

<p><b>K-5 Lesson plans</b></p>	<p><b><u>KDOE: Practical Living (P.E.): Academic Standards 2.34:</u></b> P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5)</p> <p><b><u>KDOE: Practical Living (Health): Academic Expectations:</u></b> 4.1: Students effectively use interpersonal skills. (K-5th) (loyalty)</p> <p><b><u>KDOE: Practical Living: Academic Expectations:</u></b> 5.4: Students use decision-making process to make informed decisions among options. (K-5<sup>th</sup>) (risk factors)</p> <p><b><u>KDOE: Vocational Studies (Consumerism): Academic Expectations:</u></b> 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5<sup>th</sup>) (goods and services)</p> <p><b><u>KDOE: Vocational Studies (Career Studies): Academic Expectations:</u></b> 2.36: Students use strategies for choosing and preparing for a career. (food, agriculture, and natural resources)</p> <p><b><u>KDOE: Practical Living (Health): 2.32:</u></b> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (good sportsmanship)</p>	<p><b><u>Vocabulary:</u></b></p> <p>agriculture, natural resources, sportsmanship, risk factors, goods, services, loyalty, cardiorespiratory endurance, flexibility</p>	<p><b><u>Learning Targets (relate all targets to real life):</u></b></p> <p><b>P.E.:</b> I can perform physical movement skills correctly (K-5<sup>th</sup>).  <b>P.E.:</b> I can give reasons we need to be physically active (K-5<sup>th</sup>).  <b>P.E.:</b> I can understand how to handle, pass, and shoot a basketball in a basketball game (K-5<sup>th</sup>).</p> <p><b>Career/Vocational Studies:</b> I can give an example of a career in food, agriculture, and natural resources. (K-5<sup>th</sup>)</p> <p><b>Health:</b> I can identify risk factors that contribute to diseases (K-5<sup>th</sup>).  <b>Consumerism:</b> I can compare and contrast goods and services (K-5<sup>th</sup>).  <b>Career/Vocational Studies:</b> I can demonstrate good sportsmanship (K-5<sup>th</sup>).  <b>Career/Vocational Studies:</b> I can demonstrate loyalty (K-5<sup>th</sup>).</p> <p style="text-align: center;"><b><u>P.E. and Health Lesson Plans</u></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 if needed. Record students that are prepared to work and learn (wore correct type of shoes).</p> <p><b>Warm-up:</b> (P.E.) Teacher will go over how to safely run laps. 4<sup>th</sup> and 5<sup>th</sup> grade students will run in two separate groups. 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: positive attitude, reliability, and dependability.</p> <p><b>Mini Lesson: (Health):</b> Students will look at a power point slide that explains that defines risk factors.  <b>Mini Lesson: (P.E.):</b> Go over power point slide that teaches about why we need physical activity.  <b>Mini lesson: (KY Career Cluster):</b> I will show the students the career cluster poster and introduce students to careers within food, agriculture and natural resources.  <b>Mini lesson: (Consumerism):</b> Students will learn how to compare and contrast natural resources.</p> <p><b>Warm-up:</b> (P.E. warm-up) (K-5th) Students will watch a video from Adventure to Fitness. Students will watch from 3-8 minute mark ("Everglades Exhaustion")</p>	<p><b><u>Daily Assessment:</u></b></p> <p>X Observation responses  X Oral responses  <input type="checkbox"/> Self-Evaluation  <input type="checkbox"/> ORQ  X Whole Class  X Small Group  X Individual</p> <p><b><u>Formative and Summative Assessments</u></b></p> <p>X Entrance (flashback) and Exit Slips  X Oral Questions  <input type="checkbox"/> Student Self-Assessment</p>
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**PE: National Standards**

(NASPE)  
See attached lesson plans for NASPE standards!

**P.E. Activity #1:** Primary/Intermediate (K-5th)

Students will review proper ball handling, dribbling, passing, and ball shooting techniques.

**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: They can demonstrate additional advanced techniques in ball handling, dribbling, passing, and ball shooting.

**Assessments/Exit Slip:** Students will describe the meaning of good sportsmanship and teamwork. Students will demonstrate a basic knowledge of how the game of basketball is played. DOK 2: Compare and contrast scoring in soccer and basketball.

**P.E. Activity #2:** Primary/Intermediate (K-5<sup>th</sup>) Students will learn about defense, offense, scoring, good sportsmanship, throwing a basketball inbounds, and other basketball game playing techniques.

**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: Teacher will be more flexible in allowing students to perform advance ball handling and shooting techniques.

**Assessments/Exit Slip:** Students will demonstrate proper offense, defense, and ball handling and shooting techniques.

**Mini lesson:** Brainpop.com and brainpopjr.com videos will not be shown this week so students will have more time to play in a basketball game.

**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.

Friday, March 10, 2017

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

**KDOE: Practical Living (P.E.): Academic Standards 2.34:** P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5) (dance, soccer)

**KDOE: Vocational Studies: Academic Standards 1.16:** Students use computers and other kids of technology to collect, organize, and communicate information and ideas. (transportation)

**KDOE: Practical Living (Health): Academic Standards 3.2:** Students demonstrate the ability to maintain a healthy lifestyle. (cyberbullying)

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

**Vocabulary:** kick, trap, dribble, transportation, cyberbullying

**Vocational Studies:** I can give examples of transportation used in careers (K-2nd).

**Health:** I can examples of what to do if I am cyberbullied (3<sup>rd</sup>-5<sup>th</sup>).

**P.E.:** 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.E.:** 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>).

**Friday only: Mini lesson:** (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.

**Friday only: Warm-up:** Students will run three warm up laps.

**Friday only: Mini lesson (Spiral Review):** Review with students the career cluster of the week. Review the health, consumerism, P.E., and careers power point slides.

**Friday only: P.E. Warm-up Activity:** 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>)

**Friday only: P.E. Activity #1:** Primary (K-2nd): Triangle Passing and 3-player kick and score (Kicking and Trapping, 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:** See attached lesson plan under Wrap It Up for DOK 1 and DOK 2 type questions.

**Friday only: P.E. Activity #2:** Primary (K-2nd) Hide and Seek (OPEN online curriculum, 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 grade level progression.

**Friday only: Assessments/Exit Slip:** See attached lesson plan under Debrief for DOK 1 and DOK 2 type questions.

**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.

**Drills:**

- \*\*Fire drills:** exit following the emergency exit plan & close doors (prevents spread of flames)
- \*\*Earthquake drills:** doors open (you would be trapped if door is stuck), everyone gets under/tables including teachers
- \*\*Lockdown drills:** Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.
- \*\*Tornado drills:** File into the hallway, head covered....this will take some maneuvering with class sizes that have changed.
- \*\*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.
- \*\*Emergency kits MUST go with the class on ALL drills. This includes the red/green +/- cards and the first aid kits.**

**Notes and Anecdotal records:**

Teacher: Clark Kuhn Subject: PL/CS Week: March 7, 2017 Topics: basketball, sportsmanship, risk factors, goods, services, loyalty


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

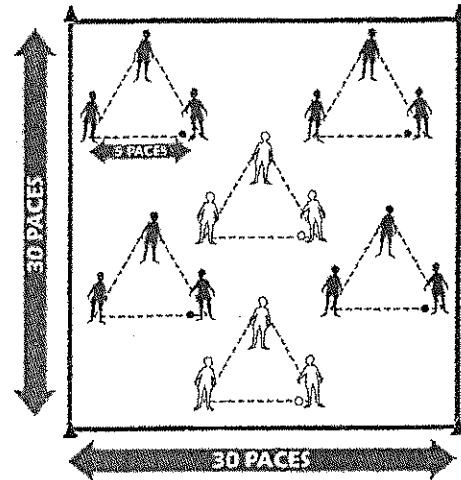


## Ready

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

## Set

- 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.



## GO!

### 1. Triangle Passing

- Today we are going to practice kicking and trapping skills in small groups.
- Don't pass to anyone in your group twice until everyone has been passed to once.
- Trap and stop the ball **before** you pass.
- **Challenges**
  - o How quickly can your group pass the ball **around** the triangle using the instep pass?
  - o When you hear, "Switch!" change the direction of your passes.
  - 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 How many times can you pass the ball around your group in 1 minute? Count out loud.

### 2. 3-Player Kick and Score

- (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. Accuracy and control are the key.
- 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.

## 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.



# \*SPARK\* IT UP!

## ★ 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.

## FUN FACT

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.

## STANDARDS ADDRESSED

### NASPE

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

**Your State** (Write in here)

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## 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.

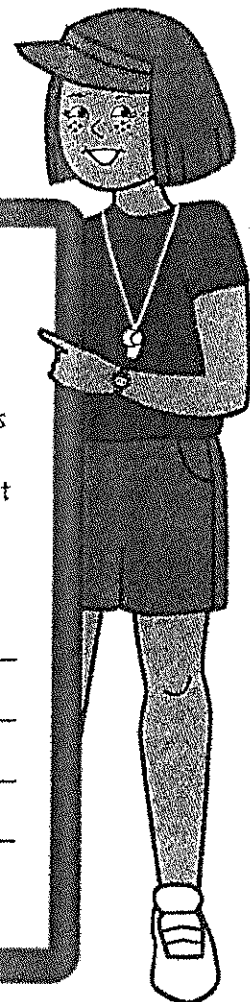
## NOTES

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# TRIANGLE PASSING AND 3-PLAYER KICK AND SCORE

## 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)

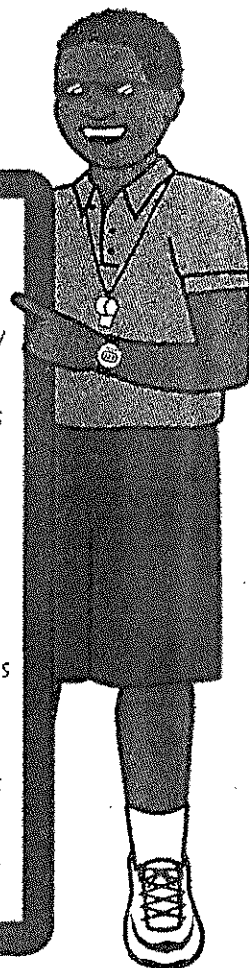
## TONY'S TIPS

### Triangle Passing Tips

- After practice, increase the difficulty of the challenges.
- Emphasize control; remind students to trap the ball before they pass.

### 3-Person Kick and Score Pointers

- 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.





### 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.

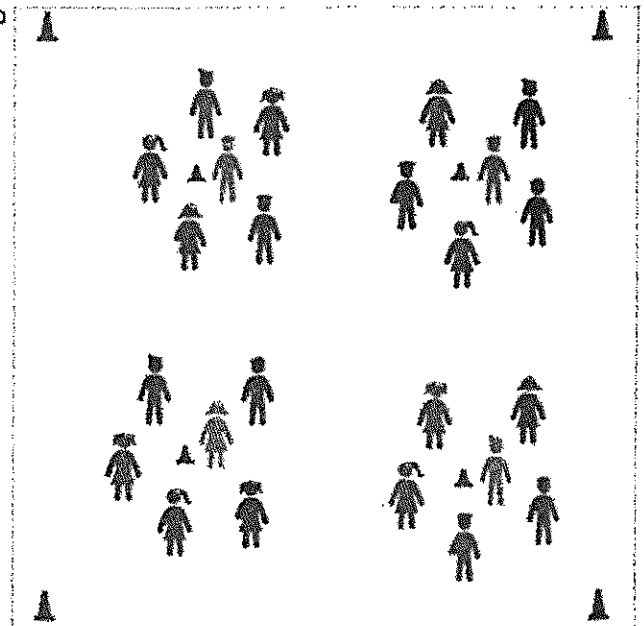
#### ACTIVITY SET-UP & PROCEDURE

##### 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

## CHALLENGE PROGRESSIONS

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

## MODIFICATIONS

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.

## ACADEMIC LANGUAGE

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

## STANDARDS &amp; OUTCOMES ADDRESSED

- **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).

## DEBRIEF QUESTIONS

- **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.

## TEACHING STRATEGY FOCUS

**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.

**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

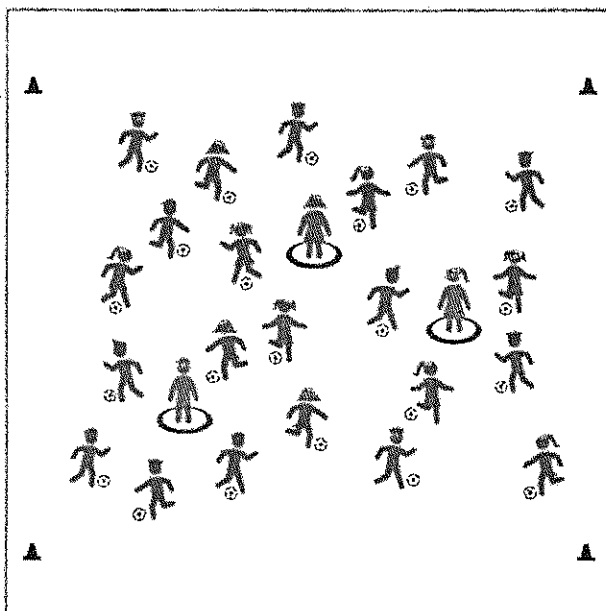
**ACTIVITY SET-UP & PROCEDURE**

**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.

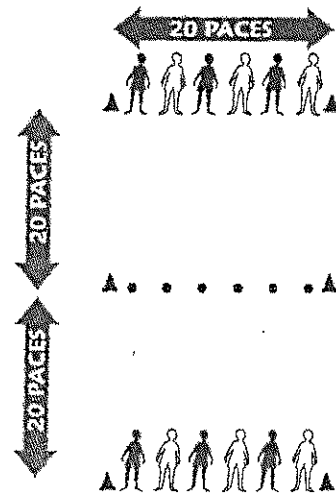


## Ready...

- 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.)

### CHALLENGES

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

### CUES

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