

## TREASURE HUNT

### STUDENT TARGETS

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

### TEACHING CUES

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

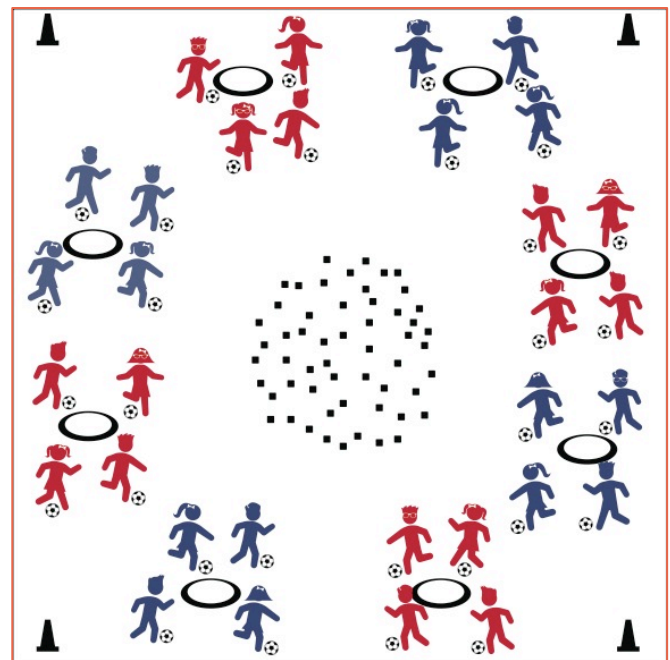
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

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

#### Set-Up:

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



#### Activity Procedure:

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

#### Grade Level Progression:

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

**1<sup>st</sup>:** Keep a walking pace, allowing students to dribble continuously from treasure to treasure.

**2<sup>nd</sup>:** Allow students to jog quickly from treasure to treasure.

**TREASURE HUNT**

CHALLENGE  
PROGRESSIONS

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

MODIFICATIONS

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

ACADEMIC  
LANGUAGE

Skill, Force, Ball Control

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✓ **Standard 1 [E18.K-2]** Taps ball forward using inside of the foot (K); Dribbles ball using inside of the foot while walking in general space (1); Dribbles with the feet in general space with control of ball and body (2).
- ✓ **Standard 2 [E1-E3.K-2]** Addressing space, levels, pathways, and direction.
- ✓ **Standard 3 [E2.K-2]** Actively participates in physical education class (K-1); ...in response to instruction and practice (2).
- ✓ **Standard 4 [E3.K-2]** Follows instruction/directions when prompted (K); Responds appropriately to general feedback from the teacher (1); Accepts specific corrective feedback from the teacher (2).
- ✓ **Standard 5 [E2.K-2]** Acknowledges that some physical activities are challenging/difficult (K); Recognizes that challenge in physical activity can lead to success (1); Compares physical activities that bring confidence and challenge (2).

DEBRIEF  
QUESTIONS

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

TEACHING  
STRATEGY  
FOCUS

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