

## SCRAMBLE

### STUDENT TARGETS

- ✓ **Skill:** I will demonstrate control of ball and body by dribbling within the activity area boundaries.
- ✓ **Cognitive:** I will identify the components of health- and skill-related fitness developed by participating in Scramble.
- ✓ **Fitness:** I will increase my heart rate by participating in Scramble.
- ✓ **Personal & Social Responsibility:** I will identify ways that I can exhibit personal responsibility during a game of Scramble.

### TEACHING CUES

- ✓ Ears Alert
- ✓ Eyes Up
- ✓ Quick Looks
- ✓ Inside/Outside Taps

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

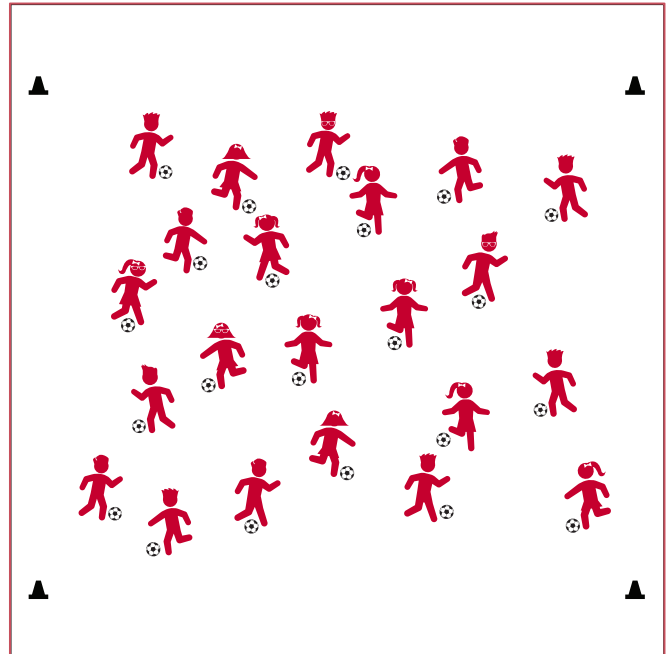
- ✓ 4 large cones
- ✓ 1 soccer ball per student

#### Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Scatter all students throughout the area, each with a ball.

#### Activity Procedures:

1. This activity is called Scramble. On the start signal, begin dribbling in open space. When you hear "Scramble!" stop your ball, leave it where it is, and then move to find a new one.
2. You'll have 5 seconds to get a new ball before we begin again.



#### Grade Level Progression:

- 3<sup>rd</sup>: Dribble at a walking pace.
- 4<sup>th</sup>: Dribble at a jogging pace.
- 5<sup>th</sup>: Dribble at a jogging pace, using signals for changing speed and direction.

#### Challenge Progressions:

Call out, "Double Scramble." Students must quickly move and tap a new ball, and then move and control a second ball.

#### Modifications:

Play Scrambled Bases by providing each student a poly spot or low profile cone. Students begin at a base. When they hear "Scrambled Bases," they must dribble to a new base.

**SCRAMBLE**

ACADEMIC  
LANGUAGE

Dribble, General Space, Open Space, Ball Control, Body Control, Skill-related Fitness, Health-related Fitness

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1 [E18.3-4]** Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed (4).
- ✓ **Standard 2 [E1. 3-5]** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Dribbles in general space with changes in direction and speed (S2.E1.4c); Combines spatial concepts with locomotor and non-locomotor movements in games environments (5).
- ✓ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✓ **Standard 4 [E1.3&5]** Exhibits personal responsibility in teacher-directed activities (3); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).
- ✓ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** Can you remember the cues for foot dribbling?
- ✓ **DOK 2:** How did your ability to make quick looks around the activity area affect your success in Scramble?
- ✓ **DOK 3:** What are the steps you took in the process of moving from one ball to the next?
- ✓ **DOK 1:** How can you recognize personal responsibility? What might it look like in a game of Scramble?
- ✓ **DOK 2:** Let's list all of the things we know about personal responsibility.
- ✓ **DOK 3:** What would the activity environment look like if several students acted irresponsibly toward their peers? What previous knowledge or experiences led you to that prediction?

TEACHING  
STRATEGY  
FOCUS

**Manage response rates with tiered questioning techniques:** Lead debrief sessions with questions that have increasing cognitive complexity in order to promote deeper thinking about the content. Provide adequate time for all students to process and respond to each question, first in small groups, and then as a class. Require students to support their answers with evidence.

## PASS VS. DRIBBLE

### STUDENT TARGETS

- ✓ **Skill:** I will use mature trapping technique in order to control and then return passes.
- ✓ **Cognitive:** I will recall and demonstrate the critical teaching cues for dribbling, passing, and trapping.
- ✓ **Fitness:** I will actively engage in the Pass vs. Dribble activity and encourage my classmates to remain engaged as well.
- ✓ **Personal & Social Responsibility:** I will describe and discuss the social benefits of participating in group physical activities.

### TEACHING CUES

#### Dribbling

- ✓ Eyes Up
- ✓ Quick Looks
- ✓ Push with Taps

#### Passing

- ✓ Step to the Target
- ✓ Inside Foot to Center of Ball
- ✓ Firm Kick
- ✓ Follow Through

#### Trapping

- ✓ "Give" with your Trapping Foot
- ✓ Soft Contact like a Pillow

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

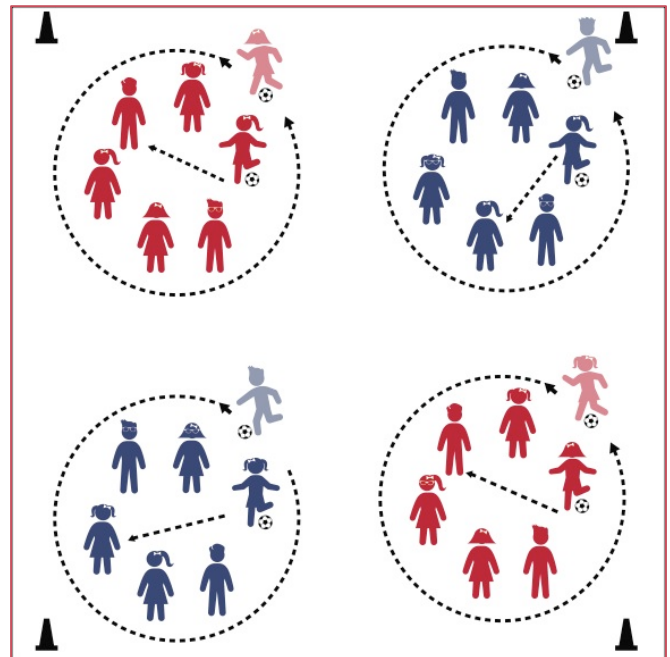
- ✓ 2 soccer balls per group of 6 students
- ✓ 1 low profile cone per group of 6 students

#### Set-Up:

1. Scatter low profile cones throughout the activity area.
2. Create groups of 6 students. Within each group, 5 students (Passers) take 1 ball and form a circle around their cone. The sixth student (Dribbler) stands outside the circle with the second ball.

#### Activity Procedure:

1. This game is called Pass vs. Dribble. The team in the passing circle will make as many accurate passes as possible while one player dribbles three times around the group.



#### Grade Level Progression:

- 3<sup>rd</sup>: Passers form small circles with Dribblers dribbling at a walking pace.
- 4<sup>th</sup>: Dribblers at a jogging pace.
- 5<sup>th</sup>: Passers form large circles with Dribblers at a jogging or running pace.

#### Challenge Progressions:

Play an Add-It-Up Cooperative Challenge for 1 minute. Calculate the sum of the number of passes and the number of laps around the circle. Students work to achieve the largest sum.

#### Modifications:

Decrease the number of laps the Dribbler makes around the circle in order increase opportunities for reinforcing proper technique.

**PASS VS. DRIBBLE**

ACADEMIC  
LANGUAGE

Pass, Trap, Receive, Inside of the Foot, Outside of the Foot, Stationary, Give with the Ball, Pacing

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1 [E19.3-5]** Receives and passes a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass (3); Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills) (4a); Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass (4b); Passes with the feet, using a mature pattern, as both partners travel (5a); Receives a pass with the feet, using a mature pattern, as both partners travel (5b).
- ✓ **Standard 1 [E20.5]** Foot dribbles with mature patterns in small-sided game forms (5).
- ✓ **Standard 2 [E3.3, 4a, 5c]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance and pacing for running (4a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways) in small-sided practice task/game environments (5c).
- ✓ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- ✓ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (5).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** What are the cues for dribbling? For passing? For trapping?
- ✓ **DOK 2:** How would you compare and contrast trapping and catching?
- ✓ **DOK 3:** How is proper trapping related to good passing?

TEACHING  
STRATEGY  
FOCUS

**Help students examine their reasoning:** During the debrief, prompt students to defend the logic behind their responses. Allow for or provide alternate perspectives or methods for completing a task or procedure.

## SHARK ATTACK

### STUDENT TARGETS

- ✓ **Skill:** I will look for and then dribble into open space.
- ✓ **Cognitive:** I will identify and define two or more academic language vocabulary words.
- ✓ **Fitness:** I will identify the components of health-related and skill-related fitness.
- ✓ **Personal & Social Responsibility:** I will demonstrate responsible behavior by following all safety rules.

### TEACHING CUES

- ✓ Ears Alert
- ✓ Eyes Up
- ✓ Quick Looks
- ✓ Inside/Outside Taps
- ✓ Control Your Speed

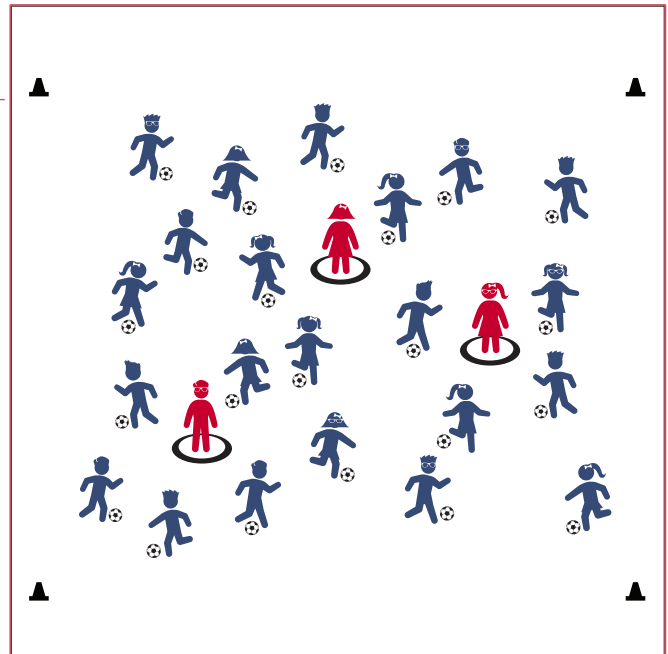
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 4 large cones
- ✓ 1 soccer ball per student (minus 3)
- ✓ 3 hula hoops or low profile cones

#### Set-Up:

1. Create boundaries for a large activity with large cones.
2. Create Shark Cages by placing 3 hoops (or low profile cones) in the activity area.
3. Send 1 student (Shark) to each of the 3 hoops.
4. Scatter the remaining students throughout the



#### Activity Procedure:

1. This game is called Shark Attack. Your goal is to dribble your soccer ball all around the ocean without it being stolen by a Shark.
2. On the start signal, everyone but the Sharks will begin to dribble in open space. The 3 Sharks will stay in their cages (hoops) without a ball.
3. When you hear "SHARK ATTACK!" the 3 Sharks will come out and try to steal your ball. If your ball is stolen, you become a Shark and the Shark who stole your ball begins to dribble around. You can't steal the ball from the player who stole it from you.
4. On the stop signal, everyone will freeze and Sharks will return to their cages.

#### Grade Level Progression:

3<sup>rd</sup>: Play with only 2 Sharks. Everyone at a walking pace.

4<sup>th</sup>: Add the third Shark. Dribblers at a jogging pace, Sharks at a walking pace.

5<sup>th</sup>: Both Dribblers and Sharks at a Jogging pace.

#### Challenge Progressions:

- Sharks also play with soccer ball and dribble as they chase. Sharks attempt to kick other players' soccer balls out of bounds. If a Shark kicks a player's ball out of bounds, that player retrieves her/his ball, does 5 stationary ball taps, and then returns to the game.
- Everyone is a Shark!

#### Modifications:

Play with only 1 Shark.

**SHARK ATTACK**

ACADEMIC  
LANGUAGE

Dribble, General Space, Ball Control, Body Control, 1 v 1, Practice, Mature Skill Pattern, Small-sided Game, Safety

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1 [E18.3-5]** Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed (4); Combines foot dribbling with other skills in 1 v 1 practice tasks (5).
- ✓ **Standard 1 [E20.5]** Foot dribbles with mature patterns in a variety of small-sided game forms (5).
- ✓ **Standard 2 [E1. 3-5]** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Dribbles in general space with changes in direction and speed. (S2.E1.4c); Combines spatial concepts with locomotor and non-locomotor movements in games environments (5).
- ✓ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✓ **Standard 4 [E1.3&5]** Exhibits personal responsibility in teacher-directed activities (3); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).
- ✓ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** How can you recognize open space during an activity like Shark Attack?
- ✓ **DOK 2:** How would you compare and contrast open space with general space?
- ✓ **DOK 3:** How is open space related to general space?
- ✓ **DOK 1:** What is health-related fitness and what are its components? Skill-related fitness?
- ✓ **DOK 2:** How does (name fitness component) affect your physical performance in sports like soccer?
- ✓ **DOK 3:** What facts would you select to support improving (name fitness component)? Why did you select those facts?

TEACHING  
STRATEGY  
FOCUS

**Help students practice skills and strategies:** Students must be reminded to refocus on both the cognitive and physical aspects of deliberate practice. Activities like Shark Attack can easily become all for the sake of fun. Freeze the activity, review learning goals, and then restart with sharpened focus and effort.

## KEEP AWAY

### STUDENT TARGETS

- ✓ **Skill:** I will look for and move to open space in order to receive passes. I will look for and pass to teammates who find open space.
- ✓ **Cognitive:** I will discuss the challenges created in this activity and how those challenges helped me improve my skill.
- ✓ **Fitness:** I will actively engage in Keep Away and encourage my classmates to remain engaged as well.
- ✓ **Personal & Social Responsibility:** I will remain engaged in Keep Away without needing reminders.

### TEACHING CUES

#### Passing

- ✓ Step up to the Target
- ✓ Inside Foot to Center of Ball
- ✓ Firm Kick
- ✓ Follow Through

#### Trapping

- ✓ Move to the Ball
- ✓ "Give" with your Trapping Foot
- ✓ Soft Contact like a Pillow

#### Defense

- ✓ Control your Speed
- ✓ No Tackling (interception only)

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 16-24 low profile cones
- ✓ 1 soccer ball per 4 students

#### Set-Up:

1. Create several large grids using low profile cones.
2. Create groups of 4 students: 3 offense players and 1 defense player.
3. Each group to a grid with 1 soccer ball.

#### Activity Procedures

1. It's time to play Keep Away. The group of 3 will try to keep the soccer ball away from the 1 defender. Use both dribbling and passing skills.
2. If the defender steals the ball, return the ball to the group of 3 and continue play. We'll stop play every 1 to 2 minutes to change defenders.

#### Grade Level Progression:

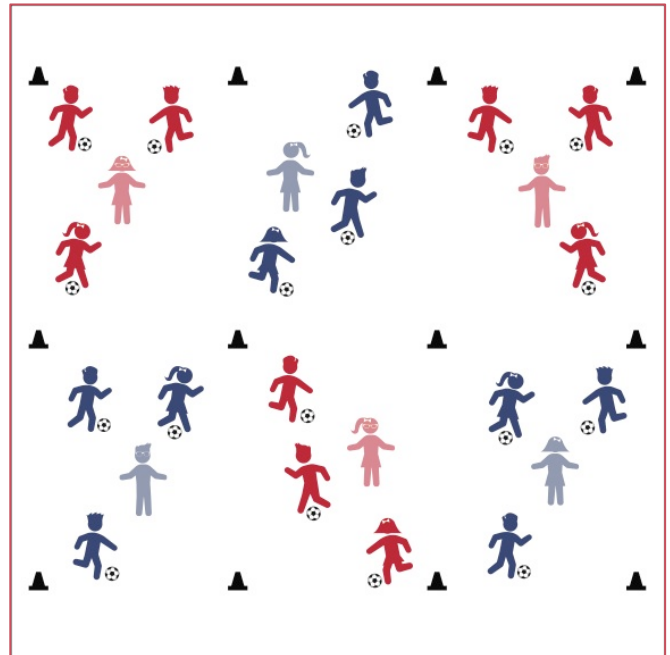
- 3<sup>rd</sup>: Start play in groups of 3, no defense. Players pass, and then move to an open spot.  
 4<sup>th</sup>: Add the defender in medium-sized grids.  
 5<sup>th</sup>: Increase to a larger grid size.

#### Challenge Progressions:

Play 3 v 2 Keep Away.

#### Modifications:

Play with no defense. Place 4 poly spots or low profile cones in a square within the grid to show students exactly where to move in order to get to an open space.



**KEEP AWAY**

ACADEMIC  
LANGUAGE

Dribble, Skill Combination, Pass, Receive, Trap, Defense, Ready Position, Mature Skill Pattern, Small Sided Game, Work Independently, Active Engagement

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1 [E20.4-5]** Dribbles with feet in combination with other skills (e.g., passing, receiving, shooting) (4); Foot dribbles with mature patterns in a variety of small-sided game forms (5).
- ✓ **Standard 2 [E5.4c, 5a]** Recognizes the type of kicks needed for different games/sports situations (4c); Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a).
- ✓ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (S4.E2.5b).
- ✓ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** How can you recognize when a task is challenging?
- ✓ **DOK 2:** How can you apply the skills you've already learned in order to overcome challenges?
- ✓ **DOK 3:** Can you come up with a theory for overcoming challenges related to physical activity? How would you test your theory?
- ✓ **DOK 1:** What does active engagement look like in a practice task?
- ✓ **DOK 2:** How does active engagement affect your performance?
- ✓ **DOK 3:** How is active engagement related to skill development? Why?

TEACHING  
STRATEGY  
FOCUS

**Help students elaborate on content:** Elaboration requires students to make inferences about topics and concepts discussed in class. When building discussion from DOK 1 through DOK 3, ask students to provide evidence and supporting facts for the inferences they make.

## SOCCER TAG

### STUDENT TARGETS

- ✓ **Skill:** I will make smooth transitions from dribbling to passing while rescuing classmates who have been tagged.
- ✓ **Cognitive:** I will discuss offensive and defensive strategies used in the game of Soccer Tag.
- ✓ **Fitness:** I will identify the components of health- and skill-related fitness and how physical activity influences both.
- ✓ **Personal & Social Responsibility:** I will help classmates who have been tagged by rescuing them with a pass.

### TEACHING CUES

#### Passing

- ✓ Step Up to the Target
- ✓ Inside Foot to Center of Ball
- ✓ Firm Kick
- ✓ Follow Through

#### Taggers

- ✓ Tag with Fingers
- ✓ Shoulders Only

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 4 large cones
- ✓ 1 soccer ball per student
- ✓ 3 rubber chickens

#### Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Scatter all students throughout the area, each with a ball.
3. Give 3 students rubber chickens to indicate that they are taggers.

#### Activity Procedure:

1. It's time for Soccer Tag. On the start signal, work to dribble throughout the activity area without getting tagged by a player with a rubber chicken. Taggers, be sure to tag with your fingers.
2. If you're tagged, hold the soccer ball above your head and make a goal with your feet spread apart. You're free when someone passes a ball through your legs.

#### Grade Level Progression:

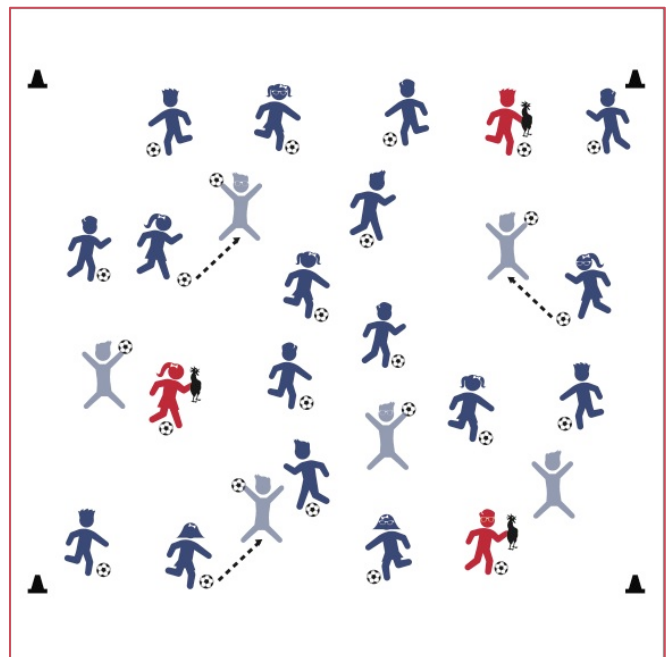
- 3<sup>rd</sup>: Play at a walking pace in a large activity area.
- 4<sup>th</sup>: Allow Dribblers to jog while Taggers walk.
- 5<sup>th</sup>: Decrease the size of the activity area. Everyone moves at a jogging pace.

#### Challenge Progressions:

Tagged players do jumping jacks. Passes must make it through their legs as they jump their feet to the out position.

#### Modifications:

Use a high-5 to rescue tagged players rather than a pass.



**SOCCER TAG**

ACADEMIC  
LANGUAGE

Dribble, General Space, Ball Control, Body Control, 1 v 1, Practice, Offense, Defense, Ready Position, Strategy, Health-related Fitness, Skill-related Fitness

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1 [E18.3-5]** Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed (4); Combines foot dribbling with other skills in 1 v 1 practice tasks (5).
- ✓ **Standard 2 [E5.3-5a]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies and tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b); Recognizes the type of kicks needed for different games/sports situations (4c); Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a).
- ✓ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✓ **Standard 4 [E1.3&5]** Exhibits personal responsibility in teacher-directed activities (3); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher) (5).
- ✓ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** What is offense? What is defense?
- ✓ **DOK 2:** How would you apply offensive strategy in Soccer Tag? Defensive strategy?
- ✓ **DOK 3:** Can you describe an offensive (or defensive) strategy and how it is executed?
- ✓ **DOK 1:** What are the components of health-related fitness? Skill-related fitness?
- ✓ **DOK 2:** How does regular physical activity affect health-related fitness? Skill-related fitness?
- ✓ **DOK 3:** How is health-related fitness related to performance in activities similar to soccer?

TEACHING  
STRATEGY  
FOCUS

**Help students process content:** Use small group discussion to encourage students to process content and generate conclusions. Pose questions for students to discuss, summarize, and elaborate on their responses.

## WINDOWS

### STUDENT TARGETS

- ✓ **Skill:** I will make and receive at least 5 accurate passes.
- ✓ **Cognitive:** I will review and recite the critical cues for both passing and trapping.
- ✓ **Fitness:** I will maximize my activity time by staying engaged in the Windows activity without teacher reminders.
- ✓ **Personal & Social Responsibility:** I will encourage my partner to work toward improvement throughout the Windows activity.

### TEACHING CUES

#### Passing

- ✓ Leading Passes
- ✓ Inside Foot to Center of Ball
- ✓ Firm Kick
- ✓ Follow Through

#### Trapping

- ✓ Move to the Ball
- ✓ "Give" with Your Trapping Foot
- ✓ Soft Contact then Tap and Go

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 4 large cones
- ✓ 1 low profile cone per student
- ✓ 1 soccer ball per 2 students

#### Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Create and scatter as many small goals as possible using 2 low profile cones per goal.
3. Pair students, each pair with a ball.
4. Send pairs to an open space within the boundaries.

#### Activity Procedures:

1. This is a partner game called Windows. You and your partner will dribble through the activity area, making as many passes as you can through open "windows" (cones). You must pass through a new window with every pass.

#### Grade Level Progression:

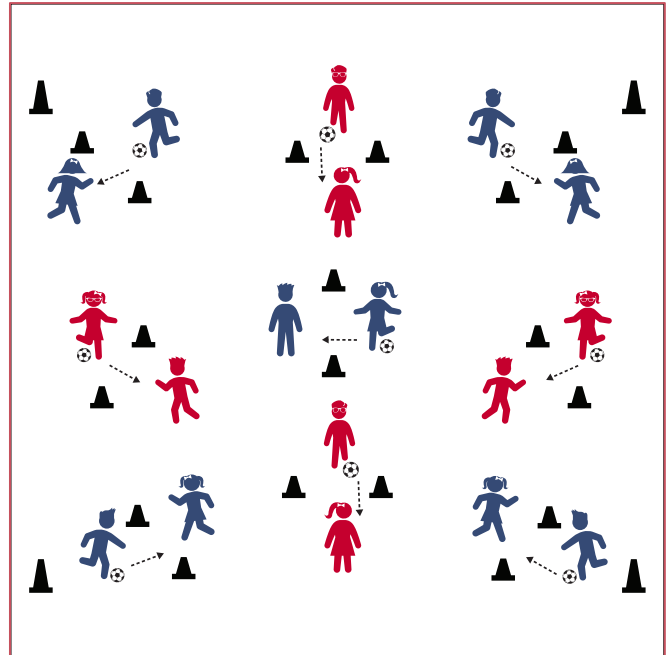
- 3<sup>rd</sup>: Begin play at a walking pace. Create large goals.  
 4<sup>th</sup>: Play at a jogging pace. Create medium-sized goals.  
 5<sup>th</sup>: Play at a jogging pace. Create small goals. Add signals for changing speed and direction.

#### Challenge Progressions:

Add goalkeepers to some or all of the goals.

#### Modifications:

All students with a soccer ball, playing as individuals. They must dribble through the windows rather than pass through them.



**WINDOWS**

ACADEMIC  
LANGUAGE

Dribble, Ball Control, Body Control, Practice, Skill Combination, Small-sided Game, Pass, Trap, Receive, Inside of the Foot, Outside of the Foot, Follow Through, Center of the Ball, Stationary

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1 [E19.3-5]** Receives and passes a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass (3); Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills) (4a); Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass (4b); Passes with the feet, using a mature pattern, as both partners travel (5a); Receives a pass with the feet, using a mature pattern, as both partners travel (5b).
- ✓ **Standard 1 [E20.4-5]** Dribbles with feet in combination with other skills (e.g., passing, receiving, shooting) (4); Foot dribbles with mature patterns in a variety of small-sided game forms (5).
- ✓ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✓ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** What are the critical cues for passing? For trapping?
- ✓ **DOK 2:** How would you summarize your performance during Windows?
- ✓ **DOK 3:** How was your effort related to your performance?
- ✓ **DOK 1:** What does encouragement look and sound like during an activity like Windows?
- ✓ **DOK 2:** How does encouragement affect a person’s ability to overcome a challenge? Support your answer with evidence.
- ✓ **DOK 3:** How would you adapt this activity in order to make it more (or less) challenging?

TEACHING  
STRATEGY  
FOCUS

**Help students engage in cognitively complex tasks:** In order to help students use new skills and concepts in authentic settings, it is essential to maintain a focus on the cognitive aspects of each activity. Encouraging the use of complex knowledge within practice tasks will lead students to recognize when skills and concepts transfer from one activity to another.

## SOCCER GOLF

### STUDENT TARGETS

- ✓ **Skill:** I will use a running approach as I make clearing kicks toward each Soccer Golf target.
- ✓ **Cognitive:** I will review and recite the critical cues for a clearing kick and a punt.
- ✓ **Fitness:** I will make at least 1 association between physical activity and good health, supporting my answer with facts and evidence.
- ✓ **Personal & Social Responsibility:** I will explain why good health is a part of personal responsibility.

### TEACHING CUES

#### Clearing Kick

- ✓ Arms Extend and Step to Target
- ✓ Trunk Back
- ✓ Contact Below Center of the Ball with Shoelaces
- ✓ Follow Through Forward and Up to Target

#### Punt

- ✓ 2 Hands Hold Ball (Arms Extended in Front of Body)
- ✓ 3 Steps with Non-kicking Foot First
- ✓ Drop Ball and Kick with Shoelaces
- ✓ Follow Through Toward Target

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 5-9 hula hoops (or other targets)
- ✓ 5-9 low profile cones
- ✓ 1 ball per student

#### Set-Up:

1. Create a 5- to 9-hole soccer golf course. The low profile cones mark the "tee" area, and the hoops (or other targets) mark the holes.
2. Create groups of 2 to 4 students. Each student with a ball.
3. Send each group to a tee (cone).

#### Activity Procedures

1. It's time for a round of Soccer Golf. You'll try to kick the ball from the tee (cone) to the hole (hoop) using the fewest kicks possible.
2. When you're finished at one hole, wait for group at the next hole to finish their turn before your group continues.

#### Grade Level Progression:

**3<sup>rd</sup>:** Use large targets over short distances, with a focus on accuracy with each kick.

**4<sup>th</sup>:** Encourage students to experiment with a variety of kicks, including punts if it's safe in the space available.

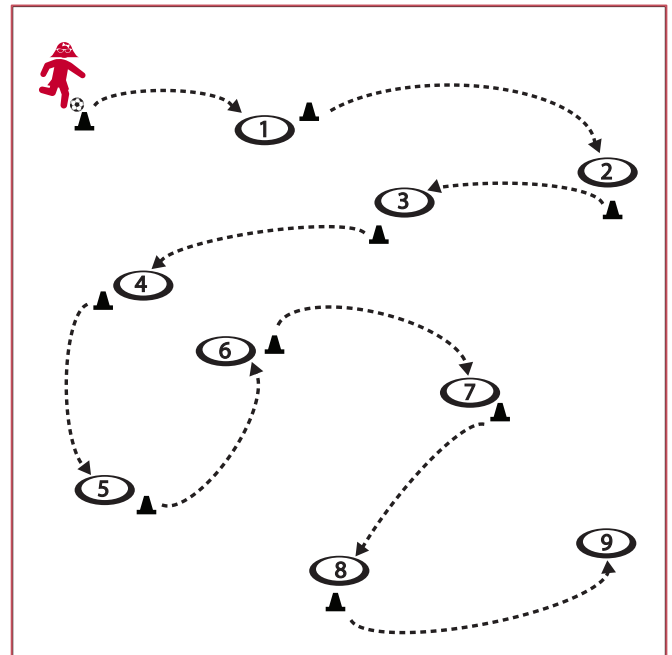
**5<sup>th</sup>:** Lengthen distances and use smaller targets. Prompt students to focus on accuracy with every kick that they use.

#### Challenge Progressions:

Play a speed round. Players must sprint to their ball after each kick.

#### Modifications:

Play "Captain and Crew." Each group is a team and all players move their soccer balls and kick from the ball that lands closest to the target.



**SOCCER GOLF**

ACADEMIC  
LANGUAGE

Clearing Kick, Punt, Running Approach, Intention, Critical Elements, Mature Skill Pattern, Follow Through, Top of the Foot, Stationary, Accuracy

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1 [E21.3-5]** Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each (3a); Uses a continuous running approach and kicks a stationary ball for accuracy (3b); Kicks along the ground and in the air, and punts using mature patterns (4); Demonstrates mature patterns in kicking and punting in small-sided practice task environments (5).
- ✓ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✓ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** What are the skill cues for a clearing kick? A punt?
- ✓ **DOK 2:** What did you notice about using a running approach to a clearing kick? Be specific.
- ✓ **DOK 3:** How is a mature skill pattern related to your ability to make a clearing kick?
- ✓ **DOK 1:** How can you recognize someone with good health?
- ✓ **DOK 2:** What do you know about the benefits of physical activity?
- ✓ **DOK 3:** How is physical activity related to good health? Can you support your ideas with facts or specific examples?
- ✓ **DOK 4:** Does playing Soccer Golf contribute to good health? Design an experiment that would support your answer with evidence.

TEACHING  
STRATEGY  
FOCUS

**Help students identify critical content:** DOK level 1 questions provide a foundation for exploring concepts by identifying critical content. However, it's essential to extend discussion and exploration with follow-up questions that reinforce the critical nature of the content that has been identified. Prompt students to support their reasoning with facts and specific examples from prior learning or life experiences.

## SHOOTING THUNDER

### STUDENT TARGETS

- ✓ **Skill:** I will use a mature kicking pattern to kick the ball into the goal, in the air and on the ground.
- ✓ **Cognitive:** I will discuss the relationship between a mature kicking pattern and kicking accuracy.
- ✓ **Fitness:** I will maximize my activity time by staying engaged in this activity without teacher reminders.
- ✓ **Personal & Social Responsibility:** I will work safely with my group members, kicking only when and where it is safe and appropriate.

### TEACHING CUES

#### Kick

- ✓ Arms Extend and Step to Target
- ✓ Trunk Back
- ✓ Contact Below (or at) Center of the Ball with Shoelaces
- ✓ Follow Through Forward and Up to Target

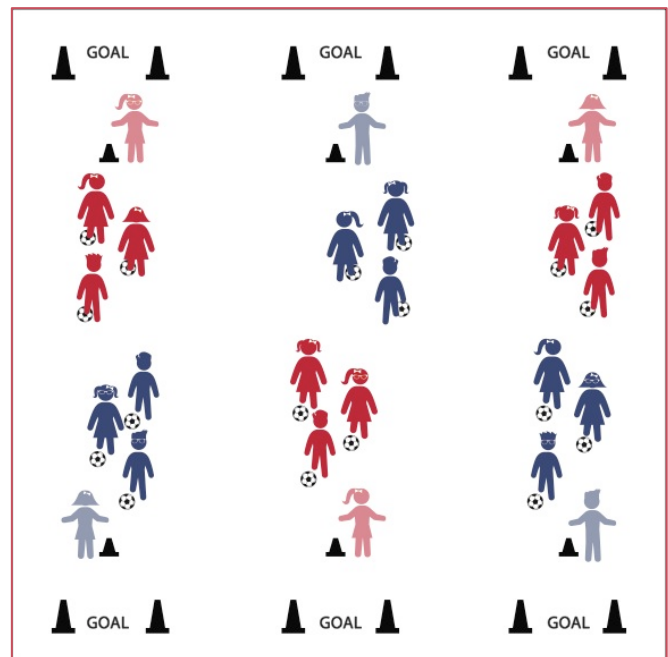
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 2 large cones per 4 students
- ✓ 1 low profile cone per 4 students
- ✓ 3 soccer balls per 4 students

#### Set-Up:

1. Create groups of 4 students. Each group with 3 soccer balls.
2. Create 1 large triangle per group, using 2 large cones and 1 low profile cone. The large cones for all triangles are on a single line (for large groups, arrange the large cones in 2 parallel lines).
3. Each group to a triangle, forming a line behind the low profile cone.



#### Activity Procedure:

1. This activity is called Shooting Thunder. We'll be working on shooting skills. The first person in line does not have a ball and will take 3 large steps to the right of the kicking line. The second person in line will take a shot on the goal. As soon as a shot is taken, the person waiting to the right will act as a chaser, running to collect the ball. The chaser will then go around the activity area to get to the back of the line.
2. The person who just took a shot will become the next chaser and will collect the next shot taken. Continue this rotation until you hear the stop signal.

#### Grade Level Progression:

**3<sup>rd</sup>:** Require students to keep shots below waist level with a half-speed approach.

**4<sup>th</sup>:** Alternate kicks along the ground and kicks in the air. Focus on accuracy.

**5<sup>th</sup>:** Challenge students by shrinking the size of the goal each time all members of their group successfully score a goal.

#### Challenge Progressions:

The chaser becomes a goalkeeper.

#### Modifications:

Remove the goal and provide ample open space toward which the groups can kick.

**SHOOTING THUNDER**

ACADEMIC  
LANGUAGE

Clearing Kick, Punt, Running Approach, Top of the Foot, Intention, Critical Elements, Mature Skill Pattern, Stationary, Accuracy, Practice, Safety

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1 [E21.3-5]** Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each (3a); Uses a continuous running approach and kicks a stationary ball for accuracy (3b); Kicks along the ground and in the air, using mature patterns (4); Demonstrates mature patterns in kicking in small-sided practice task environments (5).
- ✓ **Standard 2 [E2.4-5]** Combines movement concepts with skills in small-sided practice tasks environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments with self-direction (5).
- ✓ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings; (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✓ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** How would you describe a mature kicking pattern?
- ✓ **DOK 2:** How would you compare and contrast kicking in the air and kicking along the ground?
- ✓ **DOK 3:** How is a mature kicking pattern related to kicking accuracy?
- ✓ **DOK 1:** What challenges did you face during our soccer skill lessons?
- ✓ **DOK 2:** How did your attitude affect your ability to face and overcome these challenges?
- ✓ **DOK 3:** What facts or specific examples could you use to explain how your attitude affected your ability to face and overcome challenges?
- ✓ **DOK 4:** Using examples from our discussion and ideas that you've heard from others, develop a plan with specific steps that you could follow the next time you're faced with a challenge.

TEACHING  
STRATEGY  
FOCUS

**Help students practice skills and strategies:** Students must be reminded to refocus on both the cognitive and physical aspects of deliberate practice. Activities like Shark Attack can easily become all for the sake of fun. Freeze the activity, review learning goals, and then restart with sharpened focus and effort.

## STATION DAY

### STUDENT TARGETS

- ✓ **Skill:** I will perform skill assessments to the best of my ability, following as many skills cues as I can.
- ✓ **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- ✓ **Fitness:** I will find my pulse/heart rate after each station in order to see if it is beating faster than when I'm sitting or resting.
- ✓ **Personal & Social Responsibility:** I will follow the rules and parameters of the Station Day learning environment.

### TEACHING CUES

- ✓ Start Activity with Music
- ✓ When Music Stops: Clean the Area and Rotate

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 24 low profile cones
- ✓ Station music and music player
- ✓ See station cards for equipment needs

#### Set-Up:

1. Using low profile cones, create 6-10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate one station as an assessment station.
5. Create groups of 2-4 students, with each group at a different station.

#### Activity Procedure:

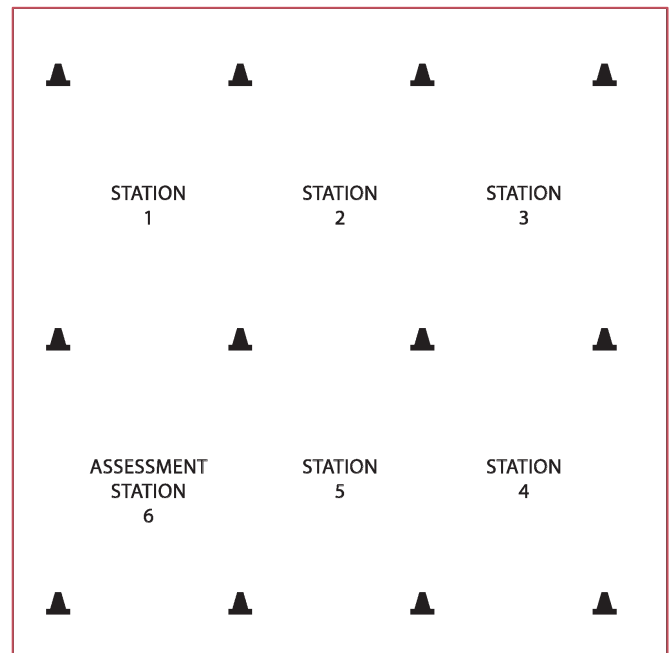
1. Today is a Station Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.

#### Challenge Progressions:

Challenge older students (stronger readers) to complete the task written on each card without an explanation or demonstration.

#### Modifications:

Some students may need step-by-step assistance during cleaning-up and rotation. Pause the music and don't restart until every group has safely transitioned.





**STATION DAY**

ACADEMIC  
LANGUAGE

*Select words from the module that you're teaching.*

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1, 2, 3, 5** [Select outcomes from the module that you're teaching.]
- ✓ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).

DEBRIEF  
QUESTIONS

*Select questions from the module that you're teaching or the assessment that you're using.*

TEACHING  
STRATEGY  
FOCUS

**Organizing students to interact with content:** The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.