## Juggling Scarf Exploration 1

## STUDENT TARGETS

- ✅ **Skill:** I will practice a variety of locomotor skills using the cues my teacher gives me in class.
- ✅ **Cognitive:** I will demonstrate at least 3 different pathways while I move throughout the activity area.
- ✅ **Fitness:** I will work to stay actively engaged during all of the scarf activities.
- ✅ **Personal & Social Responsibility:** I will demonstrate safe behaviors without being reminded by a teacher.

## TEACHING CUES

- ✅ Work Safely
- ✅ Respect Self-Space
- ✅ Actively Engage
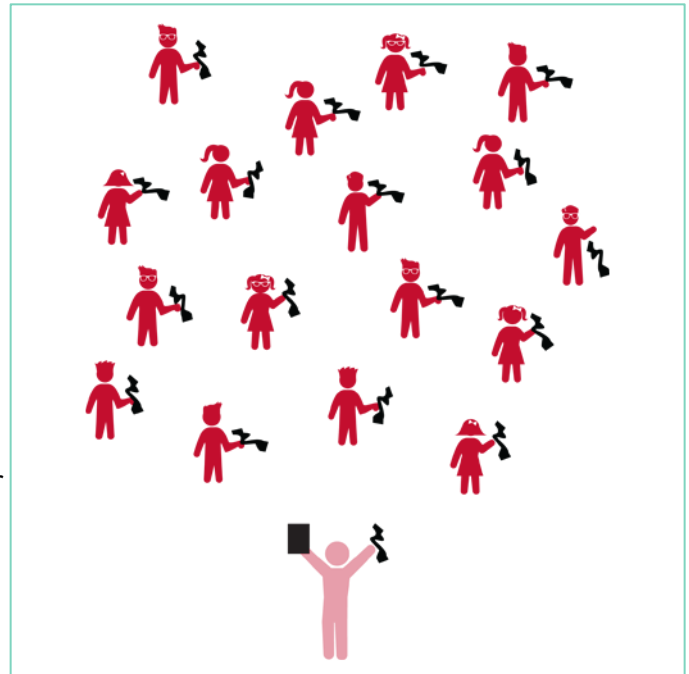- ✅ *See Skill Cue Teach Sheets for Skill-Specific Cues*

## ACTIVITY SET-UP & PROCEDURE

**Equipment:**
- ✅ 1 juggling scarf per student
- ✅ Juggling Scarf Activity Card

**Set-Up:**
1. Students scattered in activity area, each with a juggling scarf.
2. Juggling Scarf Activity Card ready on clipboard or tablet.



**Activity Procedures:**
1. Today we're going to have fun exploring movement with juggling scarves.
2. I will show you a movement activity and then you can begin to move in the same way.
3. Teachers, use Part 1 of the Juggling Scarf Activity Card to follow this activity sequence: 1) Shapes & Directions; 2) Locomotor Moves; 3) Levels; 4) Pathways; 5) Letters & Numbers; 6) Tail Tag (2nd Grade).

**Grade Level Progression:**
**K:** Prompt students to hop, gallop, slide, and run. Focus on basic movement and pathways.
**1st:** Add a jog to the sequence. Focus on mature movement patterns as well as levels and relationships.
**2nd:** Focus on mature movements, including a skip. Students can combine shapes, levels, and pathways into simple travel sequences. Introduce Tail Tag, prompting students to skip during game play.

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**CHALLENGE PROGRESSIONS**

- Give students a second scarf. Prompt them to complete each challenge with 1 scarf in each hand.
- Prompt students to create their own movements and challenges to share with the class.

**MODIFICATIONS**

- Demonstrate basic movements while holding 1 scarf. Allow students to explore the ways that the scarf moves during these movements with few specific expectations.

**ACADEMIC LANGUAGE**

Actively Engage, Clockwise, Counter-Clockwise, General Space, Locomotor Skill, Gallop, Hop, Jog, Jump, Leap, Run, Side-Slide, Skip, Walk, Pathways, Safe, Self Space

**STANDARDS & OUTCOMES ADDRESSED**

- **Standard 1 [E1.K-2]** Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance (K); Hops, gallops, jogs and slides using a mature pattern (1); Skips using a mature pattern (2).
- **Standard 1 [E2.2]** Runs with a mature pattern (2a); Travels showing differentiation between jogging and sprinting (2b).
- **Standard 2 [E2.K-2]** Travels in three different pathways (K); Travels demonstrating low, middle and high levels (1a); Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) (1b); Combines shapes, levels and pathways into simple travel sequences (2).
- **Standard 4 [E1.K-2]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

**DEBRIEF QUESTIONS**

- **DOK 1:** Can you demonstrate a zigzag pathway? Curved? Straight?
- **DOK 2:** When have you used (or seen) a zigzag pathway? Curved? Straight?
- **DOK 3:** In a game like tag, why is it important to use different pathways for movement? What other games/activities include movement in different pathways?
- **DOK 1:** What is a locomotor skill? What are the different locomotor skills that you've learned?
- **DOK 2:** How is walking different than galloping? How are they the same?
- **DOK 2:** How is hopping different than jumping? How are they the same?

**TEACHING STRATEGY FOCUS**

**Identify Critical Content:** As you begin to teach locomotor skills it's important to take the time to define the elements of each one. This will help students connect concepts with their performance. Start slowly and add different skills over time, when it's developmentally appropriate for your students. Likewise, helping students examine the differences and similarities between the skills will allow them to understand how and why each skill can be applied.