

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



INTERMEDIATE (3-5)

SCRAMBLE

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:

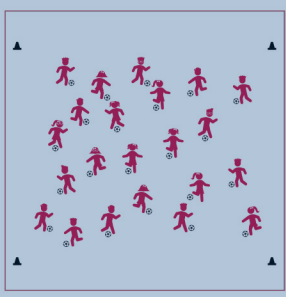
3rd: Dribble at a walking pace.
 4th: Dribble at a jogging pace.
 5th: Dribble at a jogging pace, using signals for changing speed and direction.


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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6



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GAMES FOR LEARNING

SOCCER SKILLS



INTERMEDIATE (3-5)

SCRAMBLE

ACADEMIC LANGUAGE

STANDARDS & OUTCOMES ADDRESSED

DEBRIEF QUESTIONS

TEACHING STRATEGY FOCUS

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

- ✔ **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).

- ✔ **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?

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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7

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.

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