

Juggling Scarf Exploration 2

STUDENT TARGETS

- ✔ **Skill:** I will experiment with different ways of tossing and then catching a scarf.
- ✔ **Cognitive:** I will explain the difference between self space and general space.
- ✔ **Fitness:** I will give at least one example of how I can be physically active outside of school.
- ✔ **Personal & Social Responsibility:** I will follow all directions.

TEACHING CUES

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

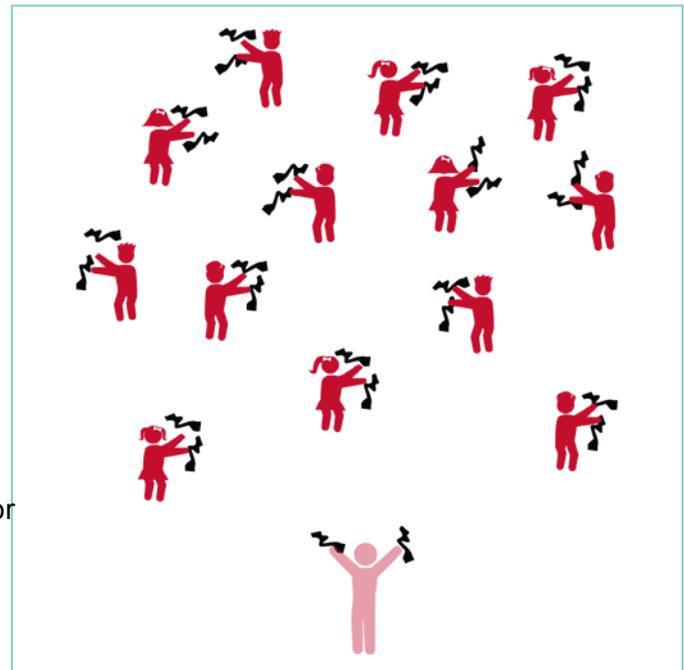
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 2 juggling scarves per student
- ✔ Juggling Scarf Activity Card
- ✔ Up-tempo music

Set-Up:

1. Students scattered in activity area, each with 2 juggling scarves.
2. Juggling Scarf Activity Card ready on clipboard or tablet.



Activity Procedures:

1. Today we're going to have more fun exploring movement with juggling scarves.
2. I will show you a movement activity and then you'll repeat after me.
3. Teachers, use Part 2 of the Juggling Scarf Activity Card to follow this activity sequence: 1) Toss & Catch; 2) Toss Two 3) Partner Mirror; 4) Partner Lead; 5) Partner Juggle; 6) Group Juggle (2nd Grade).

Grade Level Progression:

- K:** Perform all activities with 1 scarf only. Introduce music and prompt students to move to the rhythm.
- 1st:** Introduce the second scarf in Toss Two and continue with 2 scarves during partner activities.
- 2nd:** Extend the Partner Lead activity to include various locomotor activities performed to the rhythm of music.

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CHALLENGE PROGRESSIONS

- ✔ Use different music with a variety of rhythms and tempos.
- ✔ Prompt students to create movement routines they can practice and then perform.

MODIFICATIONS

- ✔ Use music with basic rhythms and slow to medium tempos.
- ✔ Focusing on tossing the scarves, allowing them to fall to the floor without a catch.

ACADEMIC LANGUAGE

Control, General Space, Manipulative Skill, Rhythm, Self Space

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.1]** Catches a soft object from a self-toss before it bounces (1a).
- ✔ **Standard 2 [E1.K-2]** Differentiates between movement in personal (self-space) and general space (Ka); Moves in personal space to a rhythm (Kb); Moves in self-space and general space in response to designated beats/ rhythms (1); Combines locomotor skills in general space to a rhythm (2).
- ✔ **Standard 3 [E1.K-2]** Identifies active play opportunities outside physical education class (K); Discusses the benefits of being active and exercising/playing (1); Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family) (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:** What does self-space mean? What does general space mean?
- ✔ **DOK 2:** How are self-space and general space alike? How are they different?
- ✔ **DOK 3:** How does it make you feel if someone moves into your personal space? Why?
- ✔ **DOK 3:** If general space was crowded, describe some of the things you'd have to think about as you moved through the space.

TEACHING STRATEGY FOCUS

Help students elaborate on content: Helping students elaborate and expand on their original thinking can be as simple as asking the question, “why?” As student process and make specific inferences prompt them to think even deeper and provide evidence to support their answers.