

## Lesson 4 of 6

# Hoop-la

### EQUIPMENT

hula hoops (2-3 per student) » music » music player » written or projected descriptions of hoop skills

### RELATED RESOURCES

- Hoop-La for Grades K-8, C. Crawford, 2004, [www.greatactivities.net](http://www.greatactivities.net)
- Informal Gymnastics (LRC# 552077), J. Brewer, 2001, [www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)

## Warm It Up

### HULA BINGO

Scatter 2-3 hoops per student in the playing area.

Divide students into 4 teams (birthday months) and designate each team a corner. On the signal to begin, teams will attempt to collect as many hoops as possible. Each student may only collect one hoop at a time, and must return the hoop to their corner by rolling it and maintaining control. Should a student lose control while rolling the hoop, the hoop is returned to its original place, and the student returns to their corner before beginning again. When “bingo” is called, each team counts the number of hoops they were able to collect. The first place winners get to complete 25 jumping jacks, while the second, third, and fourth place winners scatter the hoops throughout the playing area and get ready to begin again. This time, consider having students rotate the hoop on their arm as they walk to place it in their corner. Play music to increase motivation!

### ABCD's of Physical Education



Do it Daily...For Life!

### Do it Daily...For Life!

Effort	
Safety	
Goal Setting/ Personal Challenge	D(4-5)-7
Active Living in Community	

### Clues that students are achieving the outcome...

“Students will demonstrate different ways to achieve an activity goal that is personally challenging.” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can demonstrate creative movements with the hoop.
- Students can choose to move the hoops at levels and speeds that challenge their abilities.



### Safety First!

2008 Safety Guidelines pages 19-20.

## Whoop It Up

### HOOP HAPPY

If possible, show a video clip of a rhythmic gymnastics hoop routine and review that the hoop is an apparatus used in competition.

Explain that during the learning activities, students will have an opportunity to explore movements with a hoop, and should do so in ways that challenge their individual abilities.

Post and describe ways to roll and toss a hoop. Describe each skill to students and invite suggestions for ways to increase the level of difficulty of each skill (examples included in parenthesis). After sufficient time for students to practice, explore and receive feedback, repeat the process introducing spinning, then twirling and turning skills.

**Rolling and tossing skills might include:**

- Roll a hoop and run to catch it before it falls (increase the distance the hoop rolls before running);
- Roll a hoop back and forth with a partner (roll two hoops back and forth);
- Toss a hoop back and forth with a partner (toss two hoops, increase the height or distance of the toss);
- Roll a hoop while a partner tries to go through the hoop without knocking it over (roll faster);
- Toss the hoop forward with backspin, also called a boomerang (boomerang two hoops, or two alternating hoops – juggling)

**Spinning skills might include:**

- Spin a hoop like a top and run around it before it falls (spin with right or left hand, spin clockwise and counter clockwise, complete repetitions of an activity before the hoop falls; e.g., tuck jumps, sit-ups);
- Spin a hoop like a top and catch a partner's hoop before it falls (increase the distance between hoops);
- Throw and spin a hoop in the air like pizza dough (catch high, low, or stand inside the hoop while it falls to the floor)

**Twirling and turning skills might include:**

- Turn a hoop around various body parts (consider why some body parts are easier than others);
- Hold a hoop with two hands and turn it, as if jumping rope (turn backwards, increase speed);
- Twirl the hoop around various body parts (twirl around one ankle while jumping over the hoop with the other leg)

**HOOP SEQUENCE:** Groups of 2-4 students will create a hoop sequence that includes 2 locomotor movements, such as skipping and galloping, 1 balance and 3 hoop skills. Sequences should also include high, medium and low levels, and varying speeds. Invite half of the groups to watch while the other half perform, then switch roles.



### Safety First!

2008 Safety Guidelines page 103.



## Wrap It Up

### THREAD THE NEEDLE

Groups of 6-10 students stand in a circle holding hands, with one or more hoops hanging over joined hands. Students will pass the hoop around the circle without letting go of hands. Add more hoops as needed and move hoops in opposite directions. Ask students to share an example of how they challenged their abilities during the lesson.