

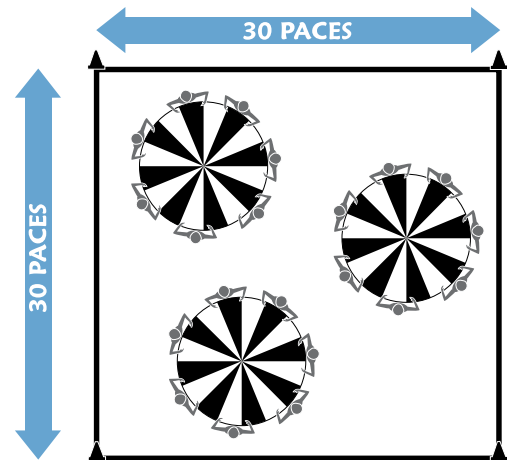


Ready

- 4 cones (for boundaries)
- 1 6' parachute per 6-8 students
- Music and player (optional)

Set

- Create large (30X30 paces) activity area.
- Place small parachutes just inside boundaries in a square or triangle (depending on the number of chutes).
- Place groups of 6-8 students around each parachute.



GO!

1. The object of *Chute Switcheroo* is to move from 1 parachute to another when your color is called.
2. We will move in this direction from chute to chute. (*Point the way you want them to move – clockwise or counterclockwise*).
3. The color you are holding on the parachute is your color. What color are you?
4. On the start signal, shake your chute up and down. On the stop signal, stop shaking the chute.
5. When your color is called, let go of the parachute, move to the next parachute, find your color, and hold on.
6. Watch for others when moving from chute to chute!
7. Can you move to the next parachute before I count down from 5?
8. **Wrap It Up**
 - There are 2 directions around a circle: they are clockwise and counterclockwise.
 - To go clockwise, when you are looking toward the center of the circle, move to your L. You will be moving like the hands on a clock from 12 to 1 to 2, and on around back to 12.
 - To go counterclockwise, move to your R. You will be moving the opposite way from the hands on a clock. That is why it is called *counterclockwise*.

★ 2 For 1

(Call 2 colors at a time.)

★ Fly in the Web Switcheroo

Groups play *Fly in the Web* (see next activity, pg. 25). When your color is called, switch to the next chute and continue playing.



ACADEMIC

Math

(Before or after class, read *Clockwise, A Time Activity Book for K-3* by Olga Gonzalez-Granat as an introduction to telling time.)

Language Arts

(Discuss other prefixes that mean “opposite” or “not.”)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, body management

#3, 4 Upper body muscular endurance, cardiovascular endurance

● #5, 6 Cooperation, accepting personal challenges

Your State (Write in here)

●

TONY'S TIPS

- Have students point the direction they move to the next chute.
- Practice walking from chute to chute before moving faster.
- Increase distance between chutes for more movement.
- Vary locomotor skills used to move between chutes.

NOTES

