4, C5, C6, C7



Goal: Learning the Skate Technique with Ski Poles

Prerequisites: flat area for skiers to learn

Time: 30 minutes – 1 hour

Procedure

Phase I

- * Welcome participants & make preparations for lessons (proper clothing, boots fitted, etc.)
- * Warm up – Including having all skiers place their bodies in proper body position: forward flex at the ankles, upper body parallel to shin angle. Practice hopping side to side, from foot to foot in this position. This could progress to walking shuffle with hands behind the back across the floor/ground. Warm up game could include skating maze, obstacle course, etc.

Phase II

- * Introduce the basic skill in a secure environment – demonstrate the skating technique with ski poles or have a skilled student demonstrate the movement. This technique allows skiers to travel over all types of terrain without using kick waxes. Skiers must learn to assist the stride by using the upper body and arms in movements similar to those for the double pole.
- * Practice the skill – Allow all participants to practice the skill in a flat untracked area.
- * Vary the skill – Ask the participants to vary the skill by 1) pushing on the poles every second stride, 2) pushing on the poles with every stride, 3) swinging the poles forward with every other stride.
- * Vary the social interaction – Pair up skiers and ask them to tow each other while skating. Pair the skiers and have them skate next to each other while holding onto a long stick or pole in front of them (synchronized skating). They could even work out a routine to present to the group.
- * Use all senses to experience the skill – Ask the participants to practice swinging their poles forward fast enough to hear the wind on their poles.
- * Vary teaching method – Ask the participants to try to see how far they can glide on each stride when skating and using poles together. See who can take the most skates in a designated zone, using poles correctly.

Phase III

- * Just for Fun - Free ski in the ski park, a simple figure eight course, rock paper scissors, capture the flag, freeze tag, etc.
 - * Wrap up – Ask participants what they enjoyed most.
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Maine State Learning Requirements;

A2, A4, A7, A8, B1, B2, B3, B4, B5, B6, C1, C2, C3, C4, C5, C6, C7