OPEN

Online Physical Education Network
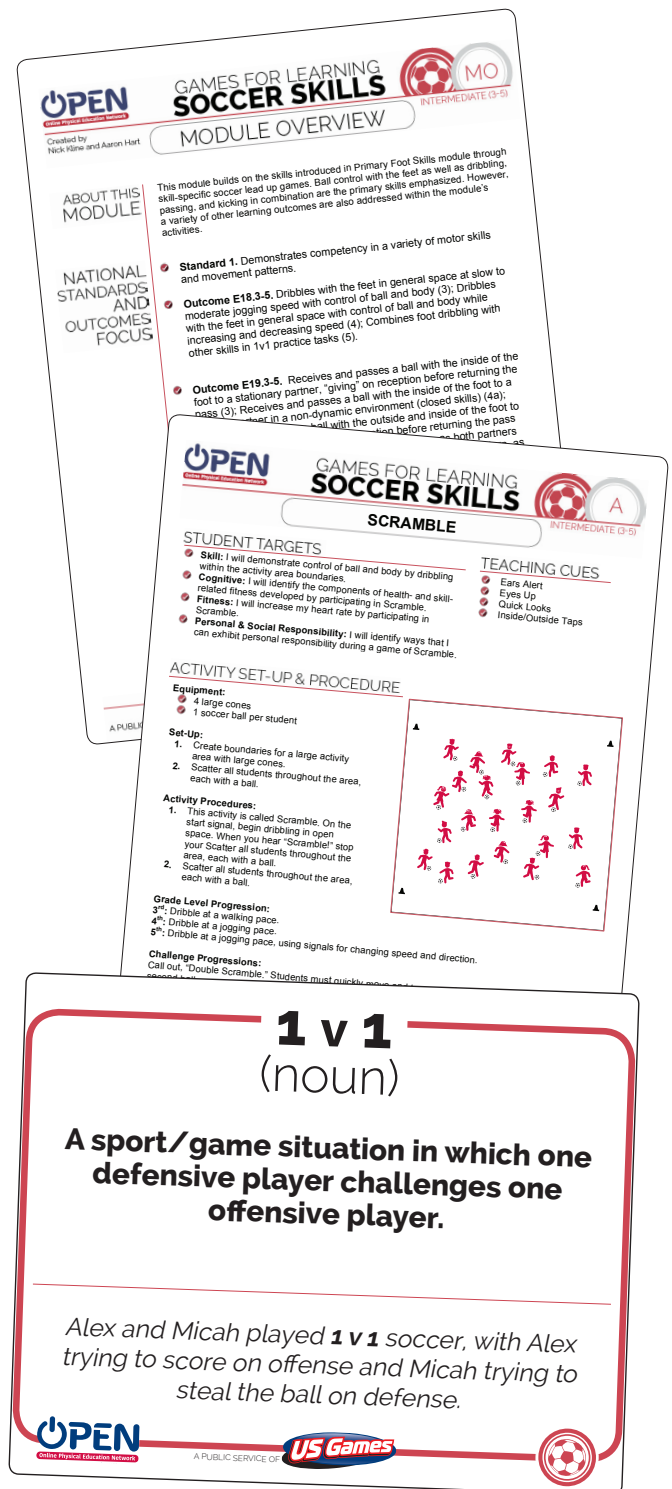
HOW-TO GUIDE

HOW TO USE IT

AN INTRODUCTION

OPEN materials have been designed to be the most flexible curriculum resources available.

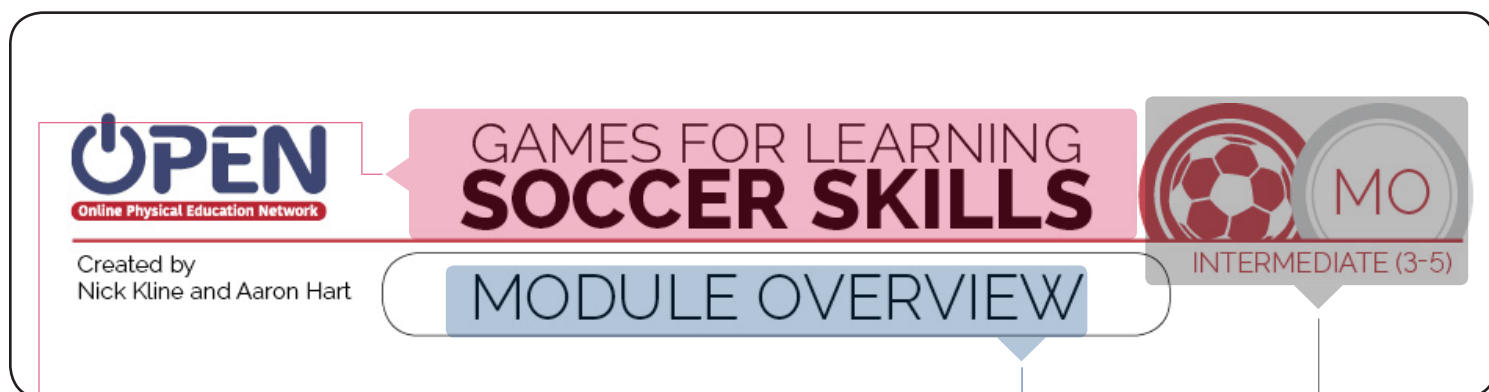All documents are provided in both Microsoft Word and PDF formats for fast printing and easy customization.

This **How-To** document will give you an overview of all components included in an OPEN module. Use it to guide your planning, your teaching, and your content submissions.

Thank you for being a part of the OPEN Movement!

1 v 1
(noun)

A sport/game situation in which one defensive player challenges one offensive player.

Alex and Micah played 1 v 1 soccer, with Alex trying to score on offense and Micah trying to steal the ball on defense.

Each module has a custom header designed for easy identification, organization, and browsing. The first thing you'll notice is that each module has a unique color theme.

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GAMES FOR LEARNING
SOCCER SKILLS

MODULE OVERVIEW

Created by
Nick Kline and Aaron Hart

MO
INTERMEDIATE (3-5)

MODULE NAME

The module name is prominent and easy to read.

RESOURCE TYPE

Each document is labeled clearly to let you know where in the module each document belongs.

QUICK REFERENCE

A graphic icon follows each module from web to page, with a Resource Type Code in the upper right corner of each page, designed and placed for easy browsing. These elements are fit above the module grade level.

MODULE OVERVIEW

ABOUT THIS MODULE

This short paragraph introduces the focus skills and concepts of the module.

NATIONAL STANDARDS AND OUTCOMES FOCUS

This section clearly and completely identifies the standards and outcomes that were used to design each of the module's learning tasks and assessment tools.

ⓞPEN — GAMES FOR LEARNING SOCCER SKILLS — MO — INTERMEDIATE (3-5)

MODULE OVERVIEW

Created by Nick Kline and Aaron Hart

ABOUT THIS MODULE

This module builds on the skills introduced in Primary Foot Skills module through skill-specific soccer lead up games. Ball control with the feet as well as dribbling, passing, and kicking in combination are the primary skills emphasized. However, a variety of other learning outcomes are also addressed within the module's activities.

NATIONAL STANDARDS AND OUTCOMES FOCUS

- **Standard 1.** Demonstrates competency in a variety of motor skills and movement patterns.

- **Outcome 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 1v1 practice tasks (5).

- **Outcome E19.3-5.** Receives and passes a ball with the inside of the foot to a stationary partner, "giving" on reception before returning the pass (3); Receives and passes a ball with the inside of the foot to a moving partner in a non-dynamic environment (closed skills) (4a); Receives and passes a ball with the outside and inside of the foot to a stationary partner, "giving" on reception before returning the pass (4b); Passes with the feet, using a mature pattern, as both partners travel (5a); Receives a pass with the feet, using a mature pattern, as both partners travel (5b).

- **Outcome E20.4-5.** Dribbles with feet in combination with other skills (e.g., passing, receiving, shooting) (4); Dribbles with feet with mature patterns in a variety of small-sided game forms (5).

- **Outcome E21.3-5.** Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each (3a); Uses a continuous running approach and kicks a stationary ball for accuracy (3b); Kicks along the ground and in the air, and punts using mature patterns (4); Demonstrates mature patterns in kicking and punting in small-sided practice task environments (5).

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ⓞPEN — GAMES FOR LEARNING **SOCCER SKILLS** — MO

MODULE OVERVIEW

RESOURCES	FOCUS OUTCOMES & STANDARDS	PAGE
Module Overview		1
Required Materials List		5
Activity Plans		
Scramble	Standard 1 [E18.3-5]	6
Pass vs. Dribble	Standard 1 [E19.3-5 & E20.5]	8
Shark Attack	Standard 1 [E18.3-5 & E20.5]	10
Keep Away	Standard 1 [E20.4-5]	12
Soccer Tag	Standard 1 [E18.3-5]	14
Windows	Standard 1 [E19.3-5 & E20.4-5]	16
Soccer Golf	Standard 1 [E21.3-5]	18
Shooting Thunder	Standard 1 [E21.3-5]	20
Station Day	Standard 4 [E2.3-5]	22
Sample First Lesson Plan		24
Academic Language Posters		37 pages
Station Cards		8 pages
Student Assessment Tools		
Self-Assessment Worksheet		
Holistic Performance Rubric		
Teacher Self-Evaluation & Reflection Guide		

NOTE: Additional standards and outcomes addressed are specified on each activity plan.

PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

Instant Activity (not on block plan)	5-10 minutes
+ Skill Activity with Debrief	10-15 minutes
+ Skill Activity with Debrief	10-15 minutes
+ Check for Understanding	5 minutes

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two assessments are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

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TABLE OF CONTENTS

Outcomes remain the focus within the table of contents. Each activity is followed by an outcome code, allowing teachers to quickly match effective learning tasks with student targets.

PLANNING COMPLETE LESSONS

This section contains a quick formula for building complete lessons using OPEN activities.

ASSESSMENT

The assessment section of the module overview provides detailed information on how to use OPEN assessments for student evaluation.

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ASSESSMENT OPTIONS

Each OPEN module includes both formative and summative assessment options. Each option is explained in detail with suggestions on how to use assessments within the evaluation process.

GAMES FOR LEARNING SOCCER SKILLS MO

MODULE OVERVIEW

SELF ASSESSMENT WORKSHEET

This simple self-assessment worksheet provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this worksheet's pre-assessment and goal sections on the day that skills are first introduced. For example, during the module's first lesson, students participate in the activity Driver's Test. At the end of the activity, students would complete the Pre and Goal columns for Dribbling (and possibly safety). Passing, Trapping, and Kicking would not be completed until a future lesson, when those skills are introduced. A post-assessment for all skills would then be completed on the module's Station Day lesson.

USING THE SELF ASSESSMENT FOR EVALUATION (GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC RUBRIC FOR PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's Station Day, providing a final holistic evaluation of each student's performance.

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GAMES FOR LEARNING SOCCER SKILLS MO

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Scramble + Shark Attack (Pre Assessment – Dribbling)	General Space, Open Space, Dribble, Ball Control, Body Control, Skill-related Fitness, Health-related Fitness, Safety
2	Scramble + Pass vs. Dribble (Pre Assessment – Passing & Trapping)	Skill-related Fitness, Health-related Fitness, Pass, Trap, Receive, Inside of the Foot, Outside of the Foot, Give with the Ball, Pacing
3	Shark Attack + Keep Away	Ball Control, Body Control, 1 v 1, Practice, Small-sided Game, Skill Combination, Defense, Ready Position, Work Independently, Safety
4	Soccer Tag + Keep Away	1 v 1, Practice, Offense, Defense, Strategy, Skill Combination, Mature Skill Pattern, Active Engagement
5	Soccer Tag + Windows	Skill Combination, Small-sided Game, Pass, Trap, Receive, Inside of the Foot, Outside of the Foot, Follow Through, Center of the Ball
6	Soccer Tag + Soccer Golf (Pre Assessment – Kicking)	Clearing Kick, Punt, Running Approach, Critical Elements, Mature Skill Pattern, Follow Through, Top of the Foot, Accuracy
7	Windows + Shooting Thunder	Shoot, Follow Through, Center of the Ball, Running Approach, Top of the Foot, Critical Elements, Mature Skill Pattern, Accuracy, Safety
8	Shooting Thunder + Soccer Golf	Clearing Kick, Punt, Running Approach, Top of the Foot, Critical Elements, Mature Skill Pattern, Stationary, Accuracy, Practice, Safety Follow Through
9	Station Day (Exit Assessment – Dribbling, Passing, Trapping & Kicking)	Academic Language Review

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SUGGESTED BLOCK PLAN

The goal of each module's suggested block plan is to offer a sample road map for sequencing and pairing learning tasks.

This section also includes suggested academic language for each set of activities. Teachers can use this list to help them choose vocabulary words to highlight during each lesson. Every word on this list is included in the module's set of academic language cards.

MATERIALS LIST

This quick reference table provides quantities for each resource and piece of equipment needed to run all activities within an OPEN Module. There are also quick links for easy ordering from US Games.

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GAMES FOR LEARNING SOCCER SKILLS

MATERIALS LIST

ML INTERMEDIATE (3-5)

QTY	NAME	CODE	US Games USGAMES.COM
1	Basic OPEN Activity Pack [Includes all items below]		Link to e-Store
24	Soccer Balls		Link to e-Store
12	12" Cones		Link to e-Store
24	Low Profile Cones		Link to e-Store
12	Hula Hoops		Link to e-Store
3	Rubber Chickens		Link to e-Store
			OPENPhysEd.org
37	Academic Language Cards		OPENPhysEd.org
8	Station Cards		OPENPhysEd.org
1	Holistic Rubric		OPENPhysEd.org
1	Self Check Assessment		OPENPhysEd.org

* Economy Equipment Package is also available

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ACTIVITY PAGES

TEACHING CUES

This section provides words or phrases that clearly describe the key skills and concepts within the lesson.

STUDENT TARGETS

Student targets are written in first person language to create a clear vision for what the students are expected to accomplish during the activity. Targets are ready to cut, paste, print, and post for all students to see as they enter the PE classroom.

ACTIVITY SET-UP & PROCEDURE

This section includes all of the information you need to set up and run the activity. The bottom of this section provides general grade level progressions to help teachers apply a developmentally appropriate instructional scaffold.

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GAMES FOR LEARNING
SOCCER SKILLS
SCRAMBLE
INTERMEDIATE (3-5) | A

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

TEACHING CUES
- Ears Alert
- Eyes Up
- Quick Looks
- Inside/Outside Taps

ACTIVITY SET-UP & PROCEDURE

Equipment:
- 4 large cones
- 1 soccer ball per student

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

Activity Procedures:
1. This activity is called Scramble. On the start signal, begin dribbling in open space. When you hear "Scramble!" stop your Scatter all students throughout the area, each with a ball.
2. Scatter all students throughout the area, each with a ball.
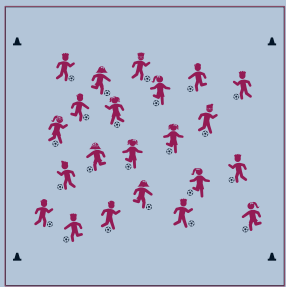
Grade Level Progression:
3rd: Dribble at a walking pace.
4th: Dribble at a jogging pace.
5th: Dribble at a jogging pace, using signals for changing speed and direction.

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

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

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GAMES FOR LEARNING **SOCCER SKILLS**
SCRAMBLE
A

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

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

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

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

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ACADEMIC LANGUAGE

This is a list of vocabulary words pulled from the outcome and student targets. Choose 2 - 5 words to focus on during your lesson.

STANDARDS & OUTCOMES ADDRESSED

This section contains the full set of outcomes addressed by this instructional task.

DEBRIEF QUESTIONS

Each set of debrief questions follows Webb's Depth of Knowledge (DOK) levels to provide appropriate rigor within each activity and lesson.

TEACHING STRATEGY FOCUS

This section provides a physical education translation and application of one of Marzano's essential strategies to achieving rigor.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

Choose one or more outcomes from the selected activities and plug them into the lesson plan here.

FOCUS TARGETS

Choose a target for each domain and insert the first person text here.

ACADEMIC LANGUAGE

All activities provide a robust list of academic vocabulary words to choose from. Select 2 to 5 words to focus on during a complete lesson.

SELECTED ASSESSMENT

Identify the formative and/or summative assessment tool to be used during this lesson.

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GAMES FOR LEARNING SOCCER SKILLS LP
INTERMEDIATE (3-5)

SAMPLE LESSON PLAN

FOCUS OUTCOMES
- **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 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).

FOCUS TARGETS
- **Skill:** I will demonstrate control of ball and body by dribbling within the activity area boundaries.
- **Cognitive:** I will identify and define two or more academic language vocabulary words.
- **Fitness:** I will increase my heart rate by participating in Scramble.
- **Personal & Social Responsibility:** I will demonstrate responsible behavior by following all safety rules.

ACADEMIC LANGUAGE
- Dribble
- Ball Control
- Open Space
- 1 v 1
- Safety

SELECTED ASSESSMENT
- Soccer Skills Self Assessment

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GAMES FOR LEARNING **SOCCER SKILLS** LP

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
1 INSTANT ACTIVITY	• Boundary cones are set up and soccer balls are divided into 2 equipment stations along the perimeter. • Students enter the gym and move to warm-up spots (personal space) facing the front wall where a FITMAN word puzzle is displayed. Complete 2 words as a warm up.	FITMAN (from OPEN Instant Activity Collection): Word puzzles for Ball Control & Safety	• What does ball control mean? • How does it apply to the game of soccer?
2 LEARNING TASK	• Review cues for Dribbling: Ears Alert, Eyes Up, Quick Looks, Inside/Outside Taps. • On "GO," students collect a soccer ball from one of the equipment stations on the perimeter, and then move to an open space within the boundaries. Ball in ball garage (between feet) and thumbs up when ready. Begin Scramble activity.	Scramble	• Can you remember the cues for foot dribbling? • How did your ability to make quick looks around the activity area affect your success in Scramble? • What are the steps you took in the process of moving from one ball to the next?
3 LEARNING TASK	• Debrief with ball in ball garage. Select 3 students as Sharks for next activity by placing a hula hoop on the ground next to them, taking their soccer balls, and asking them to move into the hoops.	Shark Attack	• How can you recognize open space during an activity like Shark Attack? • How would you compare and contrast open space with general space? • How is open space related to general space?
4 EXIT ASSESSMENT	• Foot Skills Self Assessment (Dribbling & Safety) • Assessment stations are set up on open sidelines. Each includes 4 piles of worksheets and 4 boxes of crayons. When I say "GO," return your ball to an equipment station. Next, move to an assessment station. Collect a worksheet and crayon. When finished filling it out, give your worksheet to me and then line up.		

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LESSON PLAN EXAMPLE

Page two of the lesson plan tool offers a road map for creating a complete lesson, beginning with an instant activity and continuing through to an exit assessment. Next to each lesson section there is a space for transition notes and management reminders, a listing of each section's activity, and a set of debrief questions.

The lesson plan tool is meant to act as a cover page that sits on top of the activity pages in order to create a complete instructional resource packet.

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Academic language cards provide a tool for helping students build domain-specific vocabulary though words that are relevant within the context of physical education. Print and post these cards as they are or modify them to meet the specific needs and characteristics of students.

APPROPRIATE BEHAVIOR
(noun)

The correct way to act or conduct onself in a particular situation.

*Phillip demonstrated **appropriate behavior** during stations by moving safely and listening for the start and stop signals.*

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DEFINITION

IN CONTEXT

Station cards are designed with informational text, illustrations, and icons that give students an opportunity to apply real-world comprehension strategies. Students must then integrate the knowledge and ideas they've learned to authentically demonstrate their understanding through movement.

SOCCER VOLLEYBALL

HOW TO PLAY

1. Partner A self-tosses the ball to make 1 juggle, and then must catch the ball before it hits the ground. Partner A gives the ball to Partner B.

2. Partner B then self-tosses to make 2 juggles and a catch. Partner B gives the ball to Partner A.

3. Partner A must then get 3 juggles and a catch.

4. This continues until a player does not make the necessary number of volleys/juggles OR a player does not catch the ball before it touches the ground.

EQUIPMENT
- 1 soccer ball per 2 players

SET-UP
- 2 players (Partner A & Partner B) facing each other 5-7 feet apart.

![Soccer volleyball setup diagram]

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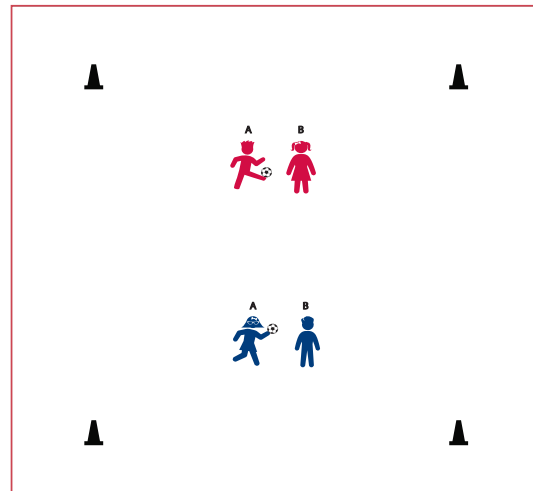
Each student self-assessment provides a tool for formative assessment, as well as the development of goal setting skills. A full description of how to use this tool is provided in the module overview.

GAMES FOR LEARNING
SOCCER SKILLS
SELF-ASSESSMENT

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SA — INTERMEDIATE (3-5)

NAME:_____ GRADE:_____ CLASS:_____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the "Goal" column to show how much you'd like to improve your skills after some practice and hard work.

PHYSICAL EDUCATION — MINOR LEAGUE

Level 1:
I'm in the **Minor Leagues**. I wish I could do this better. And so I will keep trying my best to improve.

PHYSICAL EDUCATION — MAJOR LEAGUE

Level 2:
I'm in the **Major Leagues.** Practice is helping and I will keep trying my best to improve.

PHYSICAL EDUCATION — ALL-STAR

Level 3:
I'm an **All Star.** I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Dribbling	☆☆☆	☆☆☆	☆☆☆
Passing	☆☆☆	☆☆☆	☆☆☆
Trapping	☆☆☆	☆☆☆	☆☆☆
Kicking	☆☆☆	☆☆☆	☆☆☆
Safety	☆☆☆	☆☆☆	☆☆☆

PERFORMANCE RUBRIC

Holistic performance rubrics are provided within each module as a tool for summative assessment. Each rubric offers holistic criteria for competency and proficiency by using a rating scale which mirrors the assessment scales used in other core content areas. This assessment is meant to be used at the end of each module in order to document student skill levels.

A full description of how to use this tool is provided in the module overview.

In order to promote effective teaching and professional growth, each module includes a self-evaluation and reflection guide. This tool allows teachers to document their own performance and identify both strengths and areas for professional learning.

OPEN | GAMES FOR LEARNING SOCCER SKILLS
TEACHER SELF-EVALUATION & REFLECTION GUIDE — TE — INTERMEDIATE (3-5)

Teaching Dates of Module:	School Year:
General Comments / Notes for Planning Next Year's Module	
✓ Comment 1 ✓ Comment 2 ✓ Comment 3…	

Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3…	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3…	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3…	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3…	

Self-Rating with Rationale
Choose One: **Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)**
Provide rationale: ✓ Evidence 1 ✓ Evidence 2 ✓ Evidence 3