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| <p><b>K-5 Lesson plans</b></p> | <p><b>KDOE: Practical Living (P.E.): Academic Standards 2.34:</b> P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5)</p> <p><b>KDOE: Practical Living (Health): Academic Expectations: 4.1:</b> Students effectively use interpersonal skills. (K-5th)</p> <p><b>KDOE: Practical Living: Academic Expectations: (Health) 5.4:</b> Students use decision-making process to make informed decisions among options. (K-5<sup>th</sup>) (vaccination)</p> <p><b>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:</b> Students evaluate consumer products and services and make effective consumer decisions. (K-5<sup>th</sup>) (debt)</p> <p><b>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:</b> Students use strategies for choosing and preparing for a career. (education and training)</p> <p><b>KDOE: Practical Living (Health): 2.32:</b> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. 0</p> <p><b>PE: National Standards (NASPE)</b></p> | <p><b>Vocabulary:</b> Cardiovascular endurance, conflict resolution, vaccination, debt,</p> | <p><b>Learning Targets (relate all targets to real life):</b><br/> <b>P.E.:</b> I can perform physical movement skills correctly. (K-5<sup>th</sup>)<br/> <b>P.E.:</b> I can describe one of the five components of fitness (cardiovascular endurance). (K-5<sup>th</sup>)</p> <p><b>Career/Vocational Studies:</b> I can use strategies to resolve conflict. (K-5<sup>th</sup>)<br/> <b>Career/Vocational Studies:</b> I can give an example of a career in education and training. (K-5<sup>th</sup>)</p> <p><b>Health:</b> I can describe the purpose of a vaccination. (K-5<sup>th</sup>)<br/> <b>Consumerism:</b> I can describe the purpose and dangers of debt. (K-5<sup>th</sup>)<br/> <b>Vocational Skills:</b> I can give examples of . (K-5<sup>th</sup>)</p> <p><b>P.E.:</b> I can dribble a ball. (K-2nd)<br/> <b>P.E.:</b> I can tap the ball forward with a safe amount of force – keeping the ball close and under control. (K-2<sup>nd</sup>)<br/> <b>P.E.:</b> I can pass and receive a basketball. (3rd-5<sup>th</sup>)<br/> <b>P.E.:</b> I can pivot with my feet. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>Tuesday-Thursday P.E. and Health Lesson Plans</b></p> <p><b>Mini lesson:</b> (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!</p> <p><b>Warm-up:</b> (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run three laps as a warm up.</p> <p><b>Mini lesson (Health/Citizenship/Employability Traits):</b> Character word of the week on Power Point: Flashback: Also go over the slide about conflict resolution.</p> <p><b>Mini Lesson: (Health):</b> Students will look at a power point slide that explains the purpose of a vaccine. DOK 2: Compare and contrast getting a shot and a vaccine.</p> <p><b>Mini Lesson: (P.E.):</b> Go over power point slide that teaches about the five components of health (cardiovascular endurance).</p> <p><b>Mini Lesson: (KY Career Cluster):</b> I will show the students the career cluster poster and introduce students to careers within education and training.</p> <p><b>Mini lesson: (Consumerism):</b> Students will learn about the purpose of debt. Students will review (Flashback) the purpose of a bank and a credit union.</p> <p><b>Warm-up:</b> (P.E./stretching &amp; warm-up) Mr. Kuhn will get into their personal space. All students will learn about “dynamic” stretching before a workout and</p> | <p><b>Daily Assessment:</b><br/> <input checked="" type="checkbox"/> Observation<br/> <input checked="" type="checkbox"/> Oral responses<br/> <input checked="" type="checkbox"/> Self-Evaluation<br/> <input type="checkbox"/> ORQ<br/> <input checked="" type="checkbox"/> Whole Class<br/> <input checked="" type="checkbox"/> Small Group<br/> <input checked="" type="checkbox"/> Individual</p> <p><b>Formative and Summative Assessments</b><br/> <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips<br/> <input checked="" type="checkbox"/> Oral Questions<br/> <input type="checkbox"/> Student Self-Assessment</p> |
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See attached lesson plans for NASPE standards!

will complete one upper body and one lower body stretch. (K-5th) Students will watch a video from Adventure to Fitness. Students will watch from 9-15 minute mark ("Dino Disaster")

**P.E. Activity #1:** Primary/Intermediate (K-5th) Shooting Drills (Basketball, pg. 13). See attached lesson plan.

**Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See attached lesson plan under challenges.

**Assessments/Exit Slip:** DOK 2: Compare and contrast scoring in soccer and basketball.

**P.E. Activity #2:** Primary/Intermediate (K-5<sup>th</sup>) Shooting on a Goal  
I will model proper shooting technique. Boys on one goal and girls on the other goal. Students will then divide into two lines and take turns shooting foul shots.

**Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: A student will guard the shooter.  
**Assessments/Exit Slip:** Students will demonstrate proper shooting techniques.

**Mini lesson:** Students in grades K-2<sup>nd</sup> will watch a video from brainpopjr.com titled "Bullying". Students in grades 3<sup>rd</sup>-5<sup>th</sup> grade will watch a video from brainpop.com titled "bullying". DOK 2: Compare and contrast bullying and cyberbullying.

**Cool down and Rewarding Positive Behaviors:** Mr. Kuhn will pass out green tickets and/or white clip up tickets. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says" or will review key vocabulary from the lesson.

**(1b) FRIDAY PL/CS Lesson Plan:**

**Topics:** soccer, dance, transportation, cyberbullying, hide and seek

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
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| <p><b>KDOE: Practical Living (P.E.): Academic Standards 2.34:</b> P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5) (dance, soccer)</p> <p><b>KDOE: Vocational Studies: Academic Standards 1.16:</b> Students use computers and other kids of technology to collect, organize, and communicate information and ideas. (transportation)</p> <p><b>KDOE: Practical Living (Health): Academic Standards 3.2:</b> Students demonstrate the ability to maintain a healthy lifestyle. (cyberbullying)</p> | <p><b>Vocabulary:</b> kick, trap, dribble, transportation, cyberbullying</p> <p><b>Vocational Studies:</b> I can give examples of transportation used in careers (K-2nd).</p> <p><b>Health:</b> I can examples of what to do if I am cyberbullied (3<sup>rd</sup>-5<sup>th</sup>).</p> <p><b>P.E.:</b> I can kick and trap the ball in a small group. (K-2<sup>nd</sup>) I can carefully pass and receive the beanbag without dropping or throwing it (K-2<sup>nd</sup>).</p> <p><b>P.E.:</b> I can dribble a soccer ball (3<sup>rd</sup>-5<sup>th</sup>). I can dribble a soccer ball without it being taken by my opponent (3<sup>rd</sup>-5<sup>th</sup>).</p> <p><b>Friday only: Mini lesson:</b> (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.</p> <p><b>Friday only: Warm-up:</b> Students will run three warm up laps.</p> <p><b>Friday only: Mini lesson (Spiral Review):</b> Review with students the career cluster of the week. Review the health, consumerism, P.E., and careers power point slides.</p> <p><b>Friday only: P.E. Warm-up Activity:</b> Students will dance to two or three Just Dance for Kids or Just Dance, appropriate for school songs on youtube.com (K-5<sup>th</sup>)</p> <p><b>Friday only: P.E. Activity #1:</b> Primary (K-2nd): Triangle Passing and 3-player kick and score (Kicking and Trapping, pg. 31).</p> <p><b>Friday only: Differentiated Instruction:</b> Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See attached lesson plan under challenges.</p> <p><b>Friday only: Assessments/Exit Slip:</b> See attached lesson plan under Wrap It Up for DOK 1 and DOK 2 type questions.</p> <p><b>Friday only: P.E. Activity #2:</b> Primary (K-2nd) Hide and Seek (OPEN online curriculum, pg. 1):</p> <p><b>Friday only: Differentiated Instruction:</b> Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See attached lesson plan under grade level progression.</p> <p><b>Friday only: Assessments/Exit Slip:</b> See attached lesson plan under Debrief for DOK 1 and DOK 2 type questions.</p> |  |
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**Friday only: P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>): Tools for Learning: Soccer Skills: Shark Attack (Soccer, pg. 1).

**Friday only: Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See attached lesson plan under challenge progression.

**Friday only: Assessments/Exit Slip:** Students will demonstrate how to dribble the soccer ball around the ocean without it being stolen by a shark.

**Friday only: P.E. Activity #2:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>): Get Your Ball (Soccer, pg. 31)

**Friday only: Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See attached lesson plan under challenges.

**Friday only: Assessments/Exit Slip:** Students will demonstrate how to dribble the ball from the center of the court to the end line.

**Mini lesson:** (using brainpop, brainpopjr, youtube, or bookflix.com) to reinforce P.E., health, consumerism, or vocational/career studies.

**K-2<sup>nd</sup>:** Students will watch a video from brainpop.com titled "transportation".

**DOK 2:** Compare and contrast types of transportation used in various careers. 3<sup>rd</sup>-5<sup>th</sup>: Students will watch a video from brainpop.com titled "cyberbullying".

**DOK 2:** Compare and contrast bullying and cyberbullying.

**Static Stretching (Cool Down) and Rewarding Student Behavior:** Students will review the difference between static and dynamic stretching. Students will go over numerous stretches presented on the power point. Students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game "Mr. Kuhn says" and/or review critical vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.

**\*\*Emergency Drills:** Open the door on the rolling cart.

On the top shelf is a first aid kit. Please take the emergency kit with you during any drill.

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|  |  |  | <p><b>Drills:</b></p> <ul style="list-style-type: none"> <li>**Fire drills: exit following the emergency exit plan &amp; close doors (prevents spread of flames)</li> <li>**Earthquake drills: doors open (you would be trapped if door is stuck), everyone gets under/tables including teachers</li> <li>**Lockdown drills: Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.</li> <li>**Tornado drills: File into the hallway, head covered...this will take some maneuvering with class sizes that have changed.</li> <li>**Evacuation drills: We will exit the building from either the playground area or funnel up by the water park. Typical evacuation will be via the playground for nearly every class.</li> <li>**Emergency kits MUST go with the class on ALL drills. This includes the red/green +/- cards and the first aid kits.</li> </ul> <p><b><u>Notes and Anecdotal records:</u></b></p> |  |
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Teacher: Clark Kuhn Subject: PL/CS Week: February 13, 2017 (Friday 2) Topics: basketball, conflict, cardiovascular endurance, vaccination, debt,

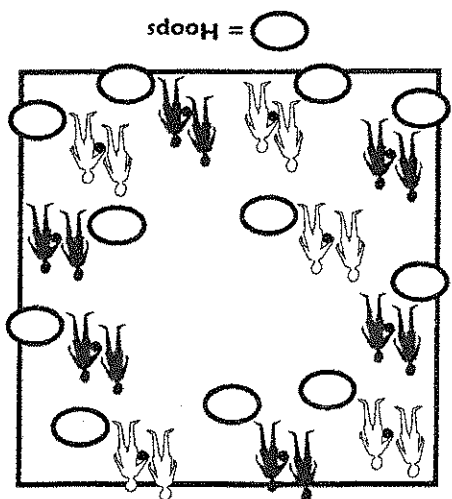
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Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.

**SHOOTING DRILLS**



BASKETBALL



**Ready...**

- 1 ball per pair
- 1 hoop per pair

**Set...**

- Pair students.

- Scatter pairs: 1 ball and 1 hoop per pair.

**GO!**

1. The object is to learn proper shooting technique.

2. First, "shadow" the skill without a ball.

- Move your shooting foot slightly forward and point it toward the target.
- Rest the ball on the palm of your shooting hand. Align your elbow with your knee. Place the other hand on the side of the ball for balance.
- To shoot, extend your legs; then your shooting arm. "Snap" your shooting wrist, creating backspin, which helps the stay near the rim.
- Practice 10X in slow motion, 10X at medium speed, and 10X at regular speed.

3. Next, practice shooting a ball to your hoop. Place the hoop on the floor. Your partner retrieves the shot and passes the ball back to you. Take 10 shots from a sitting, kneeling and then standing position.

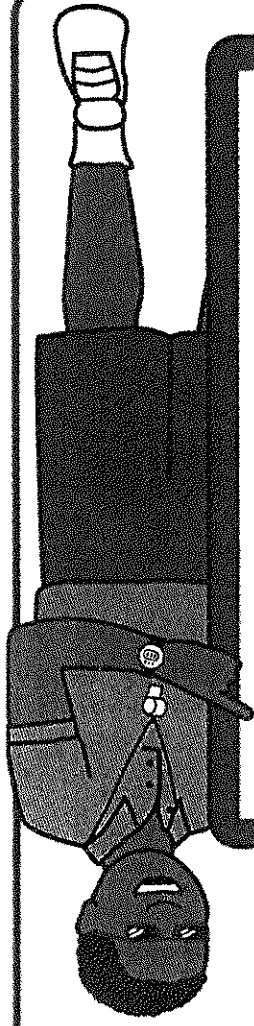
4. Now, have your partner hold the hoop waist high, parallel to the floor. Take 10 shots from a sitting, kneeling and then standing position.

**CHALLENGES**

- How many shots can you make (name a position) in 15 seconds?
- Can you take a step back from the spot marker and still show good form?
- How many shots can you make in 15 seconds alternating between the 3 practice shooting positions (sitting, kneeling and standing)?

**CUES**

- Say, "L, I, goodbye." Your arm is in the shape of an "L" when ready, an "I" when extended, then wave goodbye when you snap your wrist.
- Shoot UP so the ball arches high above your target.



**TONY'S TIPS**

- Students enjoy practicing at "real" baskets; however, few facilities have enough for all to practice safely or efficiently. Therefore, encourage good technique, and discuss places and times students can practice using real baskets, (e.g., during station work, at recess, on the playground, at home, etc.).

**NOTES**

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**STANDARDS ADDRESSED**

**NASPE**

- #1, 2 Shooting
- #5, 6 Cooperation

**Your State** (Write in here)

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**No Dribble 2-On-2**  
 (Groups of 4; 1 hoop or polyspot, and 1 ball per group.) The object is for your team to score a basket in the hoop or spot. You do this by passing the ball until you or your partner has an open shoot. No dribbling allowed. Defenders may not touch the ball if it is in the offense's hands, but may intercept passes.

**Defender**  
 Find a partner. One ball and 1 hoop/spot per pair. The object is for the shooter to shoot over a defender. The Defender stands stationary with arms raised in front of their shooter. Vary the shooting distance. Advantage shooter: Defender is not trying to block the shoot.

**Spot Shot**  
 (Use a spot marker on the floor instead of a hoop.)

**WELLNESS**

The first basketball hoops were actually real peach baskets. Peaches are a good source of vitamins A, B, and C. There are over 175 varieties of peaches. So be peachy and eat one. Then shoot the pit into a waste can.



- (Have 2 students in each group move to face each other 10 paces apart, and the 3<sup>rd</sup> move between them standing with legs straddled.)
- The object of 3-Player Kick and Score is to practice passing accurately.
- The 2 on the outside softly pass the ball so it **rolls** through the middle person's legs.
- Middle people, turn and face whoever has the ball, and stand with your legs wide and hands up.
- Block the ball to protect yourself if needed, but don't stop it from rolling between your legs.

2. 3-Player Kick and Score

- o How many times can you pass the ball around your group in 1 minute? Count out loud.
- o (After trials.) Using any pass and trap you like, how quickly can your group pass the ball around your triangle 3X? March in place when you're finished.
- o When you hear, "switch!" change the direction of your passes.
- o How quickly can your group pass the ball **around** the triangle using the instep pass?

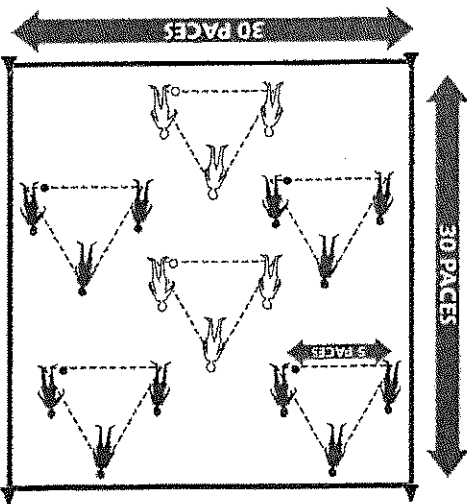
• Challenges

- Trap and stop the ball **before** you pass.
- Don't pass to anyone in your group twice until everyone has been passed to once.
- Today we are going to practice kicking and trapping skills in small groups.

1. Triangle Passing

GO!

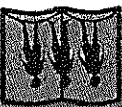
- Create large (30X30 paces) activity area.
- Form groups of 3; then distribute 1 ball to each group.
- Scatter groups within area.
- Direct them to stand in triangles with 5-10 paces separating each group member.



Set

- 4 cones (for boundaries)
- 1 7" foamball per 3 students
- 1 whistle
- Stopwatch (optional)

Ready



**TRIANGLE PASSING AND  
3-PLAYER KICK AND SCORE**

**GO!** (continued)

- Before kicking, ask the middle person if they are ready. If they say, "Yes," it is safe to try a "shot on goal."
  - When you hear "Switch!" change your middle person. Everyone will have a turn in the middle.
  - **Challenges**
    - o How many goals can you and your partner score in 1 minute?
    - o Can you score without touching the legs of your goal?
    - o If the middle person brings their feet closer together, can you still score?
3. **Wrap it Up**
- Did you earn the middle person's trust? If so, how?

**\* SPARK™ IT UP! \***

**\* Keep Away (2 on 1) \***

The object of *Keep Away* is for the 2 outside people to pass the ball without the person in the middle stealing it. Use all the passes, traps, and dribbling techniques we've learned. When you hear "Switch!" show how quickly you can change places and start again. (Call "switch" every 30 seconds or so.)

**\* 3-Player Kickball \***

(Create groups of 3, and scatter them within the area. The kicker, pitcher, and fielder are in a straight-line formation spaced equal distance apart.) Pitchers, roll the ball to your kicker. Kickers, kick the ball, and follow it out in the field. Stay out there and become the next fielder. Fielders, retrieve the ball, and run it in to the pitcher's position. The original pitcher is the new kicker. Rotate quickly so everyone has a lot of turns to kick.

**Creep in Closer** \*

(Call out an action word, e.g. creep, twirl, jump, whirl, bounce, slither, etc. to describe how students travel toward center.) When you hear, "Get your ball!" sprint to get a ball. Each round, I will give you a new verb.

**Village Ball** \*

(Place 1 ball per 4 students on the center line.) Get your ball is now a group game, and the players on your line are from your "village." Come up with a name for your village. On "Get your ball!" run to the midline and get any ball you can, and work with your village to bring the balls back to your safe zone. Pass is encouraged.

**2 on 2 Get Your Ball** \*

(Groups of 4 in long, narrow grids.) 2 begin on 1 endline; 2 on the other; 1 ball in the center. 1 player calls, "Get your ball!" and all run to get the 1 ball. The goal is to bring it back to your endline. Use passing, give and go and dribbling.

**STANDARDS ADDRESSED**

- **NASPE**
  - #1, 2 Dribbling
  - #2 Defensive/offensive strategies
  - #3, 4 Cardiovascular fitness
  - #5, 6 Cooperation, accepting challenges

Your State (Write in here)

**PAULA'S POINTERS**

- Tripping, shoving and slide tackling are not allowed. Students who foul must return to the starting line, and wait for the next round.

**NOTES**

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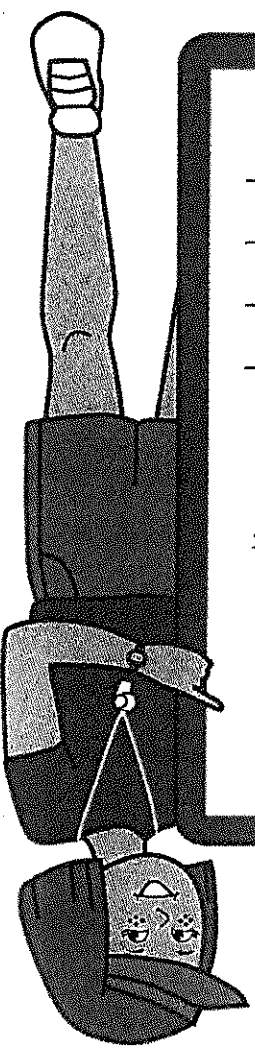
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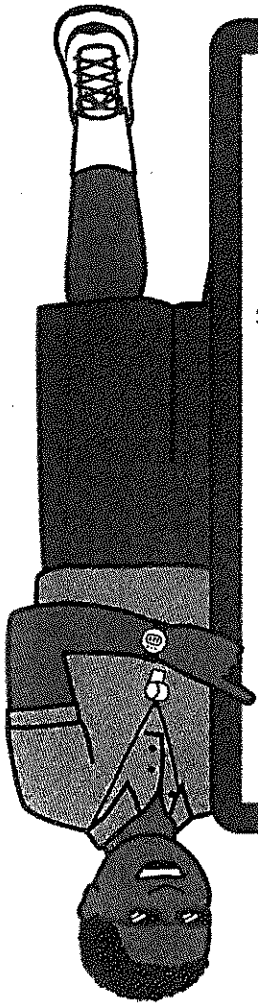
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In 12th century England, whole villages played against each other. This "mob football" (as it was called) had no limit to the number of players per side and virtually no rules (the only thing outlawed was "murder and manslaughter"). It was so rough and violent that it was eventually banned by Royal decree.

**FUN FACT**

**TRIANGLE PASSING AND  
3-PLAYER KICK AND SCORE**



**TONY'S TIPS**  
Triangle Passing Tips

- After practice, increase the difficulty of the challenges.
- Emphasize control: remind students to trap the ball before they pass.
- Use different groups of 3 to demonstrate each activity.
- Use a stopwatch to switch the middle people consistently. Students will know if some have had more time in the middle than others.
- Respond immediately if a student is kicking the ball too hard and/or not waiting until the middle person is ready.

**3-Person Kick and Score Pointers**

**STANDARDS ADDRESSED**

**NASPE**

- #1, 2 Spatial awareness, kicking, trapping
- #3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods
- #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

**Your State** (Write in here)

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**ACADEMIC**

**Math**

(Before class, discuss the characteristics of triangles. Show pictures of different types of triangles, and have students identify some of those triangles within the school environment.) If we added another person (or point) to a triangle, what different shapes could it form? (e.g., square, rectangle, diamond)

**HIDE AND SEEK**

**STUDENT TARGETS**

- Skill: I will carefully pass and receive the beanbag without dropping or throwing it.
- Cognitive: I will listen to all of the rules of the game in order to understand how to perform.
- Fitness: I will actively participate in physical education while following class rules and protocol.
- Personal & Social Responsibility: I will show cooperation with my classmates by pretending to hide the beanbag when it is someone else's turn to hide the real beanbag.

**TEACHING CUES**

- Hiders
  - Pass and Receive when Music is On
  - Stop and Hide when it's Off
- Seekers
  - Cover and Closer Your Eyes when the Music is On
  - "Ready or Not..." When it's Off.

**ACTIVITY SET-UP & PROCEDURE**

- Equipment:**
- 1 beanbag per group of 5 or 6 students
  - 1 cone per group of 5 or 6 students
  - Music and music player

**Set-Up:**

1. Send groups of 5 or 6 students to a cone each group with 1 beanbag.
2. The shortest (tallest, youngest, etc.) student stands next to the cone. The other students stand in a circle around the cone.
3. The beanbag begins with the student standing in the circle.

**Activity Procedures:**

1. Playing Hide and Seek is really fun, but in order for everyone to have fun, we all have to follow the directions carefully.

2. In this game of hide and seek, the player in the center of the circle is the Seeker. She/he will try to find the beanbag.

3. When the music starts, the Seeker will close her/his eyes and the students in the circle pass the beanbag around the circle. When the music stops, everyone in the circle will hide their hands behind their backs.

4. The Seeker will say, "Ready or not, it's time to seek!" The Seeker will then open her/his eyes and try to guess who has the beanbag hidden behind their back.

5. Seekers get 1 guess. If she/he guesses correctly, she/he gets a bonus point. If she/he guesses incorrectly, all of the students in the circle get a bonus point.

6. Select a new Seeker and then play again.

**Grade Level Progression:**

- K: Teacher directly selects the student who will hide the beanbag and the other children work together to try and trick the Seeker.
- 1<sup>st</sup>: Students now pass the beanbag with the music; teacher monitors the Seeker to avoid any peeking.
- 2<sup>nd</sup>: The game is played with little or no teacher intervention.

HIDE AND SEEK

Students pass the beanbag in plank position. When the music stops, they quickly sit and hide the beanbag.

CHALLENGE PROGRESSIONS

Teacher selects the student who will hide the beanbag and provides enough time for all students to "hide" before allowing the Seeker to open her/his eyes.

MODIFICATIONS

Fun, Cooperation, Responsibility, Follow the Rules, Learning Environment

ACADEMIC LANGUAGE

- Standard 4 [E2.K-2] Acknowledges responsibility for behavior when prompted (K); Follows the rules/parameters of the learning environment (1); Accepts responsibility for class protocols with behavior and performance actions (2).
- Standard 5 [E3.K] Identifies physical activities that are enjoyable (Ka); Discusses the enjoyment of playing with friends (Kb).

STANDARDS & OUTCOMES ADDRESSED

- DOK 1: What is cooperation?
- DOK 2: How did you cooperate during the game of Hide and Seek?
- DOK 3: What would happen to the game if some students did not cooperate?
- DOK 1: What is responsibility?
- DOK 2: What did responsibility look like in the game of Hide and Seek?
- DOK 3: Can you think of any other examples of activities or places where responsibility is important? Explain why you selected that example.

DEBRIEF QUESTIONS

Help students examine their reasoning: It is very likely that several young students will find it difficult to pretend to hide the beanbag when it's time to cooperate as a unit. Plan for this teachable moment and use it to illustrate the need for full cooperation. In addition, allow students to accept responsibility for their actions without fear of serious consequences. Start by debriefing the results of the failed attempt at "hiding" and then allow the group to try again. If the result of the second attempt is positive and the group successfully hides the beanbag, praise the student who improved their performance and ask the class to examine all of the reasons why the improvement was so important to the group's success. If the result of the second attempt continues to be negative, follow class protocol for gradually increasing the gravity of the consequence.

TEACHING STRATEGY FOCUS



**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.





**Ready...**

- 1 ball per pair
- 6 cones

**Set...**

- Designate 3 (20 paces long) parallel lines, 20 paces apart using cones.
- Students in equally skilled pairs in partner face off on opposite endlines.
- Distribute balls evenly along center line.

**GO!**

1. The object is to score a point by getting a ball from the center and dribbling it back to your own endline.
2. On "Get your ball!" you and your partner run from opposite endlines to midfield, and try to gain control of the ball in front of you. If you get the ball, dribble it back to your own endline (safe zone). Once there, trap the ball.
3. If you didn't get the ball, try to legally steal your partner's ball before they reach the safe zone. If you steal the ball, dribble it to your safe zone.
4. You and your partner continue to try to steal the same ball and bring it to your own endline until signal.
5. (Give stop signal after 30-45 seconds.)
6. Bring the balls back to midfield, and get ready for the next round.
7. (Continue for several rounds.)

**CUES**

- \* Dribblers, when in an open space, push the ball and run after it.
- \* Remember, you can take a ball from your partner only.

**CHALLENGES**

- \* Which group can bring the most balls to their safe zone?
- \* How quickly can you set up the balls for the next round?

