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Presented by:

OPEN Coach Name Here

Certified OPEN Community Curriculum Coach

@YourTwitterHandle @OPENPhysEd

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What is OPEN?

- **OPEN is the Online Physical Education Network.** [OPENPhysEd.org]
- **It is a FREE open source curriculum project** for physical educators and physical activity leaders.
- **OPEN is provided as a public service of US Games.** A portion of every equipment purchase from US Games goes toward sustaining the OPEN curriculum project.

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What is OPEN?

- **OPEN is backward-designed** from the SHAPE America National Standards and Grade-Level Outcomes.
- **Current academic rigor strategies** are infused throughout the curriculum modules.
- **Strategies include:**
  - Academic Language Vocabulary Cards
  - Depth of Knowledge Tiered Debrief Questions
  - Teacher Reflection Guides (4 Domains of Teaching)

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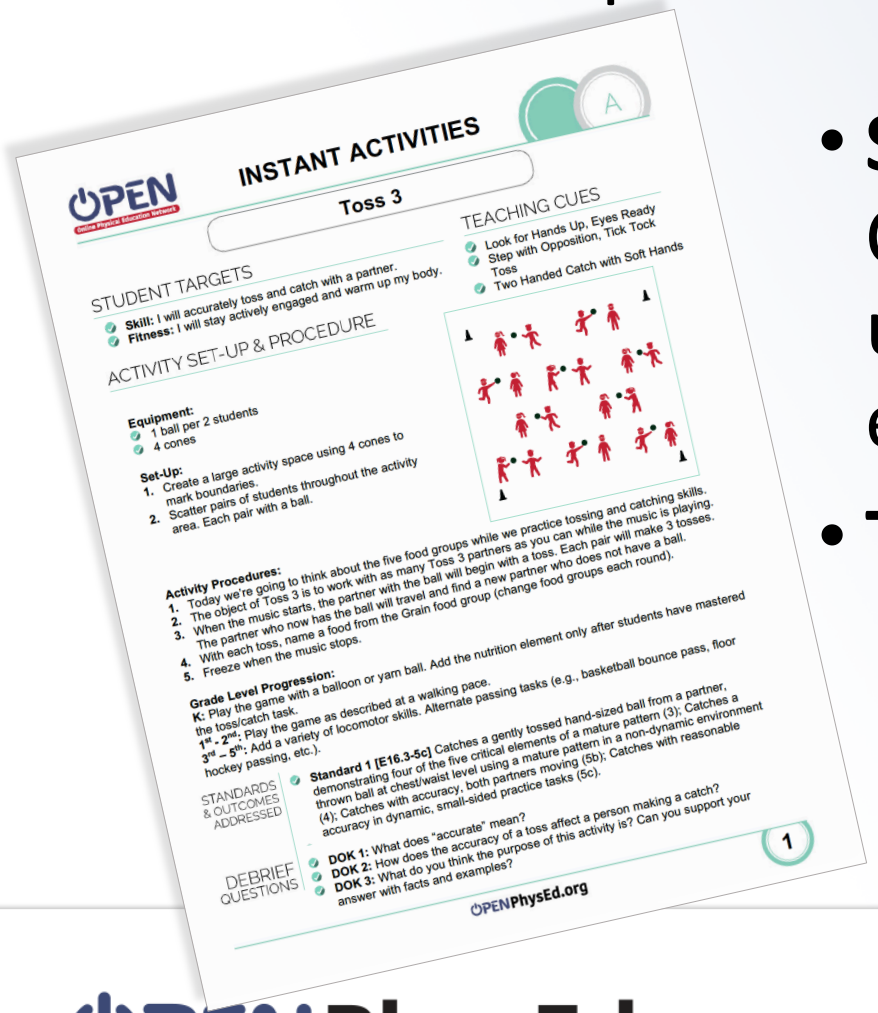
Let's Experience OPEN's Backward Design!



OPEN

INSTANT ACTIVITIES

A

Toss 3

STUDENT TARGETS

- **Skill:** I will accurately toss and catch with a partner.
- **Fitness:** I will stay actively engaged and warm up my body.

TEACHING CUES

- Look for Hands Up, Eyes Ready
- Step with Opposition, Tick Tock Toss
- Two Handed Catch with Soft Hands

ACTIVITY SET-UP & PROCEDURE

Equipment:
- 1 ball per 2 students
- 4 cones

Set-Up:
1. Create a large activity space using 4 cones to mark boundaries.
2. Scatter pairs of students throughout the activity area. Each pair with a ball.

Activity Procedures:
1. Today we're going to think about the five food groups while we practice tossing and catching skills.
2. The object of Toss 3 is to work with as many Toss 3 partners as you can while the music is playing.
3. When the music starts, the partner with the ball will begin with a toss. Each pair will make 3 tosses. The partner who now has the ball will travel and find a new partner who does not have a ball.
4. With each toss, name a food from the Grain food group (change food groups each round).
5. Freeze when the music stops.

Grade Level Progression:
K: Play the game with a balloon or yarn ball. Add the nutrition element only after students have mastered the toss/catch task.
1st - 2nd: Play the game as described at a walking pace.
3rd – 5th: Add a variety of locomotor skills. Alternate passing tasks (e.g., basketball bounce pass, floor hockey passing, etc.).

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E16.3-5c]** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball at chest/waist level using a mature pattern in a non-dynamic environment (4); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).

DEBRIEF QUESTIONS

- **DOK 1:** What does "accurate" mean?
- **DOK 2:** How does the accuracy of a toss affect a person making a catch?
- **DOK 3:** What do you think the purpose of this activity is? Can you support your answer with facts and examples?

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- **SHAPE America Standard 1, Outcome E16.4:** Catches a thrown ball at chest/waist level using a mature pattern in a non-dynamic environment.
- **Toss 3** (K-5 & Secondary Instant Activities)

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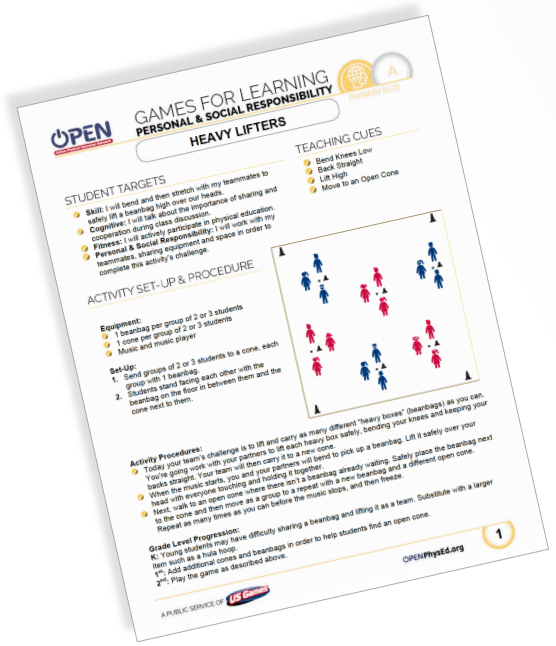
Let’s Experience OPEN’s Academic Language!


GAMES FOR LEARNING
PERSONAL & SOCIAL RESPONSIBILITY
HEAVY LIFTERS

STUDENT TARGETS

TEACHING CUES

ACTIVITY SET-UP & PROCEDURE

SHARE
(verb)

To split or divide a portion of something with others.

*We need to **share** the beanbags with other teams so that everyone has equipment to play with.*

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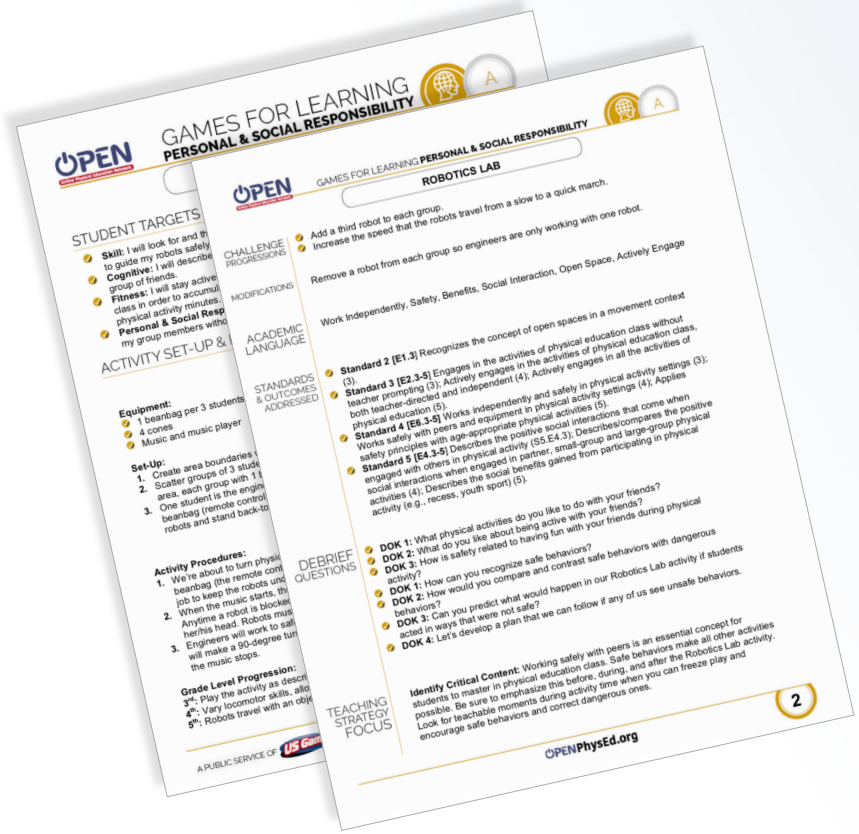
Let's Experience OPEN's DOK Questions!



DOK 1: How can you recognize safe behaviors?

DOK 2: How would you compare and contrast safe behaviors with dangerous behaviors?

DOK 3: Can you predict what would happen in our Robotics Lab activity if students acted in ways that were not safe?

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What is Depth of Knowledge (DOK)?

DOK categorizes tasks according to the complexity of thinking required to successfully complete them.

There are 4 DOK Levels:

- Recall & Reproduction
- Skills & Concepts
- Strategic Thinking
- Extended Thinking

Read more about DOK at the OPEN Blog:
http://openphysed.org/?p=83

Putting DOK & Academic Language Together

SAFETY
(noun)

The condition of being protected against physical, social, and emotional harm.

*During physical education class, Rahim follows all rules related to **safety** in order to protect himself and his classmates from injury.*

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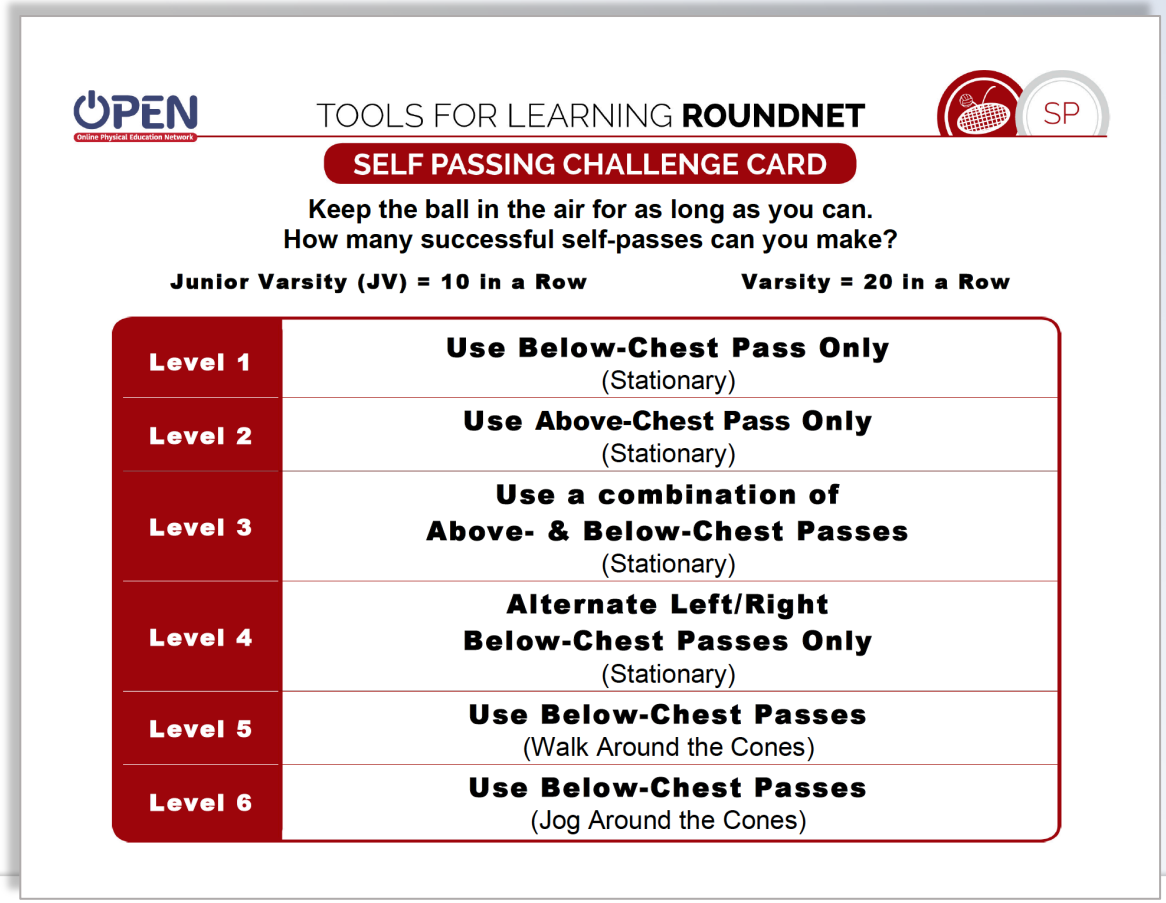
Robotics Lab (3-5 PSR)

DOK 1: How can you recognize safe behaviors?

DOK 2: How would you compare and contrast safe behaviors with dangerous behaviors?

DOK 3: Can you predict what would happen in our Robotics Lab if students acted in ways that were not safe?

Customizable Resources



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TOOLS FOR LEARNING **ROUNDNET** SP

SELF PASSING CHALLENGE CARD

Keep the ball in the air for as long as you can.
How many successful self-passes can you make?

Junior Varsity (JV) = 10 in a Row **Varsity = 20 in a Row**

Level 1	**Use Below-Chest Pass Only** (Stationary)
Level 2	**Use Above-Chest Pass Only** (Stationary)
Level 3	**Use a combination of Above- & Below-Chest Passes** (Stationary)
Level 4	**Alternate Left/Right Below-Chest Passes Only** (Stationary)
Level 5	**Use Below-Chest Passes** (Walk Around the Cones)
Level 6	**Use Below-Chest Passes** (Jog Around the Cones)

Passing Challenge Cards
(Middle School Roundnet)

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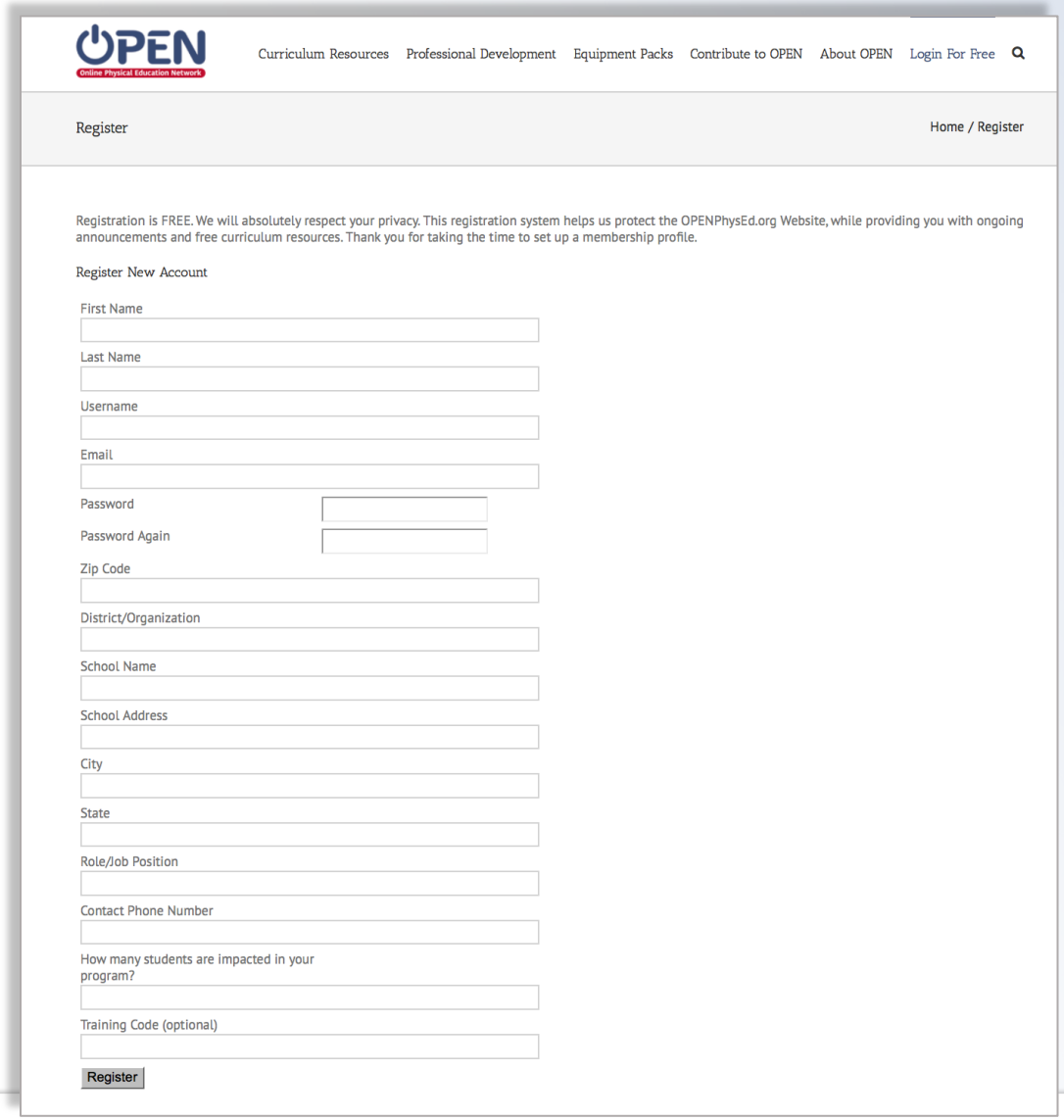

Time to Access OPENPhysEd.org

- Step 1: Visit www.OPENPhysEd.org
- Step 2: At the top click: “Register for Free”
- Step 3: Fill out information, then click the “Register” button (bottom of page)
- Step 4: Login using your new username and password
- Step 5: Go to “Curriculum Resources” to access all of the OPEN content

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