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* **Standard 3 [E4.3,5]** Recognizes the importance of warm-up and cool-down relative to vigorous physical activity (3); Identifies the need for warm-up and cool-down relative to various physical activities (5).
* **Standard 4 [E1.3-5]** Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
* **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes/compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

This set of learning activities was created to generate interest and enthusiasm for the 2018 Winter Olympic Games. Each activity can be blended into your current block plan, or the module can be done as a whole. The authors placed focused effort on creating a large set of academic language cards for teachers to utilize throughout the Olympic Games.

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*NOTE:* *Additional standards and outcomes addressed are specified on each activity plan.*

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, during the module’s first lesson, students participate in the activity Cooperative Bobsled. At the end of this activity, students would complete the Pre and Goal columns for *following directions* (and possibly *working safely*). *Sharing space*, *sharing equipment*, and *working independently* would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the final lesson of the module.

Three types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

Each Olympic activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

 Instant Activity (not on block plan) *5-10 minutes*

+ Train Like an Olympian with Debrief *10-15 minutes*

+ Olympic Activity with Debrief *10-15 minutes*

+ Check for Understanding *5 minutes*

 **Important:** Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.



The holistic rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric’s criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria, including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics, providing two sets of criteria to be evaluated separately. Either rubric can be completed in full during the module’s final lessons, providing a final holistic evaluation of each student’s performance.

When evaluating a student’s performance in using the Self-Assessment Worksheet, the student’s score should be based on the process and quality of self-reflection, not the student’s ability to score a full column of stars. Here is a sample rating scale for Self-Assessment evaluation:

* Well Below Competence (1): Was present, but refused to complete self-assessment.
* Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
* Competent (3): Most skill assessments match the student’s skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
* Proficient (4): All skill assessments match the student’s skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

*NOTE: The evaluation scale suggested for the self-assessment is consistent with the scale used for the holistic rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.*



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| **Lesson** | **Skill Activity** | **Suggested Academic Language** |
| 1 | Train Like an Olympian & Cooperative Bobsled | Appropriate, Guidance, Identify, Independent, Safe, Safety Concerns, Set, Specific, Tabata Interval Training, Vigorous, Warm-up, Backward, Communication, Cooperation, Curved, Force, Guide, Left, Pathway, Push, Right, Straight, Teamwork |
| 2 | Train Like an Olympian & Olympic Village Clean-Up | Compost, Cooperation, Locomotor, Muscular Endurance, Muscular Strength, Recycle, Teamwork, Waste |
| 3 | Train Like an Olympian & Olympic Ring Fun Fact Tag | Control, Cooperation, Fact, Locomotor, Run, Skip, Teamwork |
| 4 | Train Like an Olympian & Olympic Ski Jumping Combine | Backward, Cooperation, Forward, Jump, Land, Power, Sprint, Takeoff |
| 5 | Train Like an Olympian & Olympic Curling | Button, Delivery, Eight-Ender, End, Hammer, House, Lead, Rink, Rock, Second, Skip, Sweep, Third |
| 6 | Train Like an Olympian & Locomotor Biathlon | General Space, Locomotor, Overhand, Physical Activity, Run, Skip, Target, Throw, Underhand, Walk |
| 7 | Train Like an Olympian & Students Choose a Favorite Activity | Academic Language Review |
| 8 | Train Like an Olympian & Students Choose a Favorite Activity | Academic Language Review |