



TOOLS FOR LEARNING **OLYMPIC GAMES**

INTERMEDIATE (3-5)

A PUBLIC SERVICE OF



MODULE OVERVIEW

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ABOUT THIS MODULE

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.

NATIONAL STANDARDS AND OUTCOMES FOCUS

- ✔ **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).

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

MODULE OVERVIEW

PLANNING
COMPLETE
LESSONS

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.

ASSESSMENT

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.

SELF
ASSESSMENT
WORKSHEET

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.

MODULE OVERVIEW

USING
THE SELF
ASSESSMENT
FOR
EVALUATION
(GRADING)

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.

HOLISTIC
RUBRIC
FOR
PERFORMANCE

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.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

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

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
48	Low-Profile Cones	1255690	Link to e-Store
12	Scooters	1065381	Link to e-Store
48	Beanbags	1064179	Link to e-Store
6	Large Cones	1245875	Link to e-Store
6	Task Tents	1389878	Link to e-Store
12	Hoops	02170	Link to e-Store
1	Pinnie	1039788	Link to e-Store
12	Deck Rings	1039948	Link to e-Store
6	Noodles	1100500	Link to e-Store
2-4	Rolls of Floor Tape	2164	Link to e-Store
18	Spot Markers	6058	Link to e-Store
6	Tumbling Mats	1280876	Link to e-Store
			OPENPhysEd.org
	Train Like Olympic Athlete Routine Cards		OPENPhysEd.org
	Olympic Fun Fact Question Cards		OPENPhysEd.org
	Locomotor Movement Cards		OPENPhysEd.org
	Academic Language Posters		OPENPhysEd.org

TEACHER NOTES

TRAIN LIKE AN OLYMPIAN

STUDENT TARGETS

- ✓ **Skill:** I will participate in this activity with proper form and attention to safety.
- ✓ **Cognitive:** I will explain how to demonstrate safe participation.
- ✓ **Fitness:** I will pace myself so that I increase my heart rate and warm up my muscles.
- ✓ **Personal & Social Responsibility:** I will work independently.

TEACHING CUES

- ✓ Follow Exercise Cues
- ✓ Listen for Start/Stop Signals
- ✓ Pace Your Activity to Warm Up Your Muscles

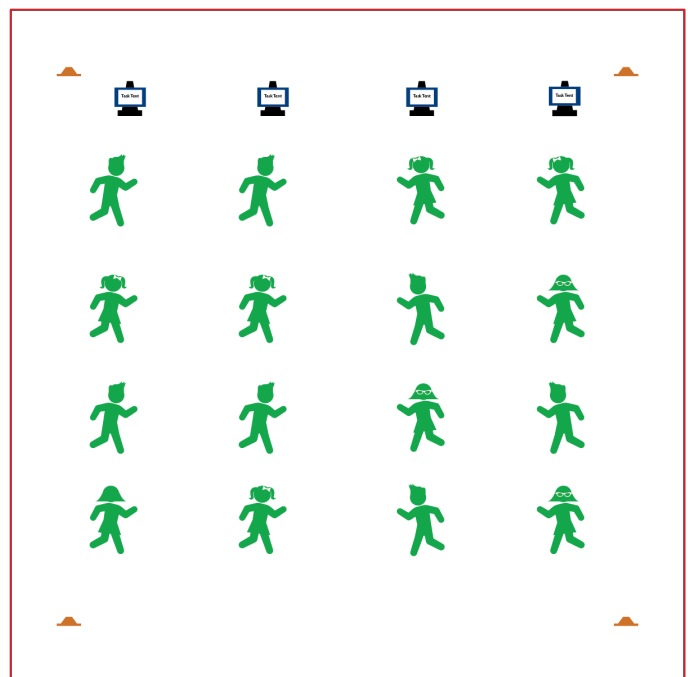
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Train Like an Olympic Athlete Routine Cards
- ✓ Tabata audio cues (Tabata timer app)
- ✓ Task tents
- ✓ 4 low-profile cones

Set-Up:

1. Use cones to create a large activity area.
2. Place Routine Cards in task tents or display them using a projector.
3. Scatter students in view of the routine cards and with enough personal space for safe movement.



Activity Procedures:

1. Today we are going to warm up our bodies by training like Olympic athletes!
2. Tabata-style training was created by a Japanese scientist named Dr. Izumi Tabata. We may adjust our timing and intensity, but true Tabata workouts combine 20 seconds of vigorous activity with 10 seconds of rest in between each set.
3. When I say, "GO!" begin following the routine card displayed on the task tents. When I say, "FREEZE," we'll take 10 seconds of rest and prepare for the next exercise on the routine card. Our warm-up will take 4 minutes total.

Grade Level Progression:

- 3rd: Perform the warm-up as described above. Assign students to each routine card.
- 4th: Students choose the Olympic sport they'd like to train for and perform the corresponding Tabata exercises.
- 5th: During the module, allow students to research Olympic sports and develop their own warm-ups.



TRAIN LIKE AN OLYMPIAN

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ **Adaptation:** Pair students to provide a guide for those who require assistance.
- ✔ **Extension:** Provide fitness activities at various levels of intensity and difficulty. Allow students to choose their level of participation.

ACADEMIC
LANGUAGE

Appropriate, Equipment, Guidance, Identify, Independent, Safe, Safety Concerns, Set, Specific, Tabata Interval Training, Vigorous, Warm-up

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **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).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How can you recognize appropriate and safe fitness participation?
- ✔ **DOK 2:** How do exercise/activity cues affect safe participation?
- ✔ **DOK 3:** How is appropriate behavior related to independent participation?

TEACHING
STRATEGY
FOCUS

Identify critical content. Safe and appropriate participation is absolutely essential for the success of fitness instruction. By starting the Olympic Module with a focus on safe participation, students will understand baseline expectations for their behavior and performance.

COOPERATIVE BOBSLED

STUDENT TARGETS

- ✓ **Skill:** I will be mindful of others while moving in open space.
- ✓ **Cognitive:** I will explain proper technique for pushing and controlling the bobsled safely in open space.
- ✓ **Fitness:** I will apply muscular strength and endurance to this activity.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with others by taking turns pushing the bobsled.

TEACHING CUES

- ✓ Communicate Cooperatively with Friends
- ✓ Move Safely with Equipment
- ✓ Show Teamwork

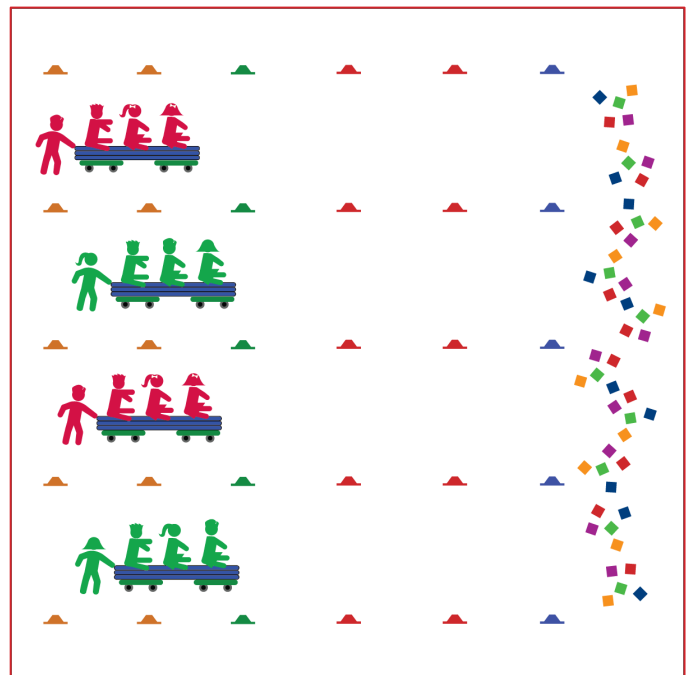
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 2 scooters per group of 4 students
- ✓ 1 gymnastics mat per group of 4 students
- ✓ 12–48 cones
- ✓ 24–48 beanbags

Set-Up:

1. Use low-profile cones to create a large activity area with start/stop lines and, if desired, course pathways.
2. Place beanbags at the far side of the gym, near the stop line.
3. Place scooter boards under a gymnastics mat to create “bobsleds.”
4. Place students into groups of 4, each group at a bobsled. 3 students from each group sit on their bobsled.



Activity Procedures:

1. Today’s activity is called Cooperative Bobsled Driving. The object of the activity is to work together to move the bobsled safely throughout the activity area and collect gold medals (beanbags).
2. You and the 3 other students at your bobsled are a team. The team member standing up is the pusher. The person sitting in the back will be driver, the person in the middle will balance the sled’s weight, and the person in front is the team’s brake person.
3. When I say, “GO!” your team’s pusher will start moving the group around the cones. The driver will communicate with the pusher in order to help them move safely through the gym. If the sled is going too fast, the brake person will put their feet down to brake.
4. Teachers, give teams a few minutes to discuss strategies for success.
5. Teams will drive from one side of the gym to the other in straight pathways or through cone courses designed by the teacher. When they reach the other side, they collect 1 gold medal and then return to the start line. Rotate roles before starting again.

Grade Level Progression:

- 3rd: Play the activity as described above.
- 4th: Add different pathways through teacher-designed bobsled courses.
- 5th: Have students design courses for other groups, then take turns driving all the different pathways.



COOPERATIVE BOBSLED

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ **Adaptation:** Students go 1 at a time through the bobsled course while partners perform fitness activities. Play the activity with locomotor movements instead of scooters.
- ✔ **Extension:** Students design courses for homework and use protractors to design different driving angles for the course. Then use painters' tape to mark the angles on the ground. The other groups drive the courses for points.

ACADEMIC
LANGUAGE

Backward, Communication, Cooperation, Curved, Force, Guide, Left, Pathway, Push, Right, Straight, Teamwork

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **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); Applies the concept of closing spaces in small-sided practice tasks (4b); Dribbles in general space with changes in direction and speed (4c); Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments (5).
- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts "players" of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (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).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What is cooperation?
- ✔ **DOK 2:** How can group cooperation affect the performance of the sled?
- ✔ **DOK 3:** How can negative interactions with others affect the sled's performance and the performance of athletes at the Olympics?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content. Group dynamics play a key role in the success of each team. Even though students are required to discuss ideas as a team prior to starting the activity, many students tend to set out on their own—sometimes with limited success—before realizing that they will not be successful until all group members become involved. Move from group to group, offering guidance while also allowing each group to discover their own process to complete the challenge. Monitor student behavior throughout the activity with a careful watch for the unsafe use of equipment and disrespectful language.

OLYMPIC VILLAGE CLEAN-UP

STUDENT TARGETS

- ✓ **Skill:** I will be mindful of others while moving in open space.
- ✓ **Cognitive:** I will explain proper technique for pushing and controlling the clean-up machine safely.
- ✓ **Fitness:** I will apply muscular strength and endurance to this activity.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with others by taking turns pushing the clean-up machine.

TEACHING CUES

- ✓ Communicate Cooperatively with Friends
- ✓ Move Safely with Equipment
- ✓ Show Teamwork

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 carpet square per student
- ✓ 6 cones
- ✓ 6 hoops
- ✓ 24–64 beanbags or yarn balls
- ✓ 1 pinnie

Set-Up:

1. Place cones around the perimeter of the activity area with a hoop around each one.
2. Place the beanbags in the center of the area.
3. Using a pinnie, designate 1 student as an “Olympic athlete.”
4. Students in pairs, each pair with 2 carpet squares. Have an equal number of pairs line up behind each cone. This can be played locomotor movements, rather than with carpet squares

Activity Procedures:

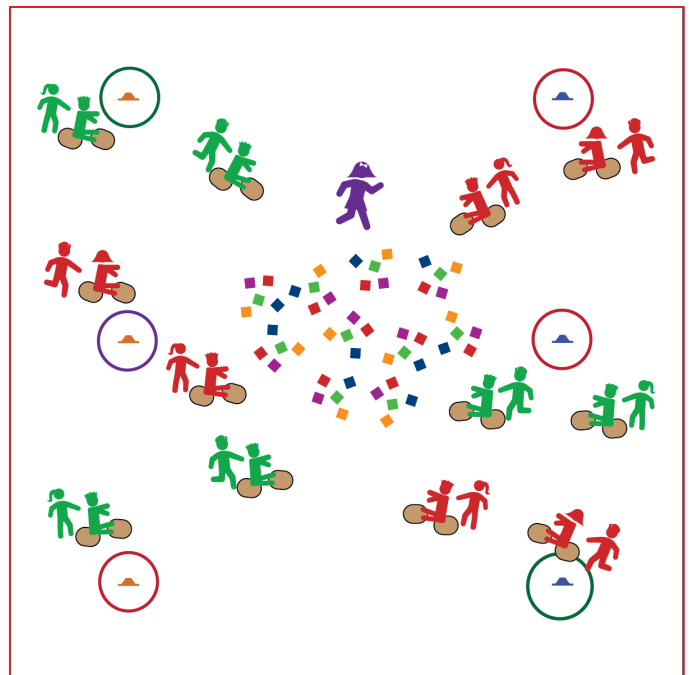
1. Today’s activity is called Olympic Village Clean-up. The object of the activity is to help clean up the Olympic Village of all the trash (beanbags) left over from the athletes’ daily meals and place them in your waste management center (cone and hoop).
2. 1 person from each pair will be the driver of your clean-up machine. S/he will sit on 1 carpet square with her/his feet on the other (both carpet squares should be face-down). The other person is the “engine,” and s/he will push the driver by the shoulders.
3. When I say, “GO!” the 1st team from each line will attempt to drive to the Olympic Village, pick up 1 piece of trash, and return to their waste management center without being tagged by an athlete.
4. If you are successful, place the trash in the waste management center, high-five the next team in line (who will then attempt to retrieve a piece of trash), and then go to the end of the line. If you are tagged, return the trash to the Olympic Village and go to the end of the line.

Grade Level Progression:

3rd: Play the activity as described above.

4th: Use different colors of beanbags to represent different types of waste. For example, blue=trash, red=recycle, green=compost. Have students sort the trash into the correct piles at the end of the activity.

5th: Assign “jobs” to all the groups in the class. Each group will focus on picking up only their type (color) of trash. The class must work together to clean up the Olympic Village.





OLYMPIC VILLAGE CLEAN-UP

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ **Adaptation:** Use locomotor movements instead of carpet squares.
- ✔ **Extension:** Brainstorm ways to implement recycling plans in the cafeteria to reduce school waste and/or start a composting area at school.

ACADEMIC
LANGUAGE

Compost, Cooperation, Locomotor, Muscular Endurance, Muscular Strength, Recycle, Teamwork, Waste

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 2 [E5.3-5]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies/tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b); Recognizes the type of kicks needed for different games/sports situations (4c); Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a); Applies basic offensive and defensive strategies/tactics in net/wall small-sided practice tasks (5b); Recognizes the type of throw, volley, or striking action needed for different games/sports situations (5c).
- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (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).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How can you recognize safe behavior during Olympic Village Clean-up?
- ✔ **DOK 2:** What did you notice about our game and safety? Can you give examples of safe behaviors and unsafe behaviors?
- ✔ **DOK 3:** How is safety related to learning in physical education class?

TEACHING
STRATEGY
FOCUS

Help students process content. Olympic Village is an engaging and vigorous physical activity that students enjoy. Allow students to talk freely about the Olympic experience, transfer their thinking from past physically active events, and process the connection between participation in the Olympic Module and good mental and emotional health.

OLYMPIC RING FUN FACT TAG

STUDENT TARGETS

- ✓ **Skill:** I will perform different locomotor movements.
- ✓ **Cognitive:** I will learn and remember fun facts about the Olympic Games.
- ✓ **Fitness:** I will actively participate in this cardiovascular activity.
- ✓ **Personal & Social Responsibility:** I will work with others by cooperating and being a good teammate.

TEACHING CUES

- ✓ Move As A Team
- ✓ Safe Tagging

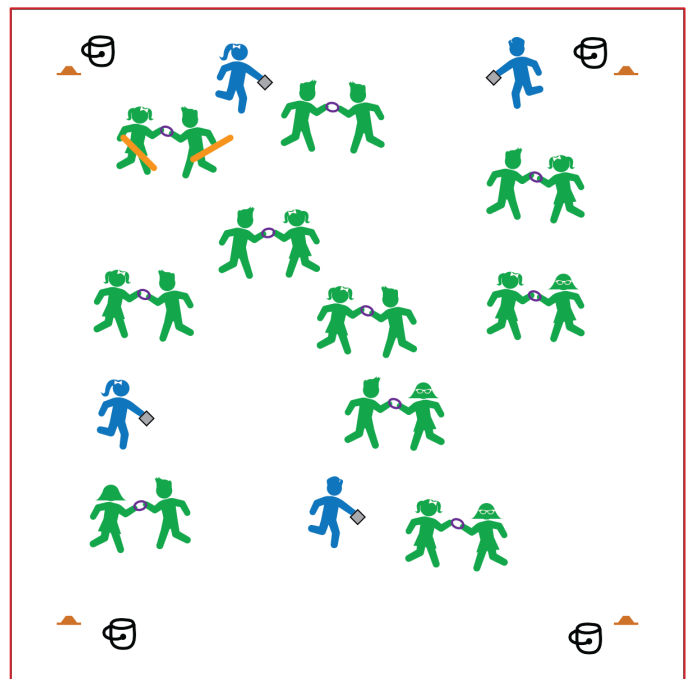
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Cones to create boundaries
- ✓ 1 deck ring per 2 students
- ✓ 2, 2-foot foam noodles
- ✓ Olympic Fun Fact Question Cards
- ✓ 4 buckets, discs, or boxes to hold extra Olympic Fun Fact Question Cards.

Set-Up:

1. Use cones to create a large activity area.
2. Designate 4–5 students as “Olympians,” each with an Olympic Fun Fact Question Card.
3. Distribute the remaining cards evenly in the buckets/discs/boxes and place 1 in each corner of the activity area.
4. Pair the remaining students, each pair with a deck ring.
5. Designate 1 pair as taggers, both students with a noodle (in addition to their deck ring).



Activity Procedures:

1. Let’s play Olympic Ring Fun Fact Tag! The purpose of the activity is for the “Olympic Rings” (pairs holding rings) to avoid being tagged, and to learn fun facts about the Olympics.
2. When I say, “GO!” Olympic Rings and taggers should begin skipping around the activity area. Olympic Rings can either tag themselves (see below) or be tagged by a player carrying a noodle. Olympians are the only players allowed to run and cannot be tagged.
3. Olympic Rings, you tag yourself if you fall down, bump into others, let go of the deck ring, or step out of bounds. You must then put the ring on the ground and do 5 jumping jacks before returning to the game.
4. If you are tagged by a player carrying a noodle, squat down and call for help. The Olympians’ job is to help Olympic Rings who have been tagged to return to the game. They will read you their Olympic Fun Fact Question Card. The Olympic Ring player who answers correctly will switch places with the Olympian, exchanging the Fun Fact Card for another before rejoining the game. If both students answer the question correctly, they play Rock, Paper, Scissors to determine who becomes the new Olympian.

Grade Level Progression:

- 3rd: Allow Olympic Rings to move alone rather than in pairs. Everyone carries Olympic Fun Fact Question Cards, and anyone can help anyone else return to the game.
- 4th: Play the activity as described above.
- 5th: Introduce alternative locomotor movements in addition to skipping.



OLYMPIC RING FUN FACT TAG

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ **Adaptation:** Everyone jogs or runs instead of skipping.
- ✓ **Extension:** Keep score. Everyone starts with 10 points. Lose 1 point every time you answer a question incorrectly and gain 1 point by answering correctly.

ACADEMIC
LANGUAGE

Control, Cooperation, Fact, Locomotor, Run, Skip, Teamwork

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [E1.4-5b]** Uses various locomotor skills in a variety of small-sided practice tasks (4); Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks (5a); Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments (5b).
- ✓ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** What is 1 Olympic Fun Fact you learned today?
- ✓ **DOK 2:** How would you compare and contrast the Winter Olympics with the Summer Olympics?
- ✓ **DOK 3:** What else would you include on a list of facts about the Olympics?

TEACHING
STRATEGY
FOCUS

Preview new content: Many students may have limited knowledge about the Olympics. If you find that this is the case, have the students read and share an Olympic Fun Fact Question Card with one another before you begin the activity. Discuss the answers with the class and provide some context. That way, as you complete the activity, students will have access to prior knowledge.

OLYMPIC SKI JUMPING COMBINE

STUDENT TARGETS

- ✓ **Skill:** I will take off and land with 2 feet safely.
- ✓ **Cognitive:** I will explain the critical elements to jumping both horizontally and vertically.
- ✓ **Fitness:** I will apply aerobic fitness and muscular strength to ski jumping.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my classmates to succeed.

TEACHING CUES

- ✓ Marshmallow Feet on Landing
- ✓ Take Off Like Superman
- ✓ Be Cooperative

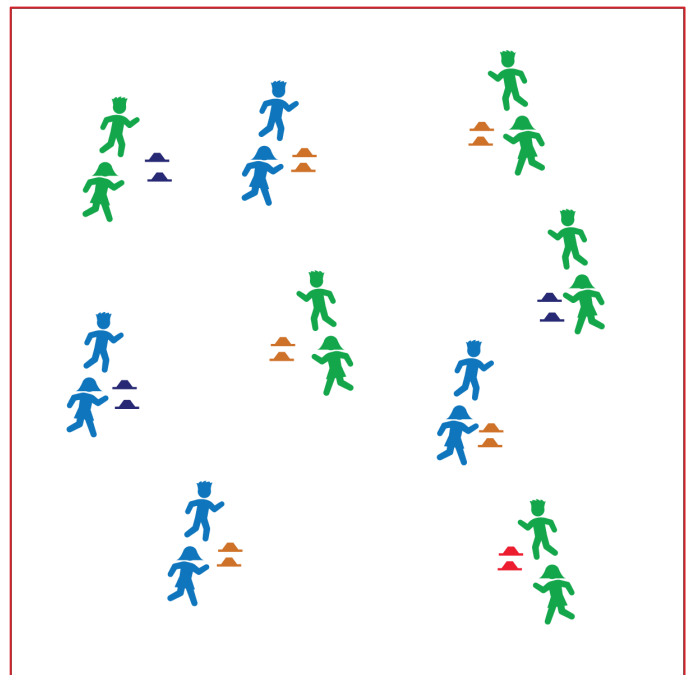
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 2 cones per group of 2–3 students
- ✓ Optional: 1 ruler, pencil and paper per group of 2–3 students

Set-Up:

1. Scatter the pairs of cones throughout the activity area.
2. Students in groups of 2–3, each group at a set of cones.
3. Be sure all groups have enough space around their cones to perform a variety of jumps safely.



Activity Procedures:

1. Today’s activity is called Olympic Ski Jumping Combine. The object of the activity is to complete a variety of jumps for distance while having fun with our classmates.
2. When I say, “GO!” 1 person from your group will stand at the 1st cone and try to jump as far as possible. The other person will measure the jumper’s distance by placing the 2nd cone at the spot where they landed. Then switch roles and continue taking turns to perform horizontal jumps for distance, trying to be the Olympic champion!
3. Teachers, have students perform a variety of jumps during this activity. They can start with a standing horizontal jump, then progress to a running horizontal jump. Next, jump horizontally and backward for distance, and then finish with freestyle ski jumping—students must complete tricks in the air before landing.

Grade Level Progression:

- 3rd: Play the activity as described above.
- 4th: Have students develop and implement a simple scoring system.
- 5th: Add both judging and scoring to the activity. The judge will monitor takeoff and landing very closely. Students measure each distance correctly with a ruler and record the data.



OLYMPIC SKI JUMPING COMBINE

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ **Adaptation:** Students complete the challenges while traveling with short jump ropes for distance, performing a jogging step or forward-jumping motion.
- ✔ **Extension:** Students develop a scoring system for freestyle jumping that rewards the difficulty and personal style of the jumps.

ACADEMIC
LANGUAGE

Backward, Cooperation, Forward, Jump, Land, Power, Sprint, Takeoff

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E3.3-5]** Jumps and lands in the horizontal and vertical planes using a mature pattern (3); Uses spring-and-step takeoffs and landings specific to gymnastics (4); Combines jumping and landing patterns with locomotors and manipulative skills in dance, gymnastics, and small-sided practice tasks/games environments (5).
- ✔ **Standard 2 [E3.3-5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What is power?
- ✔ **DOK 2:** How can power affect our performance when jumping for distance?
- ✔ **DOK 3:** What would happen if you decreased the amount of power you applied during takeoff?

TEACHING
STRATEGY
FOCUS

Help students practice skills. Ski Jumping Combine adds variety to horizontal and vertical jumping while providing ample opportunity for students to practice basic fundamental skills. This unique, game-based practice environment provides challenge and interest while helping students development skill competency and confidence.

OLYMPIC CURLING

STUDENT TARGETS

- ✔ **Skill:** I will demonstrate proper underhand throwing with a focus on accuracy.
- ✔ **Cognitive:** I will follow rules and strategy for scoring.
- ✔ **Fitness:** I will apply fitness concepts during my participation.
- ✔ **Personal & Social Responsibility:** I will work cooperatively with my team and praise the efforts of my teammates.

TEACHING CUES

- ✔ Respect the Olympic Spirit
- ✔ Safety First
- ✔ Work Cooperatively

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 scooter per group of 4 students
- ✔ 1 4-foot noodle per group of 4 students
- ✔ 16 low-profile cones per rink
- ✔ 16 bean bags per rink
- ✔ Poly spots and/or floor tape

Set-Up:

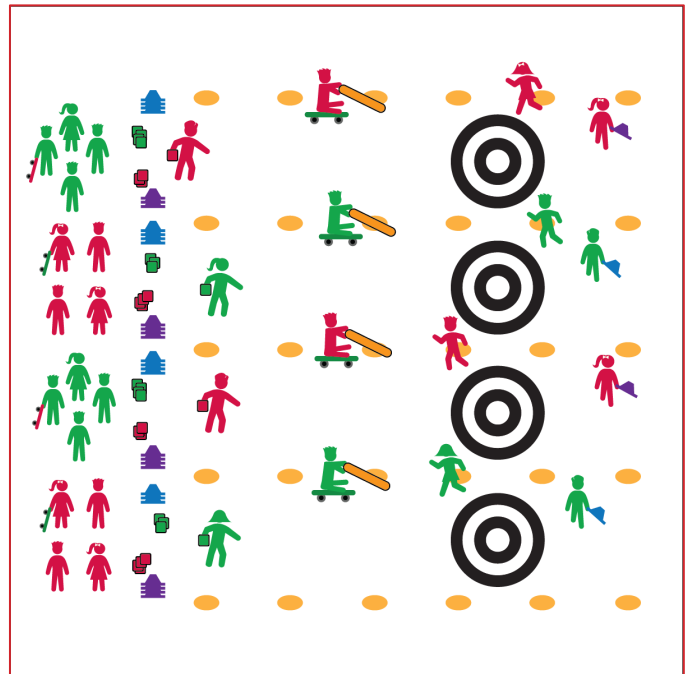
1. Using poly spots, divide the playing area into rinks (alleys). Make 1 rink for every 8 students.
2. Using floor tape, make a classic target at 1 end of each rink.
3. Place 16 bean bags, 16 cones (both in 2 piles of 8) and 2 scooters at the other end of each rink.
4. Students in groups of 4; 2 groups at each rink.

Activity Procedures:

1. Today's activity is called Olympic Curling. The object of the activity is to score points by getting the rocks (bean bags) closest to the button (center of the target). Teams consist of 4 players, and each player has a role (Lead, Second, Third, and Skip). There will be 4 ends (rounds) so everyone can fill each role.
2. **Lead:** Throws (delivers) the rock (bean bag) underhand toward the house (target). **Second:** Marks the placement of the rock once it has stopped moving by replacing it with a cone. **Third:** Acts as the sweep, using the noodle and scooter to help guide the rock into the house (target). **Skip:** The captain of the team; helps the Third with strategy while skipping along the edge of the rink. The Skip can communicate with the third but not touch the rock.
3. To start, the Skip begins to skip the length of the rink and will continue until the rock is placed.
4. The first team's Lead throws a rock (bean bag) toward the house, aiming at the button. The Third is on a scooter in the rink and gets 1 more push to redirect the rock. Noodles can't be used to stop a rock.
5. Once the rock comes to a stop, the Second replaces it with a cone as a marker. If the rock collides with a cone already in place, that cone is removed and a new cone is placed where the rock stops.
6. Teams alternate turns for throwing rocks. Players rotate positions and play until all players get a chance to throw. Note: unlike in regulation curling, each player will only send 1 rock down the rink.
7. Scoring: Only 1 team can score in an end. A team scores 1 point for every rock that is closer to the button than the other team's best rock. The students switch positions and play another end. Curling is traditionally played for 8 ends; modify the number of ends based on your class' time.

Grade Level Progression:

- 3rd: Play the activity without a sweep.
- 4-5th: Play the activity as described.





OLYMPIC CURLING

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ **Adaptation:** Play the activity with alternative equipment (e.g., Voit foam balls, fitness balls, or soft flying discs).
- ✔ **Extension:** Have the Lead throw blindfolded. The Skip can direct the Lead on direction and where to throw the rock (bean bag).

ACADEMIC
LANGUAGE

Button, Delivery, Eight-End, End, Hammer, House, Lead, Rink, Rock, Second, Skip, Sweep, Third

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 2 [E3.3-5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Applies movement concepts to strategy in game situations (5a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How do you keep score during 1 end of curling?
- ✔ **DOK 2:** What were some strategies your team used to score points?
- ✔ **DOK 3:** Describe some defensive strategies you can use in curling to prevent your opponents from scoring.

TEACHING
STRATEGY
FOCUS

Preview new content: Students may have watched curling on TV, but many will minimize the importance of targeting and overemphasize the importance of scoring points. By previewing past Olympic performances with a focus on targeting, students can develop connections to authentic skill application.

LOCOMOTOR BIATHLON

STUDENT TARGETS

- ✓ **Skill:** I will perform proper overhand throws at a stationary target.
- ✓ **Cognitive:** I will understand how different forms of movement affect my heart and body in different ways.
- ✓ **Fitness:** I will participate in activities designed to improve cardiorespiratory endurance.
- ✓ **Personal and Social Responsibility:** I will participate safely and independently during physical education class.

TEACHING CUES

- ✓ Eyes on Targets
- ✓ Move Safely in Space
- ✓ Throw with Accuracy

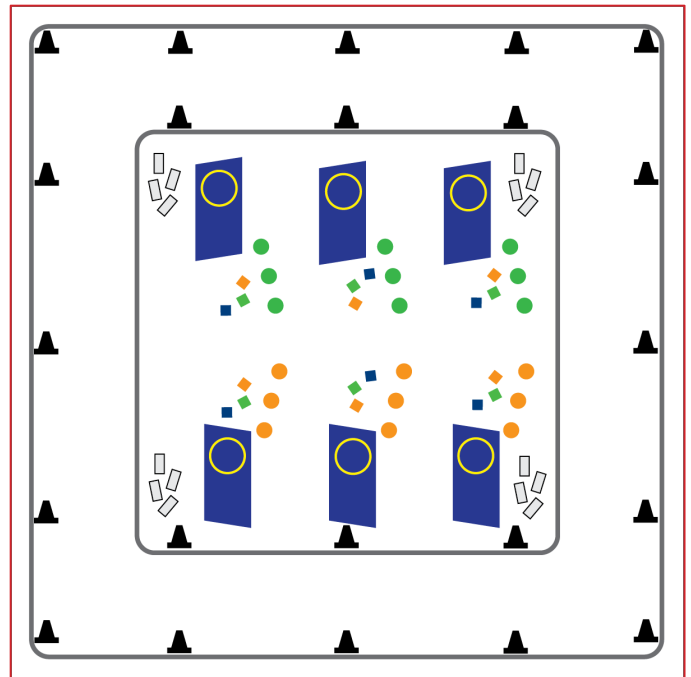
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 28 cones
- ✓ 6 tumbling mats
- ✓ 6 hula hoops
- ✓ 18 spot markers
- ✓ 18 bean bags or yarn balls
- ✓ Locomotor Movement Cards

Set-Up:

1. Use cones to outline a running track around the perimeter of the activity area. Place Locomotor Movements Cards in a pile nearby.
2. Spaced evenly throughout the inside of the track, stand up the tumbling mats and tape a hula hoop to each one to form a vertical target. Place 3 poly spots in front of each target at varying distances, and place 3 bean bags nearby.
3. Send half of the class to the track. The other half spread evenly across the targets.



Activity Procedures:

1. It's time for the Locomotor Biathlon, a long-endurance fitness event that combines elements of traveling long distances and target practice. We'll use locomotor skills combined with overhand throws.
2. If you are beginning on the track, when I say, "GO!" choose a Locomotor Movement Card. Hold onto it as you follow its instructions (movement type and number of laps). When you're done, return your card and move to the end of the line at one of the targets for target practice.
3. If you start with target practice, line up so 1 person practices at a time. You have 3 bean bag throws to earn points. Hit the target (inside of hoop) from the closest spot to earn 1 point, from the middle spot to earn 2 points, and from the farthest spot to earn 3 points. After throwing all 3, pick your bean bags up, give them to the next person, and go choose a Locomotor Movement Card to move around the track.
4. Continue rotating between the track and target practice until you hear the stop signal.
5. Add your points together and keep track of them during your Biathlon event so you know if you make the medal podium at the end!
6. Bronze Medal = __ to __ points; Silver Medal = __ to __ points; Gold Medal = __ to __ points

Grade Level Progression:

- 3rd: Play the activity as described above.
- 4th: Play the activity with scarfs as skis.
- 5th: Play the activity with scooters.



LOCOMOTOR BIATHLON

UNIVERSAL DESIGN ADAPTATIONS

- ✓ **Adaptation:** Allow students to choose locomotor movements that fit their skillset. Allow students to continue throwing the bean bags until they earn at least 1 point.
- ✓ **Extension:** Remove the poly spots that are closest to the target. Introduce a “throw until you miss” policy, with students taking 1 step backward after every successful throw.

ACADEMIC LANGUAGE

General Space, Locomotor, Overhand, Physical Activity, Run, Skip, Target, Throw, Underhand, Walk

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E14.3,4a,5b]** Throws overarm, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments, for distance and/or force (3); Throws overarm using a mature pattern in non-dynamic environments (4a); Throws (both underhand and overarm) to a large target with accuracy (5b).
- ✓ **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).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What are the locomotor movements?
- ✓ **DOK 2:** What locomotor movements move you around the track quickly? Slowly?
- ✓ **DOK 3:** Can you think of any ways we could practice getting better at throwing at the target?

TEACHING STRATEGY FOCUS

Help students engage in cognitively complex tasks. Execution of locomotor and manipulative skill combinations within a dynamic activity environment is both physically and cognitively complex for intermediate school students. Biathlon challenges the students to throw at a target after performing a locomotor movement, increasing the heart rate. The students will have to learn how to perform in a challenging aerobic environment.

SAMPLE LESSON PLAN

FOCUS
OUTCOMES

- ✔ **Standard3 [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 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

FOCUS
TARGETS

- ✔ **Skill:** I will be mindful of others while moving in open space.
- ✔ **Cognitive:** I will explain proper technique for pushing and controlling the bobsled safely in open space.
- ✔ **Fitness:** I will apply muscular strength and endurance to this activity.
- ✔ **Personal & Social Responsibility:** I will work cooperatively with others by taking turns pushing the bobsled.

ACADEMIC
LANGUAGE

- ✔ Tabata Interval Training
- ✔ Warm-up
- ✔ Communication
- ✔ Force
- ✔ Guide
- ✔ Pathway
- ✔ Teamwork

SELECTED
ASSESSMENT

- ✔ Self-Assessment (Pre-Assessment)

SAMPLE LESSON PLAN

TRANSITION NOTES

ACTIVITY

DEBRIEF

1

INSTANT
ACTIVITY

As students enter the activity area they can begin to play Around the World RPS. If they are waiting for a player to arrive at a World Zone Card, they can complete an aerobic exercise like a jumping jack, or burpee.



Around the World RPS



The Olympics are about to begin!

- ✓ What is the Olympic Spirit?
- ✓ How can we display the Olympic Spirit in physical education class?

Use Around the World RPS as a way to introduce the international spirit of the Olympics.

2

LEARNING
TASK

Students transition to spaced floor spots for Tabata Training. Routine card is displayed using computer projector.



Train Like an Olympian



- ✓ How can you recognize appropriate and safe fitness participation?
- ✓ How do exercise/activity cues affect safe participation?
- ✓ How is appropriate behavior related to independent participation?

When the Tabata interval music starts, students follow the routine card.

3

LEARNING
TASK

Create groups of 4. Designate 2 equipment captains for each group. The equipment captains build the bobsled. The rest of the students are the course crew. They set up the bobsled course.



Cooperative Bobsled



- ✓ What is cooperation?
- ✓ How can group cooperation affect the performance of the sled?
- ✓ How can negative interactions with others affect the sled's performance and the performance of athletes at the Olympics?

Teams meet at their starting lines and get 2 practice rounds.

4

EXIT
ASSESSMENT

Students collect self-assessment and pencil from 4 piles of worksheets (1 in each corner). Complete the Pre-assessments for *following directions* and *working safely*.

UNIVERSAL DESIGN CHART

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations intended to serve as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Olympic Games

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> ✓ Provide activity cards in large print versions, or use an LCD projector ✓ Provide scooters of various sizes and speeds ✓ Utilize a variety of balls and beanbag-style objects that are easy to see and hold ✓ Increase the size of targets 	<ul style="list-style-type: none"> ✓ Remove competitive restraints from activities and focus on cooperative play ✓ Change the boundaries of activities to allow for more or less restrictions on movement ✓ Allow students an opportunity to modify rules to match their skills and interests 	<ul style="list-style-type: none"> ✓ Provide visual cues and reminders throughout the activity area ✓ Set up activity stations matching the Olympic activities to allow for fewer players and/or more adult assistance 	<ul style="list-style-type: none"> ✓ Provide ongoing verbal cues ✓ Use peer tutors to assist with instruction and participation ✓ Use pictures and/or video for instruction ✓ Individualize instruction with one-to-one interactions

TABATA ROUTINE CARD

4-Minute Tabata Warm-Up: **Biathlon**

Set #	Exercise Name	Interval Start
1	Exercise: Speed Jump with Jump Rope	0:00
	Rest 10 Seconds	
2	Exercise: Plank Position	0:30
	Rest 10 Seconds	
3	Exercise: Jumping Jacks	1:00
	Rest 10 Seconds	
4	Exercise: Speed Jump with Jump Rope	1:30
	Rest 10 Seconds	
5	Exercise: Plank Position	2:00
	Rest 10 Seconds	
6	Exercise: Jumping Jacks	2:30
	Rest 10 Seconds	
7	Exercise: Push-ups	3:00
	Rest 10 Seconds	
8	Exercise: Speed Jump with Jump Rope	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

4-Minute Tabata Warm-Up: **Bobsled**

Set #	Exercise Name	Interval Start
1	Exercise: Mountain Climbers	0:00
	Rest 10 Seconds	
2	Exercise: Push-ups	0:30
	Rest 10 Seconds	
3	Exercise: Burpees	1:00
	Rest 10 Seconds	
4	Exercise: High-Knee Running in Place	1:30
	Rest 10 Seconds	
5	Exercise: Mountain Climbers	2:00
	Rest 10 Seconds	
6	Exercise: Push-ups	2:30
	Rest 10 Seconds	
7	Exercise: Burpees	3:00
	Rest 10 Seconds	
8	Exercise: High-Knee Running in Place	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

4-Minute Tabata Warm-Up: **Snowboarding**

Set #	Exercise Name	Interval Start
1	Exercise: Tree Pose	0:00
	Rest 10 Seconds	
2	Exercise: Plank Position	0:30
	Rest 10 Seconds	
3	Exercise: Coffee Grinders	1:00
	Rest 10 Seconds	
4	Exercise: Push-ups	1:30
	Rest 10 Seconds	
5	Exercise: Tree Pose	2:00
	Rest 10 Seconds	
6	Exercise: Front-to-Back Jumps	2:30
	Rest 10 Seconds	
7	Exercise: Plank Position	3:00
	Rest 10 Seconds	
8	Exercise: Side-to-Side Jumps	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

4-Minute Tabata Warm-Up: **Ice Dancing**

Set #	Exercise Name	Interval Start
1	Exercise: Burpees	0:00
	Rest 10 Seconds	
2	Exercise: Plank Position	0:30
	Rest 10 Seconds	
3	Exercise: Windmills	1:00
	Rest 10 Seconds	
4	Exercise: Side-to-Side Jumps	1:30
	Rest 10 Seconds	
5	Exercise: Lunges	2:00
	Rest 10 Seconds	
6	Exercise: Downward Dog Position	2:30
	Rest 10 Seconds	
7	Exercise: Push-ups	3:00
	Rest 10 Seconds	
8	Exercise: Side-to-Side Broad Jumps	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

4-Minute Tabata Warm-Up: Ice Hockey

Set #	Exercise Name	Interval Start
1	Exercise: Mountain Climbers	0:00
	Rest 10 Seconds	
2	Exercise: Plank Position	0:30
	Rest 10 Seconds	
3	Exercise: Side-to-Side Jumps	1:00
	Rest 10 Seconds	
4	Exercise: Push-ups	1:30
	Rest 10 Seconds	
5	Exercise: Lunges	2:00
	Rest 10 Seconds	
6	Exercise: Mountain Climbers	2:30
	Rest 10 Seconds	
7	Exercise: Push-ups	3:00
	Rest 10 Seconds	
8	Exercise: Side-to-Side Jumps	3:30
	Rest 10 Seconds	

TABATA ROUTINE CARD

4-Minute Tabata Warm-Up: **Speed Skating**

Set #	Exercise Name	Interval Start
1	Exercise: Front-to-Back Jumps	0:00
	Rest 10 Seconds	
2	Exercise: Lunges	0:30
	Rest 10 Seconds	
3	Exercise: High-Knee Running in Place	1:00
	Rest 10 Seconds	
4	Exercise: Side-to-Side Jumps	1:30
	Rest 10 Seconds	
5	Exercise: Lunges	2:00
	Rest 10 Seconds	
6	Exercise: Side-to-Side Jumps	2:30
	Rest 10 Seconds	
7	Exercise: Straddle Stretches	3:00
	Rest 10 Seconds	
8	Exercise: Front-to-Back Jumps	3:30
	Rest 10 Seconds	

TRUE or FALSE

There are five Olympic rings on the Olympic flag.

TRUE or FALSE

The five Olympic rings represent the five major regions of the world.

TRUE or FALSE

At least one color of every national flag is represented by the Olympic rings.

TRUE or FALSE

The Olympic Games are held every 4 years.

TRUE or FALSE

Rope Climbing, Pigeon Shooting, and Tug-of-War used to be official Olympic events.

TRUE or FALSE

Chariot racing was one of the events included in the ancient Olympics.

TRUE or FALSE

The Olympic rings are interlocked to represent unity and friendship.

TRUE or FALSE

The Olympic flag is white, a color that represents peace.

TRUE or FALSE

Real doves are no longer released at the Opening Ceremonies—only paper doves.

TRUE or FALSE

The Olympic flame is lit by the sun in Greece and carried by torch to the Olympic cauldron.

TRUE or FALSE

The Olympic cauldron symbolizes hope and stays lit throughout the Olympic Games.

TRUE or FALSE

The team from Greece is always the first to lead the Parade of Nations in the Opening Ceremonies.

<p>TRUE or FALSE</p> <p>The Olympic rings on the flag are all one color.</p>	<p>TRUE or FALSE</p> <p>Olympic gold medals are made of solid gold.</p>	<p>TRUE or FALSE</p> <p>The Winter and Summer Olympics are held in the same year.</p>
<p>TRUE or FALSE</p> <p>Women have always been able to compete in the Olympic Games.</p>	<p>TRUE or FALSE</p> <p>The Olympic Games have never been canceled.</p>	<p>TRUE or FALSE</p> <p>The Olympic rings are black, blue, green, yellow, and purple.</p>
<p>TRUE or FALSE</p> <p>The Olympics originated in Spain.</p>	<p>TRUE or FALSE</p> <p>The Parade of Nations happens during the Olympic Closing (not Opening) Ceremonies.</p>	<p>TRUE or FALSE</p> <p>The Paralympic Games take place at the same time as the Olympic Games.</p>
<p>TRUE or FALSE</p> <p>In the ancient Olympic Games contestants were not allowed to compete with clothes on.</p>	<p>TRUE or FALSE</p> <p>The first modern Olympic Games were held in Norway.</p>	<p>TRUE or FALSE</p> <p>The Olympic medal for 3rd place is made of platinum.</p>

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The Olympic medal for 3rd place is made of platinum.

LOCOMOTOR MOVEMENT CARDS

Jog

[2 Laps]

Skip

[2 Laps]

Gallop

[1 Lap]

Side Slide

[1 Lap]

Jog

[1 Lap]

Skip

[1 Lap]

Gallop

[$\frac{1}{2}$ Lap]

Side Slide

[$\frac{1}{2}$ Lap]

TEACHER NOTES

APPROPRIATE

Adjective

Correct or right for a given situation or setting.

Austin found that physical education class was more fun when everyone in his class demonstrated **appropriate** behavior.



BACKWARD

Adverb

Moving toward the back or in reverse.

Walking **backward** is more difficult than walking forward because you can't see where you're going.



BUTTON (CURLING)

Noun

In curling, the marked center of the target rings (house).

The curling team tried to throw the rock as close to the **button** as possible.

COMMUNICATION

Noun

The exchange of information from one person or group to another.

Gina's Cooperative Bobsled Driving team collected a lot of gold medals by focusing on teamwork and **communication**.



COMPOST

Noun

A mixture of food or other organic materials that will break down and transfer nutrients back into the soil.

Mr. Wiles explained that the leftover food in the **compost** would someday fertilize the community garden.



CONTROL

Verb

To manage or regulate the movement or actions of something.

During Olympic Village Clean-Up, Eliza **controlled** the clean-up machine carefully so Angelica wouldn't get hurt.



COOPERATION

Noun

The process of working together for a common goal or outcome.

Without **cooperation**, it will be difficult for our team to collect any gold medals.



CURVED

Adjective

The state of being shaped in a continuously bending line, without angles.

Nelson moved along a **curved** pathway in order to complete a circle.



DELIVERY (CURLING)

Noun

In curling, the action of throwing a stone to the other end of the playing surface.

Cesar's **delivery** was spot-on; he pushed the rock right on top of the button.

EIGHT-ENDER

Noun

In curling, a perfect end in which every one of a team's stones scores a point.

Kirk and his team were very proud when their teamwork paid off and they scored an **eight-ender**.



END (CURLING)

Noun

The segments a curling game is divided into; similar to innings in baseball.

A game of curling is usually divided into eight or ten **ends**.



EQUIPMENT

Noun

The set of tools, accessories, and objects used in a sport or activity.

Jody was proud to help her teacher put all their **equipment** away at the end of every physical education class.



FACT

Noun

**Something that is absolutely true
and can be proven.**

If you exercise regularly, it will improve your fitness;
that's a **fact**.



FORCE

Noun

Strength or power used on an object.

The more **force** you use when you push the rock, the farther it will slide toward the house.



FORWARD

Adverb

Moving toward the front.

Glen ran **forward** to the wall in front of him as fast as he could.



GENERAL SPACE

Noun

The area within a boundary in which a person can move using different types of locomotion.

When moving in **general space**, it's important to be aware of other people so you don't crash into one another.



GUIDANCE

Noun

Advice or information aimed at helping a person or group reach a goal, resolve a problem, or improve.

The routine cards provide **guidance** about which Tabata exercises we should do to Train Like an Olympian.

GUIDE

Verb

To provide a person or group with advice or information in order to help them reach a goal, resolve a problem, or improve.

Because he was the driver, Gerald **guided** his teammates as they pushed the bobsled through the activity area.



HAMMER (CURLING)

Noun

**In curling, the last rock
thrown in an end.**

It was a close game, so when Gayle threw the **hammer** and it landed on the button, her team was super excited!

HEALTH-RELATED FITNESS

Noun

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

Training Like an Olympian with Tabata exercises is a great way to improve our **health-related fitness**.



HOUSE (CURLING)

Noun

In curling, the four rings that form a bull's eye at each end of a sheet of ice. It consists of the 12-foot ring, the 8-foot ring, the 4-foot ring, and the button.

Even though it didn't land on the button, Bernadette was proud that the rock she threw landed in the **house**.



IDENTIFY

Verb

To establish who or what someone or something is.

Robin **identified** four exercises he could practice at home in his spare time.



INDEPENDENT

Adjective

Free from outside control or lead.

Mica was proud to be **independent** when he used the routine cards to complete the Train Like an Olympian exercises.



JUMP

Verb

To push off of a surface and into the air using the power in your legs and feet.

Brenna **jumped** farther than any of her classmates during the Olympic Ski Jumping Combine.

LAND

Verb

To reach the ground after jumping.

Bend your knees when you **land** a jump in order to avoid making a loud noise or getting hurt.



LEAD (CURLING)

Noun

In curling, the player who throws the first two rocks of the end and then sweeps the next six.

The **lead** on Dierdre's curling team threw two great shots to set them up for success.

LEFT

Adjective

Related to the side that is to the west when you are facing north.

Tyrell writes, bats, and throws with his **left** hand.



LOCOMOTOR

Adjective

A type of movement used to get from place to place.

Skipping and hopping are both examples of **locomotor** movements.



MUSCULAR ENDURANCE

Noun

The ability of a muscle to continue to perform without fatigue.

Because Brenna had worked so hard to develop her **muscular endurance**, she performed more push-ups than anyone else in the class.



MUSCULAR STRENGTH

Noun

The maximum amount of force a muscle can produce in a single effort.

Push-ups, squats, and other exercises will help you develop your **muscular strength**.



OVERHAND

Adjective

Executed with the arm or hand above shoulder level.

Lucy hit the target six times using an **overhand** throw during the Locomotor Biathlon.



PATHWAY

Noun

A course or track along which a body or object moves as it travels through general space.

Straight **pathways** are easier to navigate during Cooperative Bobsled Driving than curved or zig-zag pathways.



PHYSICAL ACTIVITY

Noun

Any physical movement that uses the body's energy.

Physical activity is an important part of living a healthy lifestyle.



POWER

Noun

The ability to produce maximum force in the shortest time.

Lorena used more **power** when she wanted to throw the rock really far.



PUSH

Verb

To put pressure on an object in order to move it away.

Annie, Sarah, and Bharat **pushed** the clean-up machine around so Aaron could collect as much trash as possible.



RECYCLE

Verb

An alternative to throwing something in the trash that allows it to be re-used for a new purpose.

Daphine was sure to always **recycle** her bottles and cans because she knew it was better for the environment.



RIGHT

Adjective

Related to the side that is to the east when you are facing north.

If you turn to your **right**, you will be turning clockwise.



RINK (CURLING)

Noun

- 1) A curling team.
- 2) The name of the space in which a curling game is played.

In curling, there is a house at either end of the **rink**.



ROCK (CURLING)

Noun

The granite object that a curler throws (delivers). Also called the stone, it usually weighs about 44 pounds.

Katrina threw the **rock** down the length of the rink so that it stopped as close to the button as possible.



RUN

Verb

To transfer weight from one foot to the other with a momentary loss of contact with the floor or ground by both feet; similar to walking but with a longer stride.

Janine loves to **run** because it makes her feel free and happy.



SAFE

Adjective

**Protected against physical, social,
and emotional harm.**

We must always use **safe** behaviors
so that no one gets hurt.



SAFETY CONCERNS

Noun

A matter of interest or importance to the well-being of a person, group, place, or thing.

It's important to remember all the **safety** concerns that arise during physical education class.



SECOND (CURLING)

Noun

In curling, the player who throws the third and fourth stones of the end. S/he sweeps the first two stones and the last four.

Caitlin liked to be the **second** because she got to sweep the rock two different times.

SET

Noun

A distinct number or group of exercise movements.

Tabata workouts combine 20 seconds of vigorous activity with 10 seconds of rest in between each **set**.



SKILL-RELATED FITNESS

Noun

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

There are many opportunities in the Locomotor Biathlon to develop our **skill-related fitness**.



SKIP

Verb

To perform a step-hop combination executed in an uneven rhythm, alternating the lead foot.

Skipping is like jogging, except you hop after you take every step.



SKIP (CURLING)

Noun

The captain of a curling team and the person who throws the final two stones of an end. S/he makes strategy decisions, telling the other players where to throw the rock and when to sweep.

Marianne knew that acting as her team's **skip** was a great responsibility.

SPECIFIC

Adjective

Clearly defined or identified.

In Tabata exercises, you do exercises for a **specific** amount of time and then rest for a **specific** amount of time.



SPRINT

Verb

To run as fast as you can.

Candace **sprinted** toward the finish line
at the end of the race.



STRAIGHT

Adjective

Shaped in a way that is not curved or bent in any way.

Moving in a **straight** line is the fastest way to get from one spot to another.



SWEEP (CURLING)

Verb

In curling, the act of sweeping the ice in front of a moving rock in order to help it move farther and travel in a certain direction.

Damion loved to watch the curling players **sweep** the ice to help direct the rock.



TABATA INTERVAL TRAINING

Noun

A form of high intensity interval training inspired by the research of Dr. Izumi Tabata. It is characterized by eight rounds with 20-second intervals of high intensity exercise followed by ten seconds of rest. Oftentimes, this 4-minute interval pattern is repeated four times to create a 20-minute workout routine.

Tabata Interval Training helps to make your heart stronger by increasing your heart rate and then allowing it to slow back down.



TAKEOFF

Noun

The act of leaving the ground.

A two-foot **takeoff** will help you jump farther than you would if you jumped off of only one foot.



TARGET

Noun

An object selected as the aim of attention or attack.

Muhammad threw carefully and hit the very center of the **target**.



TEAMWORK

Noun

The combined action and effort of a group of people working toward a goal or purpose.

The key to scoring an eight-ender in curling is **teamwork**; without each other, the players cannot succeed.



THIRD (CURLING)

Noun

**In curling, the player who throws the fifth and sixth stones of the end. S/he helps the Skip with strategy and posts the score at the conclusion of the end.
Also called the mate or the vice.**

Tanuj and Madelene were best friends, so they worked together well when she was the skip and he was the **third**.



THROW

Verb

To propel an object with force through the air by a movement of the arm and hand.

Many sports require players to **throw** a ball or other object with as much accuracy as possible.



UNDERHAND

Adjective

**Executed with the arm or hand
below shoulder level.**

It is easier to throw something gently if
you use an **underhand** throw.



VIGOROUS

Adjective

Done with great force and energy.

Vigorous exercise helps your heart
become strong and healthy.



WARM-UP

Noun

A series of moderate exercises done in preparation for a more intense performance or bout of physical activity.

Be sure to perform a **warm-up** before you begin a workout to help you avoid pulling any muscles.



WASTE

Noun

Excess material that is discarded and unused.

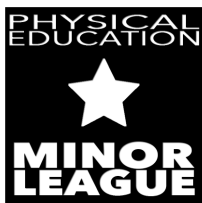
Trash, recyclable materials, and compostable materials are all types of **waste**.



SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the *goal* column to show how much you'd like to improve your skills after some practice and hard work.



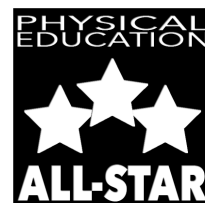
Level 1:

I'm in the **minor leagues**. I wish I could do this better, and so I will keep trying my best to improve.



Level 2:

I'm in the **major leagues**. Practice is helping, and I will keep trying my best to improve.



Level 3:

I'm an **all-star**. I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Following Directions	★ ★ ★	★ ★ ★	★ ★ ★
Sharing Space	★ ★ ★	★ ★ ★	★ ★ ★
Sharing Equipment	★ ★ ★	★ ★ ★	★ ★ ★
Working Independently	★ ★ ★	★ ★ ★	★ ★ ★
Working Safely	★ ★ ★	★ ★ ★	★ ★ ★

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

Proficient 4	Consistently and safely demonstrates the skill and exercise form required to complete each OPEN Olympic activity. Consistently applies concepts and strategies related to movement in order to complete a variety of fitness- and skill-related tasks. Conducts herself/himself safely and with consideration for others. Acts as a leader, communicating well and working to help others improve. Recognizes the value of physical activity for health, challenge, and social interaction.
Competent 3	Performs activities and exercises with fewer than five corrections to form throughout the module. Can apply concepts and strategies related to movement. Conducts herself/himself safely without disrupting the learning environment. Recognizes the value of physical activity in at least one area (health, challenge, or social interaction).
Lacks Competence 2	Performs skills and exercises with frequent errors in form. Has difficulty applying concepts and strategies related to movement. Occasionally creates unsafe situations. Has difficulty interacting with others. Does not recognize the value of physical activity.
Well Below Competence 1	Displays unsatisfactory effort toward skill development. Often breaks safety rules and disrupts learning for others. Refuses to actively engage in physical activity settings.

	Score	Comments
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HOLISTIC DUAL PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently and safely demonstrates the skill and exercise form required to complete each OPEN Olympic activity. Consistently applies concepts and strategies related to movement in order to complete a variety of fitness- and skill-related tasks.	Conducts herself/himself safely and with consideration for others. Acts as a leader, communicating well and working to help others improve. Recognizes the value of physical activity for health, challenge, and social interaction.
Competent 3	Performs activities and exercises with fewer than five corrections to form throughout the module. Can apply concepts and strategies related to movement.	Conducts herself/himself safely without disrupting the learning environment. Recognizes the value of physical activity in at least one area (health, challenge, or social interaction).
Lacks Competence 2	Performs skills and exercises with frequent errors in form. Has difficulty applying concepts and strategies related to movement.	Occasionally creates unsafe situations. Has difficulty interacting with others. Does not recognize the value of physical activity.
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts learning for others. Refuses to actively engage in physical activity settings.

Student Name	Skill	PSR	Comments
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ACADEMIC LANGUAGE QUIZ

1

When a piece of leftover food can be used to transfer nutrients back into the soil, it's called _____?

- a. Compost
- b. Recycling
- c. Trash
- d. Planting

2

What is the word to describe the way you throw a curling stone to the other end of the rink?

- a. House
- b. Delivery
- c. Eight-Ender
- d. Attempt

3

Something that is absolutely true and can be proven is called a _____?

- a. Theory
- b. Idea
- c. Fact
- d. Guess

4

What are you doing when you provide a person with advice to help them reach a goal or improve?

- a. Guiding
- b. Pushing
- c. Holding
- d. Listening

5

The granite object a curler throws is called the _____?

- a. House
- b. Rock
- c. Rink
- d. Skip

6

What is the word for a distinct number or group of exercise movements?

- a. List
- b. Plan
- c. Set
- d. End

7

Which of the following is NOT the name of a player on a curling team?

- a. Skip
- b. Lead
- c. Third
- d. Captain

8

If something is shaped so that it is not curved or bent in any way, it can be described as _____?

- a. Long
- b. Straight
- c. Zig-zag
- d. Specific

Teaching Dates of Module:		School Year:	
General Comments / Notes for Planning Next Year's Module			
<ul style="list-style-type: none"> ✓ Comment 1 ✓ Comment 2 ✓ Comment 3... 			
Self-Reflection Across Danielson's Four Domains of Teaching			
Domain 1: Planning & Preparation			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 			
Domain 2: Classroom Environment			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 			
Domain 3: Instruction			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 			
Domain 4: Professional Responsibilities			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 			
Self-Rating with Rationale			
Choose One:			
Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)			
Provide rationale:			
<ul style="list-style-type: none"> ✓ Evidence 1 ✓ Evidence 2 ✓ Evidence 3 			