

TEACHER SAYS

STUDENT TARGETS

- ✓ **Skill:** I will use soft touches on the soccer ball in order to keep it in my personal space.
- ✓ **Cognitive:** I will describe and demonstrate ready position using correct vocabulary.
- ✓ **Fitness:** I will actively participate in the Teacher Says activity.
- ✓ **Personal & Social Responsibility:** I will list two reasons why I enjoy being active with my friends.

TEACHING CUES

- ✓ Stay Ready (balanced stance, knees slightly bent)
- ✓ Soft Touches

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 soccer ball per student Item needed
- ✓ 1 low profile cone (or poly spot) per student
- ✓ Selected Academic Language Cards

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Scatter low profile cones throughout the area to create a home base for each student.
3. Each student to a cone with a ball.

Activity Procedure:

1. It's time to play Teacher Says. It's like Simon Says - only do the task that "Teacher Says."
2. If you don't hear me say "Teacher Says," then keep on doing the activity that you were already doing. If you do an activity given without hearing "Teacher Says," then do 3 jumping jacks in your personal space before getting back into the game.

Sample Teacher Says Activities:

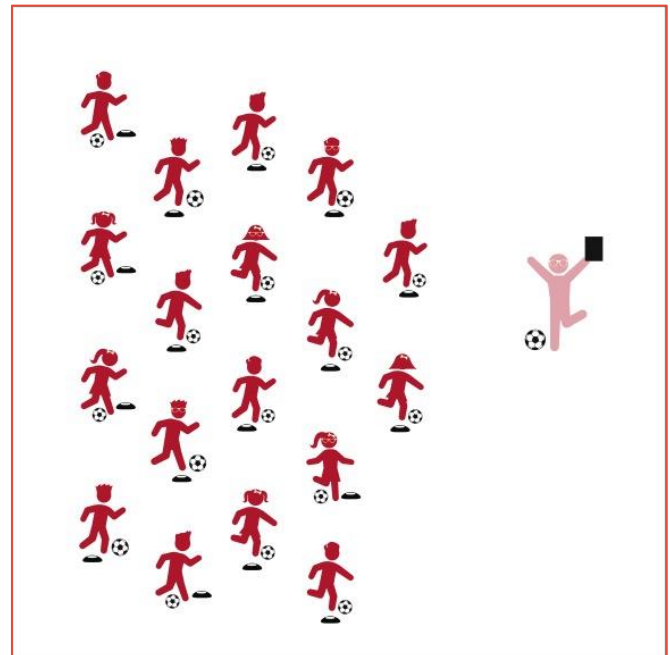
1 foot on the ball, other foot on the ball; Alternate toe touches on top of the ball; Move around the ball (clockwise / counter-clockwise); Stand (in front, behind, to the side) of the ball; Step over the ball; Side-to-side toe taps.

Grade Level Progression:

K: Focus on spatial and body awareness with respect to the ball (e.g., next to, in front of, touch with your toe, elbow, thumb, etc.). Ball must stay on low profile cone.

1st: Begin with spatial and body awareness and progress to basic ball handling (e.g., quick toe touches, roll the ball slowly forward using foot, roll the ball backwards, etc.). Control the ball within personal space.

2nd: Begin with basic ball handling within personal space and progress to control ball handling in general space (e.g., dribble around 3 cones and back to your home base).



TEACHER SAYS

CHALLENGE PROGRESSIONS

Students use different parts of their feet to complete tasks, such as the outside, top, and bottom of the foot.

MODIFICATIONS

Remove the “Teacher Says” rule in order to put the focus on task completion. Be sure students use an appropriately sized ball. We recommend a size 3 for grades K-2.

ACADEMIC LANGUAGE

Ready Position, Soft Touches, Soft, Hard, Personal Space, General Space

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Manipulative Skills**
 - Manipulates and controls objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
 - Demonstrates control while combining locomotor and manipulative skills in self-space and general space.
- ✓ **Movement Concepts**
 - Safely moves in both personal and general space using different pathways and speeds.
 - Safely moves demonstrating a variety of relationships with people and objects.
 - Controls force (strong and light) and speed (fast and slow) while moving in static and dynamic environments.
- ✓ **Personal Responsibility & Safety**
 - Follows directions for safe participation and proper use of equipment with minimal reminders.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Thumbs up if you enjoyed Teacher Says. Can you recall other activities that you enjoyed playing with your friends or family? Can you identify the reasons that you enjoyed the activity?
- ✓ **DOK 2:** Turn to your neighbor and take turns describing ready position. How would you compare the ready position we used today with ready position in other games or sports that you’ve played?
- ✓ **DOK 3:** How is ready position related to being able to react quickly? How could we test that?

TEACHING STRATEGY FOCUS

Help students examine their reasoning: Allow students to extend their thinking using the DOK 3 Debrief Question. As they try to describe how ready position is related to moving quickly, take a few minutes to explore their explanations in both words and actions. As they come up with ways to test their thinking, allow them to apply their proposed tests and check the results.

DRIVER'S TEST

STUDENT TARGETS

- ✓ **Skill:** I will use the inside of my feet to dribble safely throughout the activity area.
- ✓ **Cognitive:** Cognitive student target
- ✓ **Fitness:** I will talk about how foot dribbling is both the same as and different from other types of dribbling using vocabulary words we've learned in today's and previous lessons.
- ✓ **Personal & Social Responsibility:** I will accept feedback from my teacher in order to improve and be successful.

TEACHING CUES

- ✓ Keep Ball Close
- ✓ Tap with Both Feet
- ✓ Eyes Up

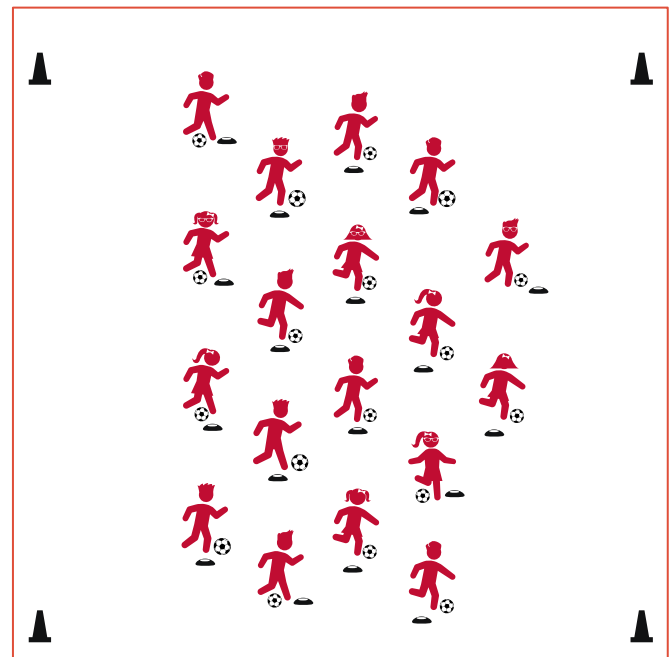
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 soccer ball per student
- ✓ 1 low profile cone per student
- ✓ Selected Academic Language Cards

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Scatter low profile cones throughout the area.
3. Each student to a cone with a ball.



Activity Procedure:

1. It's time to take your soccer ball for a driver's test. On the start signal, use the inside of your foot to tap the ball forward. Move throughout general space at a walking pace.
2. The entire activity area is our road, and there are other drivers sharing the road with you. Move safely and use your eyes to see your ball and the other drivers around you. Don't bump into others' personal space.
3. When you hear the stop signal, freeze and listen for more instructions. When you hear, "drive home," tap your ball back to your home base cone.
4. Continue, adding the following challenges when students are ready to progress:
 - a. Move in different pathways. Change Speed.
 - b. Change directions on the signal (right, left, backward).
 - c. Circle as many cones as you can in 1 minute.
 - d. Create your own challenges!

Grade Level Progression:

K: Tap the ball forward and follow. Begin tapping with dominant foot only.

1st: Slow and controlled dribbling with inside of foot. Focus on being aware of other students dribbling in general space.

2nd: Increase speed and complexity by adding obstacles and changing directions and pathways.

DRIVER'S TEST

CHALLENGE PROGRESSIONS

Add timed challenges. For example, how many cones can you dribble around in 1 minute?

MODIFICATIONS

Decrease the traffic by splitting the group in half. Half of the students perform the Driver's Test in a center activity area. All others perform a personal space activity on the perimeter.

ACADEMIC LANGUAGE

Dribble, Inside of Foot, General Space, Personal Space, Ball Control

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Manipulative Skills**
 - Manipulates and controls objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
 - Demonstrates control while combining locomotor and manipulative skills in self-space and general space.
- ✓ **Movement Concepts**
 - Safely moves in both personal and general space using different pathways and speeds.
 - Safely moves demonstrating a variety of relationships with people and objects.
 - Controls force (strong and light) and speed (fast and slow) while moving in static and dynamic environments.
- ✓ **Personal Responsibility & Safety**
 - Follows directions for safe participation and proper use of equipment with minimal reminders.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What part of the foot did we use to tap the ball forward?
- ✓ **DOK 1:** What sport uses foot dribbling? Why is it used?
- ✓ **DOK 2:** How is foot dribbling similar to hand dribbling? How is it different?
- ✓ **DOK 2:** What's the difference between general space and personal space?

TEACHING STRATEGY FOCUS

Help students examine similarities and differences: Compare and contrast foot and hand dribbling. Include stick dribbling if congruent with students' experience. Compare and contrast personal space and general space.

FOLLOW THE LEADER

STUDENT TARGETS

- ✓ **Skill:** I will use the appropriate amount of force when tapping the soccer ball with my foot in order to maintain control during the Follow the Leader activity.
- ✓ **Cognitive:** I will explain why physical activity is an important part of everyone's health balance.
- ✓ **Fitness:** I will feel my heart beating faster and explain why that's important.
- ✓ **Personal & Social Responsibility:** I will follow directions by keeping control of my equipment and body in order to keep my classmates and myself safe and active.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 soccer ball per student
- ✓ Optional: low profile cones

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Pair students or group them into 3s, scattering groups throughout the area in short, single-file lines.
3. Optional: use low profile cones to help define groups' boundaries.
4. Each student with a ball.

Activity Procedure:

1. Now that you've passed your Driver's Test, it's time to play Follow the Leader. The youngest person in your group will be the leader first. On the start signal, the leader will begin to move/dribble safely throughout the activity area at a walking pace. Everyone else must follow their groups' leaders with a controlled dribble.
2. When you hear the stop signal, freeze and listen for more instructions. We'll take turns being the leader each time that we freeze.

Grade Level Progression:

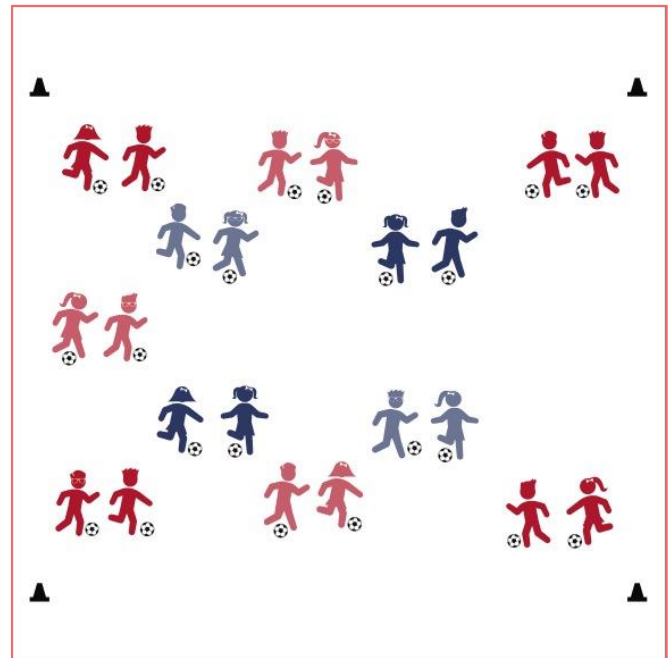
K: Focus on safe behaviors, following rules, and taking turns (Standard 4). It's okay for students to work without a ball or carrying a ball. When ready, add a ball by allowing the leader to dribble and the others to follow with an "invisible soccer ball." Be sure to give all students a turn with the real soccer ball.

1st: Create enough large grids for each pair/group. Leaders must stay within their grids. This decreases traffic and speed.

2nd: Allow students to travel in general space. When ready, challenge groups by increasing speed, adding obstacles, or changing directions on a signal.

TEACHING CUES

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



FOLLOW THE LEADER

CHALLENGE PROGRESSIONS

Add faints, moves, or tricks that could be used to beat a defender.

MODIFICATIONS

Slow students down by playing the slow-motion version: tell students that their feet are super-heavy and they must move in slow motion.

ACADEMIC LANGUAGE

Force, Ball Control, Good Health Balance, Heart Rate

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Manipulative Skills**
 - Manipulates and controls objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
 - Demonstrates control while combining locomotor and manipulative skills in self-space and general space.
- ✓ **Movement Concepts**
 - Safely moves in both personal and general space using different pathways and speeds.
 - Safely moves demonstrating a variety of relationships with people and objects.
 - Controls force (strong and light) and speed (fast and slow) while moving in static and dynamic environments.
- ✓ **Fitness Knowledge**
 - Recognizes that when you move fast, your heart beats faster and you breathe faster.
 - Identifies the heart as a muscle that grows stronger with exercise/play and physical activity.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** How can you tell that your heart is working hard?
- ✓ **DOK 1:** Can you identify things that people can do to keep their hearts and bodies healthy?
- ✓ **DOK 2:** Can you explain how being active in class affected your heart rate?
- ✓ **DOK 3:** How would you change this activity to make your heart rate beat even faster? Slower?

TEACHING STRATEGY FOCUS

Organizing students to interact with content: Follow the leader is a very basic cooperative activity and can lay a strong foundation for other cooperative learning activities. Start with students in pairs, then groups of 3. Pairing and then grouping provides a developmental scaffold using partner/group dynamics to help students build important social behaviors needed in future activities.

SOCCER RED LIGHT, GREEN LIGHT

STUDENT TARGETS

- ✓ **Skill:** I will tap the ball forward with a safe amount of force – keeping the ball close and under control.
- ✓ **Cognitive:** I will explain what a Calorie is and what good health balance is
- ✓ **Fitness:** I will list the healthy foods that I like to eat in order to fuel my body for physical activity.
- ✓ **Personal & Social Responsibility:** I will follow directions by keeping control of my equipment and body in order to keep my classmates and myself safe and active.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 soccer ball per student
- ✓ Enough low profile cones to create 2 parallel lines 20 yards apart
- ✓ Selected Academic Language Cards

Set-Up:

1. Create a large activity area with 2 parallel lines, wide enough for all students to stand safely on 1 line.
2. All students to 1 line, facing the opposite line.
3. Teacher stands on the opposite line as the “Traffic Light.”

Activity Procedure:

1. It's time to play Red Light, Green Light while we dribble our soccer balls. Cars use gasoline as fuel and some use electricity. Our bodies use Calories for fuel and we get Calories from food. When we're physically active, we burn calories. It's important that we eat healthy food in order to refuel our bodies. Who can give me some examples of healthy foods?
2. Your goal is to dribble your soccer ball over the end line where I'm standing. I will be the traffic light first.
3. When I call out “Green Light,” you will start to dribble toward the other end line. When I call out “Red Light,” you have to stop and freeze immediately, keeping control of your soccer ball.
4. Any student who doesn't stop on time must go back to the start.
5. When you cross the end line that I'm standing on, you score a point and we'll restart the game.

Grade Level Progression:

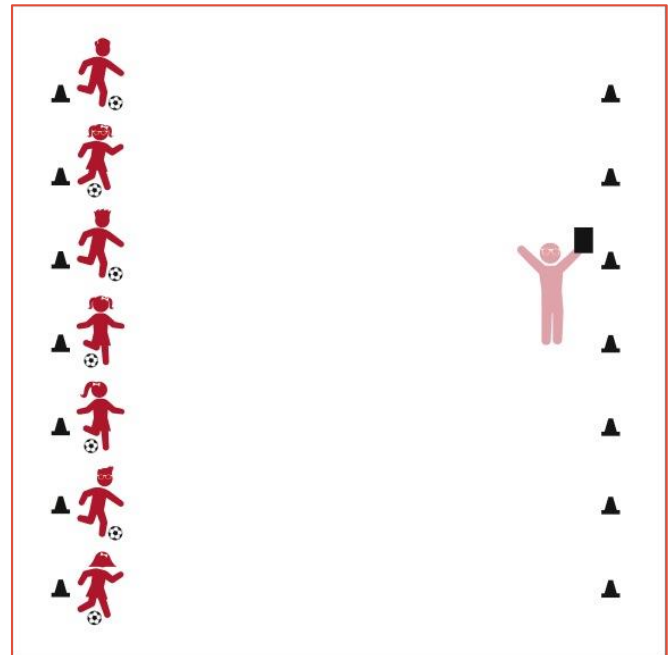
K: Focus on safe behaviors and following directions. It's okay for students to work without a ball or carrying a ball. When ready, add a ball with a focus on “tap and follow.”

1st: Keep a walking pace with a focus on ball control and light inside taps.

2nd: Allow students to jog using both inside and outside taps.

TEACHING CUES

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



SOCCER RED LIGHT, GREEN LIGHT

CHALLENGE PROGRESSIONS

- ✓ Call out commands quickly.
- ✓ Add cones inside the activity area as obstacles.
- ✓ [If space allows] Students make a kick past a third line after crossing the traffic light line.

MODIFICATIONS

Add a “Yellow Light” command before saying “Red Light” to allow students to slow down before stopping.

ACADEMIC LANGUAGE

Dribble, Ball Control, Force, Fast, Slow, Inside of the Foot, Good Health Balance, Safety

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Manipulative Skills**
 - Manipulates and controls objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
 - Demonstrates control while combining locomotor and manipulative skills in self-space and general space.
- ✓ **Movement Concepts**
 - Safely moves in both personal and general space using different pathways and speeds.
 - Safely moves demonstrating a variety of relationships with people and objects.
 - Controls force (strong and light) and speed (fast and slow) while moving in static and dynamic environments.
- ✓ **Nutrition**
 - Recognizes that food provides energy for physical activities.
 - Identifies foods that promote good health.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Can you recall why good ball control was important in this activity?
- ✓ **DOK 1:** Can you recite the cues that we used for ball control?
- ✓ **DOK 2:** Can you tell me why each of those cues is important to foot dribbling?
- ✓ **DOK 1:** What is a Calorie? What is a healthy food? What is an unhealthy food?
- ✓ **DOK 2:** How do healthy foods and physical activity relate to good health balance?
- ✓ **DOK 3:** How would you help a friend or family member understand and practice good health balance?

TEACHING STRATEGY FOCUS

Helping students revise knowledge: Many students will have misconceptions about good nutrition and health balance. Take this opportunity to correct their errors and add new information to their nutrition vocabulary. Find accurate nutrition information at www.choosemyplate.gov.

TREASURE HUNT

STUDENT TARGETS

- ✓ **Skill:** I will use the appropriate amount of force when tapping the soccer ball with my foot in order to maintain control during the Treasure Hunt activity.
- ✓ **Cognitive:** I will discuss why active engagement will help me get better at dribbling with my feet.
- ✓ **Fitness:** I will discuss why active participation will help me become and/or stay physically fit.
- ✓ **Personal & Social Responsibility:** I will use my teacher's feedback in order to help improve my skills.

TEACHING CUES

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

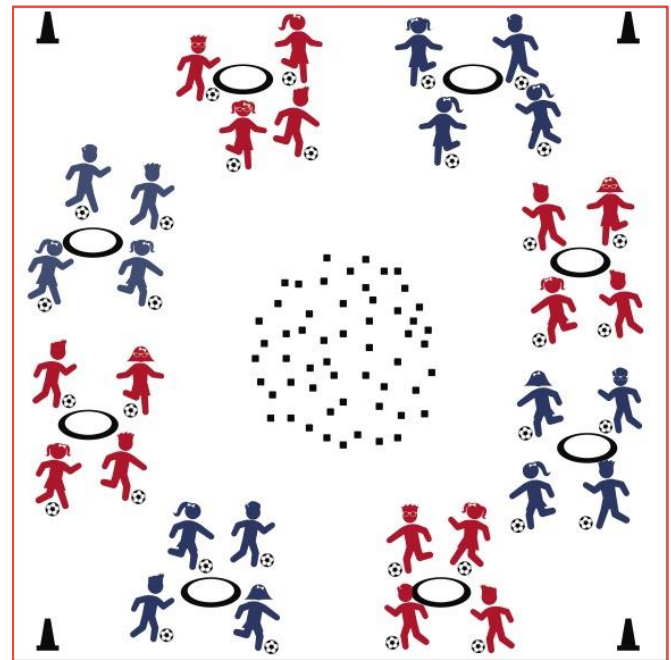
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 soccer ball per student
- ✓ 4 small manipulative items per student (e.g., low profile cones, bean bags, fluff balls, rubber critters, etc.)
- ✓ 1 hoop per 4 students

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Scatter the small manipulatives throughout the area.
3. Spread hoops around the perimeter of the area.
4. 4 students to each hoop.



Activity Procedure:

1. Messy pirates dropped their treasure, and it's time for the class to go on a treasure hunt!
2. Your goal is to collect as many pieces of pirate treasure as you can. When I say go, everyone will dribble around the activity area, bending low to pick up an item.
3. Next, bring the item back to your home-base hoop. Continue to collect as many items as you can before the stop signal.
4. When you stop, you'll get a chance to count how many treasure pieces your team collected.

Grade Level Progression:

K: Students tap the ball to a treasure and freeze when they arrive. When all students arrive at a treasure, the group yells "Ahoy Matey!" and then students tap the ball to a new treasure.

1st: Keep a walking pace, allowing students to dribble continuously from treasure to treasure.

2nd: Allow students to jog quickly from treasure to treasure.

TREASURE HUNT

CHALLENGE PROGRESSIONS

- ✓ Give each piece of “treasure” a monetary value (e.g., \$5). After students have collected all of the treasure, have them add up the amount of money their treasure is worth.
- ✓ Add “shipwrecks” as obstacles.

MODIFICATIONS

Instead of picking up the treasure, have students touch or tap the treasure with their toe, and then move on to the next treasure.

ACADEMIC LANGUAGE

Skill, Force, Ball Control

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Manipulative Skills**
 - Manipulates and controls objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
 - Demonstrates control while combining locomotor and manipulative skills in self-space and general space.
- ✓ **Movement Concepts**
 - Safely moves in both personal and general space using different pathways and speeds.
 - Safely moves demonstrating a variety of relationships with people and objects.
 - Controls force (strong and light) and speed (fast and slow) while moving in static and dynamic environments.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What is a skill?
- ✓ **DOK 2:** How is practice related to skill? Give an example with details.
- ✓ **DOK 3:** Fill in the blank. Practice + _____ = Improvement (Answer is Time). Why is Time important to this formula?
- ✓ **DOK 4:** Can we create a 5-day practice plan and schedule that will help us improve our dribbling skills?

TEACHING STRATEGY FOCUS

Helping students elaborate on content: Understanding that ongoing practice is required for improvement is essential knowledge for students to acquire. Although this concept is not specifically addressed in the activity, targeted discussion/questioning will help students make inferences about the information addressed in class and will require them to recall and provide evidence for supporting their inferences.

KICK AND CHASE RACE

STUDENT TARGETS

- ✓ **Skill:** I will kick the ball forward with a strong kicking motion, making contact with the top of my foot (shoelaces).
- ✓ **Cognitive:** I will describe the effect that the Kick and Chase Race activity has on my heart rate and breathing.
- ✓ **Fitness:** I will list two activities that can make my heart muscle grow stronger.
- ✓ **Personal & Social Responsibility:** I will follow all directions for this activity in order to keep my classmates and myself safe and active.

TEACHING CUES

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

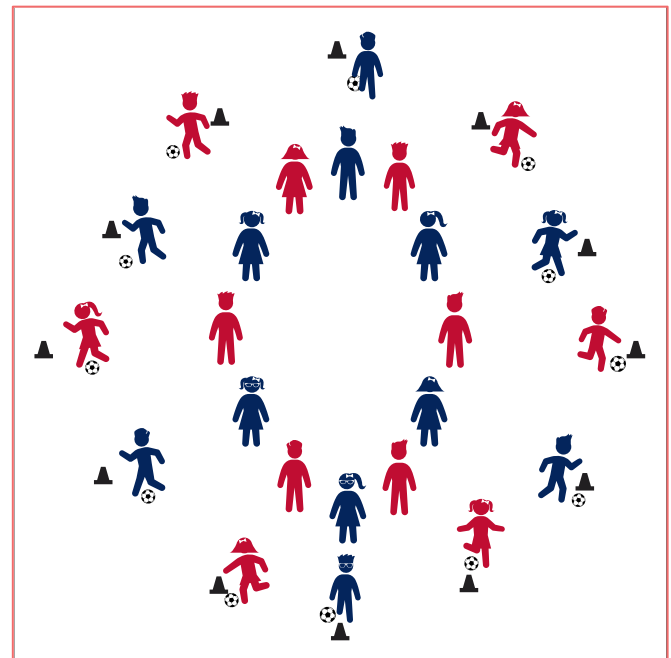
ACTIVITY SET-UP & PROCEDURE

Equipment:

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

Set-Up:

1. Create 2 concentric circles with low profile cones, the outer circle for kickers and the inner circle for chasers.
2. Place soccer balls on the outer cones.
3. Pair students, each pair to an inner cone



Activity Procedure:

1. The Kick and Chase Race is a race against the clock. The goal is for you and your partner to make as many clearing kicks as you can in 2 minutes.
2. Partner 1 will use a clearing kick, sending the ball as far out into the open space as possible. After the ball is kicked, Partner 2 will count 2 "Mississippis" and then run fast to collect the ball and bring it back. (K students carry the ball back; grades 1-2 will dribble back.)
3. Partner 2 will set the ball back at the start spot and continue the race by taking a turn to make a clearing kick. Partner 1 will then run to collect the ball. Keep repeating until you hear the stop signal.
4. On the stop signal, stop and check your heart rate (wrist, neck, or chest). Who can tell the class what is happening to your heart muscle as we exercise?

Grade Level Progression:

K: Stand and kick the soccer ball.

1st: Take a 1-step approach to the soccer ball.

2nd: Take a running approach to the soccer ball.

KICK AND CHASE RACE

CHALLENGE PROGRESSIONS

- ✓ Add a target (e.g., a large cone, a goal created with 2 large goals) toward which the students can kick.
- ✓ Kicker taps ball slightly forward before kicking the ball as it moves.

MODIFICATIONS

Slow the activity down by removing the racing element. All students kick at the same time, all chasers collect soccer balls at the same time, and so on.

ACADEMIC LANGUAGE

Target, Center of the Ball, Soft, Hard, Top of Foot, Follow Through, Heart Rate, Safety

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Manipulative Skills**
 - Manipulates and controls objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
 - Demonstrates control while combining locomotor and manipulative skills in self-space and general space.
- ✓ **Personal Responsibility & Safety**
 - Follows directions for safe participation and proper use of equipment with minimal reminders.
- ✓ **Working with Others**
 - Shares equipment and space with others.
 - Works independently with others in a variety of class environments.
 - Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Why is it important to kick the ball with the top of your foot?
- ✓ **DOK 2:** Can you predict what would happen if you used other parts of your foot?
- ✓ **DOK 3:** How would you test your predictions?

TEACHING STRATEGY FOCUS

Helping students practice skills, strategies, and processes: Monitor student skill practice and development in order to provide individual feedback and challenge. This activity format is perfect for differentiation, while still maintaining the large group organization. One pair may be kicking to a target using a running approach, while another pair is kicking into open space using a one-step approach. This shift toward rigorous standards for all students will require both students and teacher to be observant, adaptable, and ready to respond to both instruction and formative assessment feedback.

SOCCER BOWLING

STUDENT TARGETS

- ✓ **Skill:** I will knock down the bowling target at least two times using the passing cues learned in class.
- ✓ **Cognitive:** I will list 3 reasons why sharing equipment and space is important in physical education as well as at other times during my day.
- ✓ **Fitness:** I will list at least 1 personal benefit to active participation in physical education class.
- ✓ **Personal & Social Responsibility:** I will list 1 reason why I enjoy being physically active – either by myself or with others.

TEACHING CUES

- ✓ Pass
- ✓ Trap
- ✓ Target
- ✓ Inside of Foot
- ✓ Center of the Ball
- ✓ Follow Through

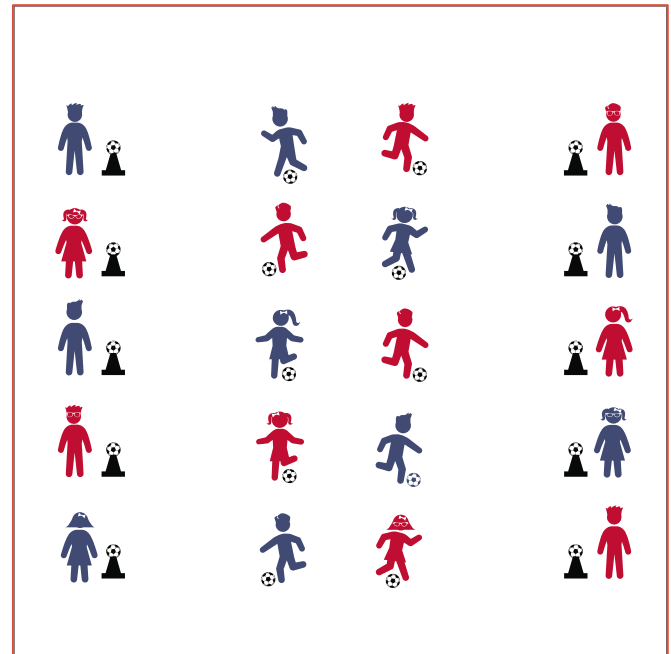
ACTIVITY SET-UP & PROCEDURE

Equipment:

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

Set-Up:

1. Create 1 bowling lane per pair by placing a cone at 1 end and 1 soccer ball on the ground at the other end (4 to 10 feet away).
2. Set 1 soccer ball on top of each cone.
3. Pair students, one student behind the ball and cone, one student behind the other ball and facing their partner.



Activity Procedure:

1. Now we're going to play a game of Soccer Bowling. You'll see how many times out of 5 chances you can knock the ball off of the low profile cone using a controlled soccer pass.
2. On the start signal, you'll attempt to pass your ball and knock the other ball down. Your partner will then return your ball and replace the other ball if it falls off the cone. After 5 tries, you and your partner will switch roles.

Grade Level Progression:

K: Stand and kick the soccer ball with the target 4 feet away. (If possible, use 2 soccer balls on cones side-by-side to increase the size of the target.)

1st: Take a 1-step approach to the soccer ball, striking with the inside of the foot at the target 4 to 6 feet away.

2nd: Take a 1- or 2-step approach to the soccer ball, striking with the inside of the foot at the target 6 to 10 feet away.

SOCCER BOWLING

CHALLENGE PROGRESSIONS

- ✓ Continue to move skilled players back further from the target.
- ✓ Provide a smaller target. For example, use a plastic softball instead of a soccer ball.

MODIFICATIONS

- ✓ Move students who are having trouble closer to the target. It's okay to begin 1 to 2 feet from the target.
- ✓ Increase the size of the target by using larger equipment. For example, use

ACADEMIC LANGUAGE

Pass, Trap, Target, Inside of Foot, Center of the Ball, Follow Through

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Manipulative Skills**
 - Manipulates and controls objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
 - Demonstrates control while combining locomotor and manipulative skills in self-space and general space.
- ✓ **Personal Responsibility & Safety**
 - Follows directions for safe participation and proper use of equipment with minimal reminders.
- ✓ **Working with Others**
 - Shares equipment and space with others.
 - Works independently with others in a variety of class environments.
 - Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Can you remember a time when you had to share something outside of physical education class?
- ✓ **DOK 1:** How can you tell whether or not you need to share? What are reasons for sharing?
- ✓ **DOK 1:** Why do you like being physically active?
- ✓ **DOK 2:** How does being physically active benefit you?
- ✓ **DOK 2:** How is Soccer Bowling similar to regular bowling? How is it different?
- ✓ **DOK 3:** How could we change this activity to create a different game that is even more active?

TEACHING STRATEGY FOCUS

Helping students record and represent knowledge: If your students can correctly respond to the DOK 3 Debrief Question listed in this activity plan, you can provide further rigor by helping them set up and demonstrate the new activity ideas that they come up with. These examples will act as kinesthetic models, which represent student knowledge. Further, the models will allow students to test their thinking. However, young students will most certainly require help in order to structure the examples safely and effectively. Guiding their work now will provide a concrete example for them to follow independently in the future.

PARTNER PASSING

STUDENT TARGETS

- ✓ **Skill:** I will make accurate passes to my partner following the cues that we learned in class.
- ✓ **Cognitive:** I will describe and demonstrate soft contact and explain why it's important to receiving a pass.
- ✓ **Fitness:** I will actively participate in an effort to improve my passing and receiving skills.
- ✓ **Personal & Social Responsibility:** I will keep a positive and encouraging attitude throughout the partner passing activity in order to improve my skills and help my partner improve as well.

TEACHING CUES

- ✓ Step up to the Target
- ✓ Inside Foot to Center of Ball
- ✓ Firm Kick
- ✓ Follow Through
- ✓ Move to the Ball
- ✓ "Give" with your Trapping Foot
- ✓ Soft Contact like a Pillow

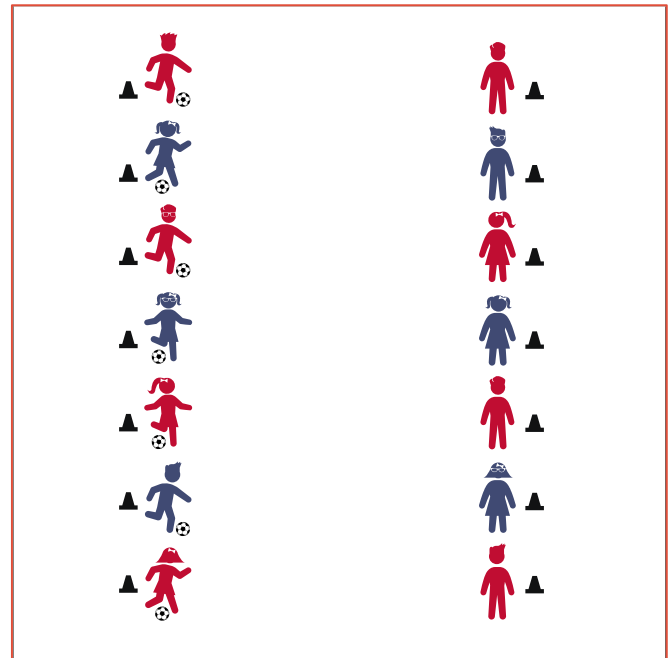
ACTIVITY SET-UP & PROCEDURE

Equipment:

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

Set-Up:

1. Create 2 parallel lines (4-10 feet apart) by spacing the cones evenly.
2. Pair students, each student to a cone with partners on opposite lines facing each other.
3. Each pair with a ball.



Activity Procedure:

1. It's time to practice our passing skills with a partner.
2. When I say go, begin passing back and forth with your partner.
3. As you pass, repeat the cues out loud so your partner can hear what you say.
4. Keep passing until you hear the stop signal.

Grade Level Progression:

K: Stand and kick the soccer ball with a partner 4 feet away. Focus on using appropriate force for the distance and task.

1st: Take a 1-step approach to the soccer ball, striking with the inside of the foot to a partner 4 to 6 feet away.

2nd: Take a 1- or 2-step approach to the soccer ball, striking with the inside of the foot at a partner 6 to 10 feet away. If space permits, begin allowing students to pass and receive on the move.

PARTNER PASSING

CHALLENGE PROGRESSIONS

- ✓ Students step further from each other every time 5 successful passes are made and controlled.
- ✓ Grids for pass and go: Enough grids for each pair to have their own grid. One partner makes a pass and then quickly cuts to an open space; the receiving partner controls the moving ball and makes a leading pass back.

MODIFICATIONS

Slow the practice down by having all students pass at once while the teacher recites the cues for all to hear.

ACADEMIC LANGUAGE

Pass, Trap, Target, Inside of Foot, Soft Touch, Soft, Hard

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Manipulative Skills**
 - Manipulates and controls objects using underhand throws, two-hand catches, hand and foot dribbles and underhand volleys/strikes.
 - Demonstrates control while combining locomotor and manipulative skills in self-space and general space.
- ✓ **Personal Responsibility & Safety**
 - Follows directions for safe participation and proper use of equipment with minimal reminders.
- ✓ **Working with Others**
 - Shares equipment and space with others.
 - Works independently with others in a variety of class environments.
 - Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Who can recite the cues for passing? Receiving?
- ✓ **DOK 2:** Why is a firm kick important for accurate passing? Why is soft contact important to receiving?
- ✓ **DOK 2:** Why is a positive and encouraging attitude important to improving your skill level?
- ✓ **DOK 2:** Compare and contrast foot passing (soccer) with hand passing (basketball).
- ✓ **DOK 3:** How do foot passing and receiving skills and concepts apply to passing and receiving with your hands?

TEACHING STRATEGY FOCUS

Identifying Critical Content: Soft receiving contact is a critical component of both receiving passes with the feet as well as catching with the hands. Helping students to make this connection will allow them to transfer the knowledge across multiple physical education content areas. While introducing this skill (or during the lesson debrief), it may be beneficial to demonstrate catching with the hands in order to clearly illustrate this critical concept.

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

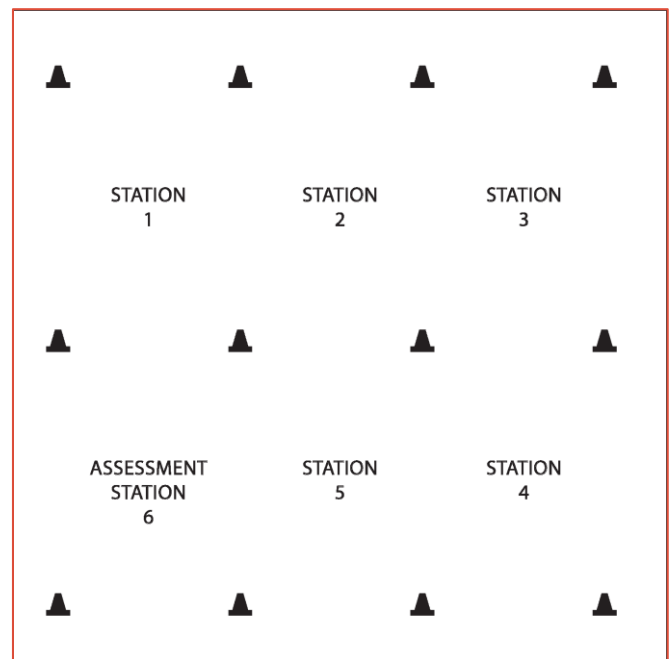
ACTIVITY SET-UP & PROCEDURE

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.

STATION DAY

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.

ACADEMIC LANGUAGE

Select words from the activities that you're teaching.

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Personal Responsibility & Safety**
 - Follows directions for safe participation and proper use of equipment with minimal reminders.
- ✓ **Working with Others**
 - Shares equipment and space with others.
 - Works independently with others in a variety of class environments.
 - Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions.

DEBRIEF QUESTIONS

Select questions from the activities 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.