



Online Physical Education Network

OPEN Activities that Promote Academic Rigor
Conference Handout 2016/17 School Year
@nyaaronhart on Twitter

Academic Language
Appropriate Behavior

Rock Paper Scissors Victory Lap

[Elementary Instant Activities]

HOW TO PLAY: Create a lap area with cones. The object is for students to win as many games of RPS as possible. After each win, winning students will run a victory lap around the cones to celebrate success. Then, students find a new partner and play again. Students that don't win quickly find a new partner and play again.

Tiered Debrief Questions

DOK 1: How can you recognize appropriate behavior?

DOK 2: What did you personally demonstrate appropriate behavior in our game of RPS Victory Lap?

Around the World Rock Paper Scissors

[Elementary Instant Activities]

HOW TO PLAY: Create a very large circle using 7 cones. Number cones 1 through 7. The object is for students to win a game of RPS at each cone, starting at cone 1 and moving clockwise with each win until they win at all 7 cones. Students that lose you can perform 5 push-ups (or other exercise), or they can "Chance It" and play with no exercise. Lose on a "Chance" and return to cone 1.

Tiered Debrief Questions

DOK 3: How is appropriate behavior related to our ability to be active and learn in physical education class? What are some examples you could give from today's two RPS activities?

Find more at OPENPhysEd.org



Online Physical Education Network

Academic Language **Social Support**

Aerobic Numbers

[Secondary Instant Activities]

HOW TO PLAY:

Up to 13 numbered team cones per complete deck of cards (use A/Ace, J/Jack, etc.... to identify face cards). 2 to 5 players per team. Cards scattered across from team cones with room to run in between.

The object of the game is for each team to quickly find all 4 cards with the team number on it. For example, if a team is assigned the number 6, they must find the 6 of hearts, 6 of diamonds, 6 of spades, and 6 of clubs. On the start signal the first player will run and turn 1 card over. If the card matches the team number, she/he brings it back to the team. If not, flip it back over and return to the team without a card. When one player returns to the team cone, another runs to the cards. When all 4 cards are found teams will yell out, “*All numbers are in!*” and begin doing jumping jacks (or other exercise).

Tiered Debrief Questions

DOK 1: What is social support?

DOK 1: How did you recognize social support?

Move on the Money

[Ultimate MS *Coming Soon]

HOW TO PLAY:

Students in pairs, 1 ball per pair.

The object is for each pair to earn as much money as they can by completing as many accurate passes as possible with as many different players as possible. One partner will stay stationary (on a spot marker or half cone), the other will move throughout the area passing to other players on spots. Both partners will count the number of \$ they earn in a round, then will come together at the end of the round and total their scores.

Play a \$1 Round; \$5 Round; \$20 Round; \$100 Round. Each pass and catch is worth the dollar amount of the round.

Tiered Debrief Questions

DOK 1: How would you describe the social support offered by your classmates in our activity Move on the Money?

DOK 2: How did that support affect your performance?

Find more at OPENPhysEd.org



Online Physical Education Network

Academic Language **Social Support**

Goal Line Glory

[Ultimate MS *Coming Soon]

HOW TO PLAY:

Students start in pairs, 1 ball per pair.

The object is to score as many goals as possible by passing and cutting down the field/court until a pass is made over 1 of 4 goal lines. Players with the ball may pivot but not travel. Players without the ball may move in any direction. For a challenge, combine pairs into groups of 4. One player will play defense as a “shark” while the other 3 play offense against other “sharks.” Teams score by passing across a goal line and by having their sharks knock down or intercept other teams’ passes. When a ball is intercepted, return it to the team that just had possession and find a new team to defend.

Tiered Debrief Questions

DOK 3: How was social support related to your team’s performance in Goal Line Glory?

DOK 3: How could we adapt our class environment to enhance social support?

Four Team Ultimate

[Ultimate MS *Coming Soon]

HOW TO PLAY:

The field/court is square with each side representing a team’s goal line (North, South, East, West). Two balls are in play.

Four Teams of 3 or more players use Ultimate rules to pass a ball across the field/court to score across their goal line while defending the other 3.

Tiered Debrief Questions

DOK 3: How is social support related to sportsmanship?

DOK 4: Develop a sportsmanship plan with at least 3 action items that can be implemented and observed during our game of Four Team Ultimate.

Find more at OPENPhysEd.org

ENTHUSIASM

(noun)

An intense feeling which motivates action and accomplishment with love and purpose, and as part of a search for something believed in and desired.

Mr. Kline's enthusiasm for physical education was contagious and his students learned with excitement and joy.

LOVE

(noun)

A force that positively transforms and improves a person, place, or thing.

An intense feeling of deep affection.

When we have love, we strive to become better than we are.

APPROPRIATE BEHAVIOR

(noun)

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

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

SOCIAL SUPPORT

(noun)

Various types of support that people receive from others; generally classified into emotional or instrumental support.

*Luke felt very comfortable participating in the group discussion because he could feel that his classmates were giving him a good deal of **social support**.*

Depth of Knowledge in Physical Education

Level 1: (Recall)

Students receive and/or recite facts, or can perform simple skills in non-dynamic settings.

Level 2: (Skill/Concept)

Requires comprehension and processing of information to provide an answer or performance which connects and organizes ideas. Performs simple skills in controlled settings.

Level 3: (Strategic Thinking)

A response or performance that requires reasoning and sometimes planning, with strategy and logic that can be supported by evidence. Students connect and process prior learning in order to find success with complex ideas and/or dynamic settings.


Level 4: (Extended Thinking)

A body of work or planned performance that requires complex reasoning, planning, strategic development, and is often accomplished over a period of time.

Adapted by Aaron Hart for OPEN from the resource:
Depth-of-Knowledge Levels for Four Content Areas
Dr. Norman Webb (2002)

Find More at www.OPENPhysEd.org

DOK Question Stems for Physical Education



DOK 1 - Recall

- 1) Can you remember the cues for (skill / task)?
- 2) How can you recognize (skill / task)?
- 3) What is (skill / task / concept)?
- 4) What would you include on a list about (skill / task / concept)?
- 5) How would you describe (skill / task / concept)?
- 6) How would you perform (skill / task)?
- 7) What does (vocabulary) mean?



DOK 2 – Skill/Concept

- 1) How did (concept) affect (performance)?
- 2) How would you apply (skill / concept) in (task / environment)?
- 3) How would you compare and/or contrast (skill / task / concept / environment) with (another skill / task / concept / environment)?
- 4) What do you know about (skill / task / concept / environment)?
- 5) What did you notice about (environment / performance)?
- 6) How can you apply what you learned to develop (skill / understanding)?
- 7) How would you summarize (skill / task / concept / performance / environment)?



DOK 3 – Strategic Thinking

- 1) How is (skill / concept / task) related to (performance / skill / concept / task)?
- 2) How would you adapt (task / environment) to create a different (task / environment)?
- 3) Can you predict the outcome of (a task / performance) if (concept / task / environment)?
- 4) How would you describe the sequence of (performance / task)?
- 5) Can you formulate a theory for (concept)? How would you test your theory?
- 6) What facts would you select to support (concept)? Can you elaborate on why you chose those facts?
- 7) What is your interpretation of this (performance / task)? Can you support your interpretation with specific examples?



DOK 4 – Extended Thinking

- 1) Develop a comprehensive (performance) plan.
- 2) Develop a practice plan to improve your skill.
- 3) Create a performance utilizing skills and concepts previously learned. Include an interpretation of how the performance is a personal expression of both challenge and enjoyment.
- 4) Identify areas of weakness and design a plan for personal improvement.
- 5) Using information from (skill / fitness) assessment, analyze the positive and negative consequences of past (performance / habits / routines).
- 6) What information can you gather to support your ideas about (concept / activity / performance)?
- 7) Design and conduct an experiment / assessment. Then, gather information to development alternative explanation for the results.

Adapted by Aaron Hart for OPEN from the resource:

Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom

Dr. Norman Webb and Flip Chart developed by Myra Collins

Find More at www.OPENPhysEd.org