



THE OPEN 8 MIDDLE SCHOOL CHALLENGE

MIDDLE (6-8)

Created by Rich Wiles & Aaron Hart

Presented by Aaron Hart (@nyaaronhart)

EVERYTHING USED IN THE SESSION IS HERE...

OPEN PhysEd.org

Membership is FREE @
OPENPhysEd.org/register

A Public Service of



COURAGE

(noun)

Bold confidence that allows a person to persevere in the face of great challenge, uncertainty, discomfort, and fear.

*We are all very proud of the teams who displayed **courage** by carrying messages of hope and optimism when all seemed bleak.*

The formula for achievement...

Talent + Hard = Skill
Work
Deliberate
Practice

Skill + Hard = Achievement
Work
Deliberate
Practice



Important note:
HARD WORK COUNTS TWICE!

Today's Practice Plan



Birth of Sky (Albany International Airport)



Awaken the Earth (Cambodia)



Life on the Ice (Northern Canada)



Master of Life (Silicon Valley, California)



Active of Ultimate Courage (The 7 Continents)

CHALLENGING

(adjective)

Difficult in a way that tests one's abilities and knowledge.

*Kralyon found it **challenging** to keep the hoop rolling in Africa.*

SPIRIT OF THE GAME

(noun)

An overarching concept that places the responsibility of fair play on each player. Respect, adherence to rules, and the joy of play are valued over competition.

*There are no referees needed in Ang-Konnh because players depend on the **spirit of the game** to ensure fair play and fun for everyone.*

NONVERBAL COMMUNICATION

(noun)

A transfer of information without the use of spoken language; rather, with the use of elements such as facial expressions, hand gestures, posture, etc.

*The team used **nonverbal communication** in the noisy stadium to ensure that everyone ran the same play.*

21ST CENTURY LEARNING

(noun)

A set of skills, knowledge, and expertise that students must master to succeed in work and life in the modern world.

*Practicing skills like cooperation and collaboration make **21st century learning** an important part of our physical education lessons.*

GRIT

(noun)

The combination of passion and perseverance, which allows an individual to continuously develop skill and work toward consistent achievement through a repetitive cycle of purposeful practice and peak performance.

*Izzi's display of **grit** during the 6-week fitness challenge was impressive and characterized by her desire to stick with it and her drive to improve.*

COURAGE

(noun)

Bold confidence that allows a person to persevere in the face of great challenge, uncertainty, discomfort, and fear.

*We are all very proud of the teams who displayed **courage** by carrying messages of hope and optimism when all seemed bleak.*

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.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What would you include on a list about nonverbal communication?
- ✓ **DOK 2:** What did you notice about the nonverbal communication used by classmates in the Life on the Ice challenge?
- ✓ **DOK 3:** How is nonverbal communication related to cooperation?

Describe

THE OPEN 8 MIDDLE SCHOOL CHALLENGE

LIFE ON THE ICE

UNIVERSAL DESIGN ADAPTATIONS	<ul style="list-style-type: none"> ✓ Adaptation: Students change locomotor movements when passing through open space. Begin with walking and increase to more vigorous movements. ✓ Extension: Each time students make it to a new spot, perform a fitness activity. Break the class into smaller groups throughout the gym with space for movement between groups. Every circle has a Snow Monster in the middle. Students can move from 1 group to another.
ACADEMIC LANGUAGE	Actively Engage, Cooperate, Nonverbal Communication, Responsibility, Safe, Teamwork
STANDARDS & OUTCOMES ADDRESSED	<ul style="list-style-type: none"> ✓ Standard 4 [M5.6-8]: Cooperates with a small group of classmates during adventure activities, game play, or team-building activities (6); Problem-solves with a small group of classmates during adventure activities, small-group initiatives, or game play (7); Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play (6).
DEBRIEF QUESTIONS	<ul style="list-style-type: none"> ✓ DOK 1: What would you include on a list about nonverbal communication? ✓ DOK 2: What did you notice about the nonverbal communication used by classmates in the Life on the Ice challenge? ✓ DOK 3: How is nonverbal communication related to cooperation?
TEACHING STRATEGY	Organize students to interact with content: Positive communication and creative gestures play a key role in student success in this activity. The challenge for teachers is

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?



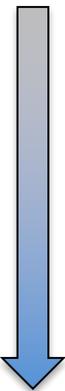
DOK 2 – Skill/Concept

- 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

GROWTH MINDSET

(noun)

Defined by psychologist Carol Dweck as a belief that one's abilities can be developed through dedication and hard work; raw talent and common knowledge are just starting points.

*Luke has a **growth mindset**. He understands that correcting the mistakes that he made during practice will help him learn correct form and technique.*

EVERYTHING USED IN THE SESSION IS HERE...

OPEN PhysEd.org

Membership is FREE @
OPENPhysEd.org/register

A Public Service of

