



# THE OPEN 8

## MIDDLE SCHOOL CHALLENGE

MIDDLE (6-8)

The Virginia Standards of Learning Project





### MODULE OVERVIEW

#### ABOUT THIS MODULE

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The OPEN 8 Middle School Adventure Challenge is a fun and engaging module with a focus on fitness, skill, and 21<sup>st</sup> century learning. Each activity is meant to provide a global education experience in a setting that stretches just beyond a student's comfortable performance zone. Begin each lesson with the Birth of Sky activity, traversing the globe from your school to a far-off destination. Next, experience games and activities that provide a brief look into the culture of play in different parts of the world. This leads up to the Master of Life Challenge, which prompts students to navigate binary computer code in order to define and discuss the components of 21<sup>st</sup> century learning. This is followed by the final challenge, The Act of Ultimate Courage, which is designed to test both their cooperative skills and fitness levels.

#### NATIONAL STANDARDS AND OUTCOMES FOCUS

##### **Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.**

- ✔ **Standard 1 [M6.6-8]:** Performs pivots, fakes, and jab steps designed to create open space during practice tasks (6); Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (7); Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens (8).
- ✔ **Standard 1 [M18.6-8]:** Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes (6-7); Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocce (8).

##### **Standard 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

- ✔ **Standard 2 [M1.6-8]:** Creates open space by using locomotor movements in combination with movement (e.g., varying pathways; change of speed, direction, or pace) (6); Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal) (7); Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (8).
- ✔ **Standard 2 [M9.6-8]:** Selects appropriate shot/club based on location of the object in relation to the target (6); Varies the speed and/or trajectory of the shot based on location of the object in relation to the target (7); Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target (8).

MODULE OVERVIEW

NATIONAL STANDARDS AND OUTCOMES FOCUS

**Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

- ✔ **Standard 3 [M5.6-7]:** Participates in a variety of lifetime recreational team sports, outdoor pursuits, or dance activities (6); Participates in a variety of lifetime dual and individual sports, martial arts, or aquatic activities (7).
- ✔ **Standard 4 [M1.6-7]:** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors (6); Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates (7).

**Standard 4. Exhibits responsible personal and social behavior that respects self and others.**

- ✔ **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).
- ✔ **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 (8).

**Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

- ✔ **Standard 5 [M4.6-8]** Describes how moving competently in a physical activity setting creates enjoyment (6); Identifies why self-selected physical activities create enjoyment (7); Discusses how enjoyment could be increased in self-selected physical activities (8).
- ✔ **Standard 5 [M5.6-9]** Identifies how self-expression and physical activity are related (6); Explains the relationship between self-expression and lifelong enjoyment through physical activity (7); Identifies and participates in an enjoyable activity that prompts individual self-expression (8).
- ✔ **Standard 5 [M6.6-8]:** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

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## MODULE OVERVIEW

### PLANNING COMPLETE LESSONS

The first OPEN 8 challenge is Birth of Sky. This challenge activity is designed to start each complete lesson and act as a mode of transportation to the next challenge location. For example, in lesson 1 students complete the Birth of Sky challenge on route to Africa for the Emerging Force challenge.

The block plan given in this document schedules Birth of Sky plus one other challenge per lesson for 7 full lessons. However, feel free to extend this plan in order to repeat challenges.

|   |              |
|---|--------------|
| Instant Activity<br>(Time Permitting not on block plan) | 5-10 minutes |
| + Birth of Sky with Debrief                             | 10 minutes   |
| + OPEN 8 Challenge with Debrief                         | 10 minutes   |
| + Challenge Extension (Time Permitting)                 | 10 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

Four 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.

#### **Holistic Performance Rubric**

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/lessons.

The Holistic Rubric provided separates skill and personal & social responsibility (PSR) characteristics, providing two sets of criteria to be evaluated separately. This rubric can be completed as students perform each challenge or during the last lesson, providing a final holistic evaluation of each student's performance.

#### **Academic Language Quiz**

A short academic language quiz is provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module's critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

The format of each question has been written and optimized for use with Plickers data collection tool available for Apple and Android devices. To learn more about Plickers visit: [www.plickers.com](http://www.plickers.com)

MODULE OVERVIEW

ASSESSMENT

**Academic Language Exit Slip**

The Academic Language Exit Slips can be used as a formative assessment at the end of any of the module’s lessons. The assessment is designed to look like a small version of OPEN’s Academic Language Cards. Students are prompted to define a vocabulary word in their own terms and to write a new contextual sentence using that word. This provides a snap shot of the class’s comprehension of the day’s academic language.

**Grit Builder Guide**

This assessment is designed to be a summative assessment of each student’s understanding of collaboration as a 21<sup>st</sup> Century Learning Skill. It provides a process for students to reflect thoughtfully on their own abilities to collaborate, with action planning for improvement.

The questions provided on this reflection sheet follow Webb’s Depth of Knowledge levels and can be modified and used to assess understanding of other 21<sup>st</sup> Century Learning Skills.

SUGGESTED BLOCK PLAN

| Lesson | Skill Activity                        | Suggested Academic Language   |
|--------|---------------------------------------|---|
| 1      | Birth of Sky, Emerging Force          | Challenging, Cooperate, Grit, Respect, Teamwork, Traverse, Culture, Force, General Space, Locomotor, Manipulative Skill, Striking   |
| 2      | Birth of Sky, Awaken the Earth        | Accurate, Cooperate, Challenging, Sequence, Spirit of the Game, Throwing  |
| 3      | Birth of Sky, Life of Water           | Accurate, Challenging, Cooperate, Culture, Persevere  |
| 4      | Birth of Sky, Life of Wind            | Accurate, Encouragement, Respect, Social Interaction  |
| 5      | Birth of Sky, Life on the Ice         | Actively Engage, Cooperate, Nonverbal Communication, Responsibility, Safe, Teamwork   |
| 6      | Birth of Sky, Master of Life          | Binary Code, Cognitive Function, Communicate, Cooperate, Grit, Responsibility, Safe, Teamwork, 21 <sup>st</sup> Century Learning Skills (each skill is defined on the ASCII Key & Glossary) |
| 7      | Birth of Sky, Act of Ultimate Courage | Courage, Communicate, Cooperate, Grit, Growth Mindset, Kindness, Respect, Service   |

### MATERIALS LIST

The following list of materials provides the ideal suggested quantities of equipment. There are many ways to modify and implement each OPEN 8 challenge, according to the equipment you have available. For example, for the Birth of Sky challenge, students could use floor tape and/or ropes as a substitute for spot makers used as foot holds and hand holds. Be creative and have fun.

| QTY | NAME  | CODE     | <br>USGAMES.COM |
|-----|---|----------|--|
| 48+ | 5" Spot Markers                                   | 20025046 | <a href="#">Link to e-Store</a>  |
| 48+ | 9" Spot Markers                                   | 6058     | <a href="#">Link to e-Store</a>  |
| 6   | 18" Cones   | 1245875  | <a href="#">Link to e-Store</a>  |
| 12  | Blindfolds  | 1140217  | <a href="#">Link to e-Store</a>  |
| 12  | Long Jump Ropes                                   | 1172560  | <a href="#">Link to e-Store</a>  |
| 36  | Hula Hoops  | 02170    | <a href="#">Link to e-Store</a>  |
| 12  | 2' Foam Noodles                                   | 1100500  | <a href="#">Link to e-Store</a>  |
| 48  | Small Cone Markers (can use as bowling pins)      | 1256307  | <a href="#">Link to e-Store</a>  |
| 24  | Colored Wrist Bands (or pinnies)                  | 1296754  | <a href="#">Link to e-Store</a>  |
| 6   | Task Tents  | 1389878  | <a href="#">Link to e-Store</a>  |
| 120 | Bean Bags (or 60 if 2 students share)             | 1039900  | <a href="#">Link to e-Store</a>  |
| 24  | Deck Rings  | 1039948  | <a href="#">Link to e-Store</a>  |
| 6   | Scooters  | 1092493  | <a href="#">Link to e-Store</a>  |
| 6   | Stability Balls (can substitute any type of ball) | 1335880  | <a href="#">Link to e-Store</a>  |

### BIRTH OF SKY

#### STUDENT TARGETS

- ✓ **Skill:** I will demonstrate coordination while applying movement skills.
- ✓ **Cognitive:** I will discuss the role of communication in cooperative activities.
- ✓ **Fitness:** I will actively engage with classmates in Urban Plane Climbing.
- ✓ **Personal & Social Responsibility:** I will demonstrate focus by working with classmates to successfully complete the Birth of Sky challenges.

#### TEACHING CUES

- ✓ Use Positive Communication
- ✓ Demonstrate Teamwork
- ✓ Be Respectful to Others

#### ACTIVITY SET-UP & PROCEDURE

##### Equipment:

- ✓ 50 (or more) 5-inch spot markers per 15 students
- ✓ 50 (or more) 10-inch spot markers per 15 students
- ✓ Cones to mark area boundaries
- ✓ 1 blindfold per 4 students
- ✓ 3 long jump ropes per 4 students

##### Set-Up:

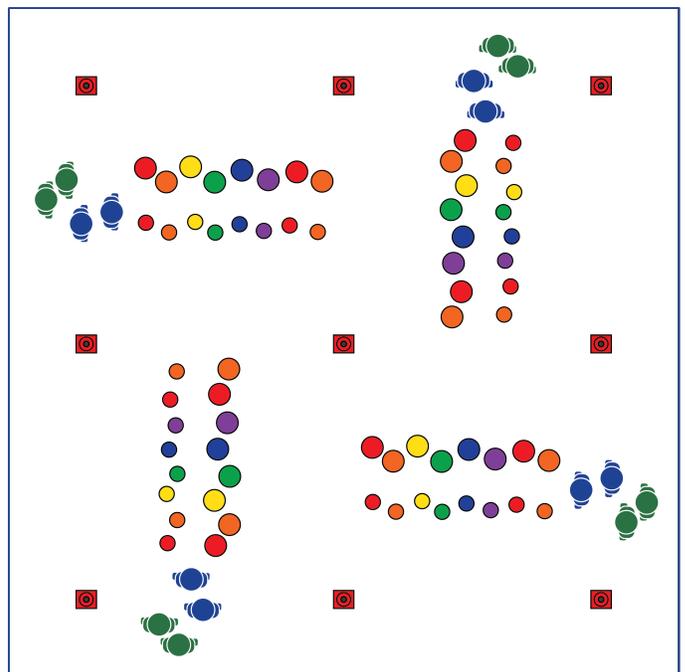
1. Create a grid with 4 to 6 activity areas (depending on number of students).
2. Use spot markers to create 2 close parallel lines across each area: 1 line of smaller spots for hands, another line of larger spots for feet. (Use floor tape or painter's tape if you don't have enough spot markers.)
3. Create groups of 2 to 6 students. 1 group per activity area.

##### Activity Procedures:

1. **Activity** This is the Birth of Sky Challenge. It will be our mode of transportation to each of the other OPEN 8 Adventure Challenges. You'll flex and extend your muscles as you climb across the gym, using the spots as hand and foot holds. The object is for all students to move safely through the sky, using the holds to reach the other side.
2. **Practice Challenge:** Students use hands on small spots and feet on large spots while traversing.
3. **Intermediate Challenges:** 1) One student guides a blindfolded partner as they walk upright through the urban climbing plane; 2) One partner guides a blindfolded partner across the sky using hands/feet on spots.
4. **Advanced Cooperative Challenges:** 1) Teams of 2-4 students move together while connected with a soft jump rope. All team members must touch only the poly spots; 2) Students design their own climbing routes with spot markers/floor tape. Designs must work to improve muscular strength and endurance.

##### Grade Level Progression:

- 6: Practice challenge only.
- 7: Practice challenge and intermediate challenge.
- 8: Complete all challenges across 2 classes; students design challenges for day 2.





## BIRTH OF SKY

UNIVERSAL DESIGN ADAPTATIONS

- ✔ **Adaptation:** Place spots/tape on a horizontal wall. Students use their hands to move from one side of the course to the other. Add sequential numbers to the spots to increase the difficulty.
- ✔ **Extension:** Allow the group to use nonverbal communication only.

ACADEMIC LANGUAGE

Challenging, Cooperate, Grit, Respect, Teamwork, Traverse

STANDARDS & OUTCOMES ADDRESSED

### Grade 6

- ✔ **6.4 [a,d]** List and demonstrate problem solving, conflict resolution, and decision-making skills (a); Demonstrate integrity and apply rules/etiquette for a team-building activity (d).

### Grade 7

- ✔ **7.1 [c]** Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).
- ✔ **7.4 [c,e]** Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c); Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills (e).

### Grade 8

- ✔ **8.4 [c, e-g]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance (c); Apply communication skills and strategies that promote team/group dynamics (e); Describe and demonstrate conflict-resolution skills (f); Apply problem solving skills in cooperative and dynamic physical activities and/or dance settings (g).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does positive communication sound like? look like?
- ✔ **DOK 2:** How can communication (both positive and negative) affect a cooperative performance?
- ✔ **DOK 3:** How is positive communication related to respect?
- ✔ **DOK 1:** What is coordination?
- ✔ **DOK 2:** How would you summarize the way coordination relates to climbing/traversing?
- ✔ **DOK 3:** How would you adapt the Birth of Sky challenge to help further develop coordination?

TEACHING STRATEGY FOCUS

**Organize students to interact with content:** The “Birth of Sky” activity challenges students to manipulate their body in a non-traditional environment. Most students have played traditional recreation games such as twister and party dances, but what happens when students are exposed to outdoor adventure activities? Will they be prepared to be physically literate in an outdoor environment? This activity allows them to apply skills taught in the physical education classroom to real-world, lifetime activity settings.



### EMERGING FORCE

#### STUDENT TARGETS

- ✓ **Skill:** I will demonstrate control while striking the hoop.
- ✓ **Cognitive:** I will discuss striking as a skill used in lifelong physical activities.
- ✓ **Fitness:** I will actively engage in Hoop Rolling challenges.
- ✓ **Personal & Social Responsibility:** I will demonstrate focus by working with classmates to successfully complete all Emerging Force challenges.

#### TEACHING CUES

- ✓ Appropriate Force
- ✓ Move to Open Space
- ✓ Travel Safely

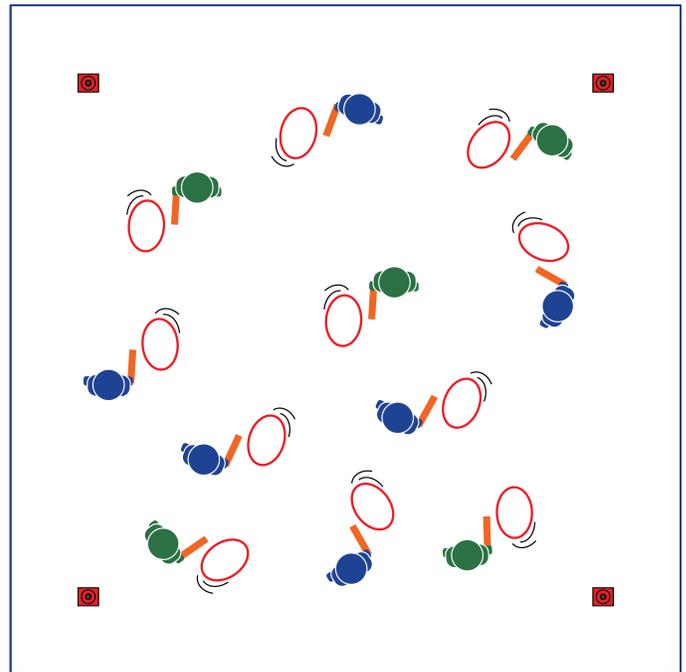
#### ACTIVITY SET-UP & PROCEDURE

##### Equipment:

- ✓ 1 Hula Hoop per student
- ✓ 1 two-foot foam noodle per student
- ✓ 4 large cones to create boundaries
- ✓ 2 half-cones per group to create relay lines
- ✓ A variety of obstacles (e.g., cones, pins, ropes)
- ✓ One pinnie or colored wrist band per student
- ✓ Fitness Challenge Posters

##### Set-Up:

1. Create a large activity area using cones.
2. Each student with a hoop and a foam noodle.
3. Post or project the Emerging Force Fitness Challenges on a wall.
4. Use additional equipment as described in each challenge.



##### Activity Procedures:

1. Today's activity is called Emerging Force. We are traveling to Africa to continue The OPEN 8 Adventure Challenge. These challenges are adaptations of traditional African hoop-rolling games.
2. We will begin with all students practicing their Hoop Rolling techniques. On the start signal, use your stick (foam noodle) to safely complete the challenge. If your hoop falls or is out of control, stop & restart.
3. **Practice:** 1) Forward roll to stop; 2) Forward w/direction changes; 3) Forward, stop, then backward.
4. **Individual Challenges:** 1) Longest roll: keep your hoop rolling through space for as long as you can. When hoop stops/falls, move to sidelines and complete a fitness challenge. 2) Hoop tag: choose 3 to 5 taggers. Taggers use a stick (noodle) to tap other hoops to make them fall. If tagged, move to the side, complete a fitness challenge, then return.
5. **Team Challenges:** 1) Hoop-rolling relays: teams in relay lines with 2 cones set up. Be the first team to roll all hoops to the cone and back in relay format. If a hoop drops or is out of control, stop, regain control, then continue. 2) Team longest roll with obstacles: as individuals, roll your hoop while navigating obstacles (e.g., cones, pins). If hoop drops or goes out of bounds, walk the perimeter while watching the game. The challenge is over when 1 team remains. 3) Team hoop hackers: format is the same as the longest roll challenge, but players use their hoops/noodles to disrupt other hoops. If your hoop drops or goes out of bounds, walk the perimeter while watching the game. Continue until 1 team remains.

##### Grade Level Progression:

- 6:** Practice & individual challenges. **7:** All individual & 1 team challenge. **8:** All challenges.



**EMERGING FORCE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ **Adaptation:** Allow students to use a hand, rather than a noodle, to control the hoop.
- ✔ **Extension:** Allow students to create their own challenges with the equipment and skills used in class.

ACADEMIC  
LANGUAGE

Culture, Force, General Space, Locomotor, Manipulative Skill, Striking

STANDARDS  
& OUTCOMES  
ADDRESSED

**Grade 6**

- ✔ **6.1 [a,d]** Combine and apply mature locomotor and manipulative skills into specialized sequences, to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling, volleying/striking and/or batting ball; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations (a); Analyze movement situations for direction, speed, accuracy, and pathways to improve performance (d)
- ✔ **6.2 [a]** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways.

**Grade 7**

- ✔ **7.1 [a-b]** Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations (a); Demonstrate offensive strategies and tactics, to include creating open space, skilled movement, speed, accuracy, and selection of appropriate skill/tactic to gain offensive advantage (b).

**Grade 8**

- ✔ **8.1 [a]** Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, to include reducing space, transitioning from offense to defense quickly, communicating with teammates, and selecting appropriate tactics to gain defensive advantage.
- ✔ **8.2 [c]** Explain how offensive and defensive tactics and strategies are used to gain an advantage offensively and defensively.

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** What is striking?
- ✔ **DOK 2:** What physical activities require skilled striking? Which of those activities could you play throughout your lifetime?
- ✔ **DOK 3:** How is hand-eye coordination related to success when striking and rolling the hula hoop?
- ✔ **DOK 1:** What is a cultural experience?
- ✔ **DOK 2:** How would you compare/contrast Hoop Rolling from Africa to games that come from American cultures?
- ✔ **DOK 3:** How is enjoyment related to cultural activities? Explain your answer.

TEACHING  
STRATEGY  
FOCUS

**Help students examine similarities and differences:** Physical activity for personal and social enjoyment is found in most cultures across the globe. Prompting students to compare, classify, and draw conclusions as they examine physical activity from a cultural perspective can allow them to deepen their thinking and respect all people living in an increasingly global society.



### AWAKEN THE EARTH

#### STUDENT TARGETS

- ✓ **Skill:** I will demonstrate hand-eye coordination while throwing.
- ✓ **Cognitive:** I will discuss throwing skill used in lifelong activity.
- ✓ **Fitness:** I will actively engage with classmates in a cultural game called Ang-Konnh (Cambodia).
- ✓ **Personal & Social Responsibility:** I will demonstrate focus by working with classmates to successfully complete the Awaken the Earth challenge.

#### TEACHING CUES

- ✓ Eyes on Target
- ✓ Focus on Form
- ✓ Be Kind

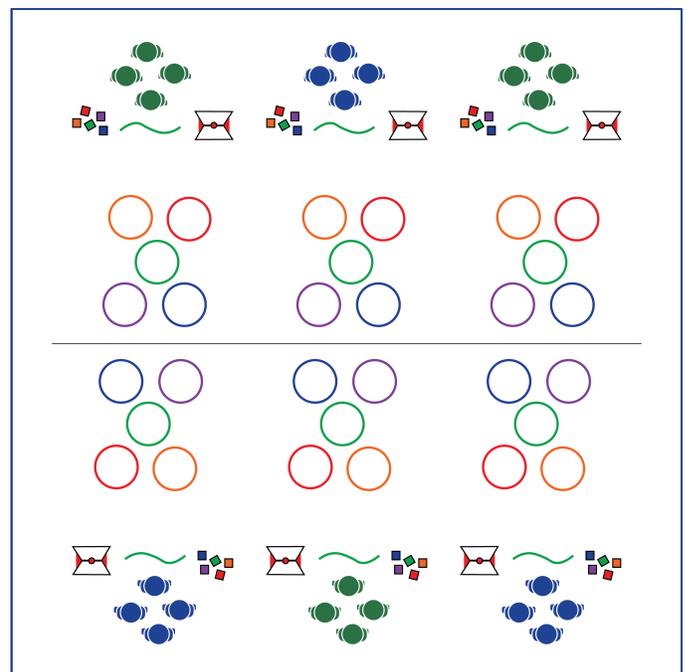
#### ACTIVITY SET-UP & PROCEDURE

##### Equipment:

- ✓ 5 four-inch bean bags per student
- ✓ 5 hula hoops per group of 3-4 students
- ✓ 1 jump rope per group of 3-4 students
- ✓ 1 toss technique poster per group of 3-4 students

##### Set-Up:

1. Create groups of 3-4 students.
2. Create a boundary line with each team's jump rope. Stagger 5 hoops 15-25 feet from the line.
3. Each player will need 5 bean bags. Students can share bean bags if necessary.



##### Activity Procedures:

1. Today's challenge is called Awakening the Earth. We have travelled to Cambodia to complete the OPEN 8 Adventure Challenge and will play a traditional Cambodian game called *Ang-Konnh*. The game is commonly played on New Year's Day with fruit seeds. We'll use bean bags instead of fruit seeds.
2. The object of the game is to throw a bean bag into each of the 5 hoops.
3. Each student takes 5 throws per turn and must use correct technique for each: 1<sup>st</sup>: underhand with right hand; 2<sup>nd</sup>: underhand with left hand; 3<sup>rd</sup>: underhand under right knee; 4<sup>th</sup>: underhand under left knee; 5<sup>th</sup>: back to the target, throw over their shoulder.
4. After all players have thrown, the player with the most bean bags in the hoops wins the round. Players track how many rounds they win. Continue playing additional rounds until the teacher calls out "AWAKEN THE EARTH!"
5. On that signal, all students perform the designated fitness activity (jumping jacks, burpees, etc.), and then quickly move to find a new group to play against.

##### Grade Level Progression:

- 6: Students throw to stationary targets.
- 7: Students modify the hoop patterns and/or types of throws used.
- 8: Students modify the activity to create a new backyard game that could be played at home with friends.



**AWAKEN THE EARTH**

UNIVERSAL DESIGN ADAPTATIONS

- ✔ **Adaptation:** Use yarn balls or another object of the student's choosing. Simplify the types of throws required.
- ✔ **Extension:** Allow students to choose between more challenging objects to throw (e.g., balls of different materials, Critters, etc.).

ACADEMIC LANGUAGE

Accurate, Cooperate, Challenging, Sequence, Spirit of the Game, Throwing

STANDARDS & OUTCOMES ADDRESSED

**Grade 6**

- ✔ **6.1 [a, d]** Combine and apply mature locomotor and manipulative skills into specialized sequences, to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling, volleying/striking and/or batting ball; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations (a); Analyze movement situations for direction, speed, accuracy, and pathways to improve performance (d).

**Grade 7**

- ✔ **7.4 [c, e]** Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c); Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills (e).

**Grade 8**

- ✔ **8.4 [c]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance.

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How would you perform an accurate throw/toss?
- ✔ **DOK 2:** How does a focus on accuracy affect your throwing performance?
- ✔ **DOK 3:** How is technique related to accuracy when throwing at a target?
- ✔ **DOK 1:** What does Spirit of the Game mean?
- ✔ **DOK 2:** How did/can you apply Spirit of the Game to Ang-Konnh?
- ✔ **DOK 3:** What evidence from today's class would you select to support the importance of Spirit of the Game? Can you elaborate on why you chose those facts?

TEACHING STRATEGY FOCUS

**Help students examine their reasoning:** Prompt students to reflect on their performance and behavior with an emphasis on logic and proof. Challenge them to explore the day's lesson in order to identify proof of their reasoning, and then prompt them to examine and defend that reasoning. The resulting discussion will reflect an analysis of perspective for errors and fallacies, and a critique of the overall logic of their thinking.



### LIFE OF WATER

#### STUDENT TARGETS

- ✔ **Skill:** I will demonstrate hand-eye coordination while rolling the deck ring.
- ✔ **Cognitive:** I will discuss the importance of preserving culture through physical activity.
- ✔ **Fitness:** I will actively engage with classmates in a cultural game called *Ulu Maika* (Hawaii).
- ✔ **Personal & Social Responsibility:** I will demonstrate focus by working with classmates to successfully complete the Life of Water challenge.

#### TEACHING CUES

- ✔ Face to Target
- ✔ Arm Back
- ✔ Step with Opposite Foot
- ✔ Release & Follow Through

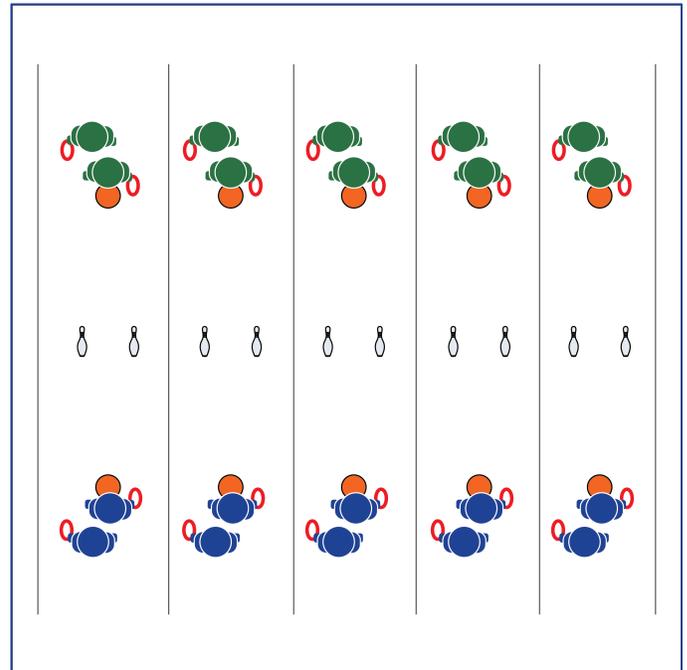
#### ACTIVITY SET-UP & PROCEDURE

##### Equipment:

- ✔ 2 deck rings or small balls per 2 students
- ✔ 2 bowling pins (or cones) per 2 students
- ✔ 4 spot markers per 2 students

##### Set-Up:

1. Create 1 playing court for every 4 students. Each court should have 2 bowling pins in the middle of the area, about 6-12 inches apart (depending on skill level).
2. Place two poly spots 25-30 feet away from both sides of each cone.
3. Divide the class into pairs. Two pairs per court.



##### Activity Procedures:

1. This is the Life of Water challenge. We are in Hawaii to continue The OPEN 8 Adventure Challenge by playing a traditional Hawaiian game called *Ulu Maika*. It was played during the Makahiki celebration honoring Lono, the god of rain.
2. The object of the activity is to roll a deck ring between the 2 pins without touching either of them. The game was traditionally played with a stone disc.
3. Teams of 2 stand on opposite sides of the court. Each student with 1 deck ring.
4. Teams take turns trying to roll the deck ring between the 2 pins. Teams receive 1 point for every ring that rolls through the pins.
5. The team that scores 21 points first is the Big Kahuna.

##### Grade Level Progression:

- 6: Play the game with no modifications.
- 7: Students can use both underhand rolling or a modified Frisbee toss with the ring sliding across the floor. If successful with a "Frisbee toss," the throw counts as 2 points.
- 8: Allow students to modify the activity with a new piece of equipment. For example, use a hockey stick to push the ring through the bowling pins for 1 point.



**LIFE OF WATER**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ **Adaptation:** Play with larger balls and/or a wider distance between the bowling pins.
- ✔ **Extension:** Allow the students to pick their tossing equipment before attempting the challenge.

ACADEMIC  
LANGUAGE

Accurate, Challenging, Cooperate, Culture, Persevere

STANDARDS  
& OUTCOMES  
ADDRESSED

**Grade 6**

- ✔ **6.1 [a, d]** Combine and apply mature locomotor and manipulative skills into specialized sequences, to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling, volleying/striking and/or batting ball; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations (a); Analyze movement situations for direction, speed, accuracy, and pathways to improve performance (d).

**Grade 7**

- ✔ **7.1 [a-b]** Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations (a); Demonstrate offensive strategies and tactics, to include creating open space, skilled movement, speed, accuracy, and selection of appropriate skill/tactic to gain offensive advantage (b).
- ✔ **7.4 [f-g]** Identify positive mental and emotional aspects of participating in a variety of physical activities (f); Describe how participation in physical activities creates enjoyment [g]

**Grade 8**

- ✔ **8.1 [a]** Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, to include reducing space, transitioning from offense to defense quickly, communicating with teammates, and selecting appropriate tactics to gain defensive advantage.
- ✔ **8.2 [c]** Explain how offensive and defensive tactics and strategies are used to gain an advantage offensively and defensively.

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** What does the word culture mean?
- ✔ **DOK 2:** What do you know about the different cultures that can be found in different areas of the United States? North America? The world?
- ✔ **DOK 3:** How is physical activity and sport related to culture?
- ✔ **DOK 4:** Create a series of interview questions that you might ask a native Hawaiian about the game *Ulu Maika*.

TEACHING  
STRATEGY  
FOCUS

**Help students engage in cognitively complex tasks:** Prompt students to think abstractly by connecting their game-play experience to the larger concept of a global community. As students create interview questions that they might ask a native Hawaiian they must apply this abstract process in a way that creates a cognitively complex environment.



### LIFE OF WIND

#### STUDENT TARGETS

- ✓ **Skill:** I will demonstrate hand-eye coordination while tossing.
- ✓ **Cognitive:** I will discuss the important connection between social interaction and physical activity.
- ✓ **Fitness:** I will actively engage with classmates in cultural game called *Quoits (Greece)*.
- ✓ **Personal & Social Responsibility:** I will demonstrate focus by working to complete the Life of Wind challenge.

#### TEACHING CUES

- ✓ Eyes on Target
- ✓ Proper Form
- ✓ Good Sportsmanship

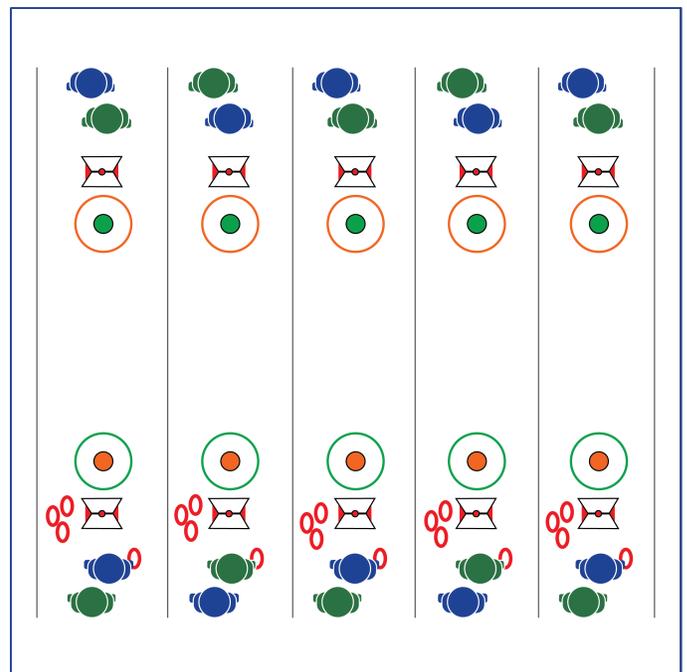
#### ACTIVITY SET-UP & PROCEDURE

##### Equipment:

- ✓ 2 spot markers per group of 4 students
- ✓ 2 hula hoops per group of 4 students
- ✓ 4 deck rings per group of 4 students
- ✓ 1 Life of Wind Exercise Card per 2 students

##### Set-Up:

1. Create 1 playing court for every 4 students. Each court with 2 hoops, 20-40 feet apart (depending on space/skill), and a spot marker in the center of each hoop.
2. Place 4 deck rings at each court.
3. Place 2 Life of Wind Exercise Cards at each court (1 at each end of the court).
4. Divide the class into pairs. 2 pairs per court.



##### Activity Procedures:

1. This is the Life of Wind Challenge. We've landed on the Island of Wight in the English Channel. There are ancient records of Roman occupiers in the British Isles playing an ancient game called Quoits. It's the earliest known version of Horseshoes.
2. The object is to use proper underhand throwing form to place the ring nearest to the spot marker. Traditionally, the game is played with a stake in the ground.
3. If 1 ring is closest to the spot, 1 point is scored. If 2 rings are closest to the spot, 2 points are scored. The game is played to 21 points.
4. In order to "bank" the points scored, the team with the rings closest to the spot must complete 1 Life of Wind Exercise Challenge.
5. Play Rock, Paper, Scissors to determine which team is first. A member of each team alternates throws from 1 side. After points are scored, players on the other side have a turn.
6. Remind students the importance of safety while throwing and of watching others throw. Students stand 5-10 feet to the side of the spot while watching the activity.

##### Grade Level Progression:

- 6: Play the game as described above.
- 7 & 8: Score only the rings that land on the spot marker or within the hula hoop.



**LIFE OF WIND**

UNIVERSAL DESIGN ADAPTATIONS

- ✔ **Adaptation:** Modify the distance and size of the target to meet the needs of each student. Deck rings can be replaced with bean bags.
- ✔ **Extension:** Add cross-curricular lesson components, integrating geography, history, language arts, and science (Laws of Motion or Physiology). This could be co-taught with science teachers.

ACADEMIC LANGUAGE

Accurate, Encouragement, Respect, Social Interaction

STANDARDS & OUTCOMES ADDRESSED

**Grade 6**

- ✔ **6.1 [a, d]** Combine and apply mature locomotor and manipulative skills into specialized sequences, to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling, volleying/striking and/or batting ball; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations (a); Analyze movement situations for direction, speed, accuracy, and pathways to improve performance (d).

**Grade 7**

- ✔ **7.1 [b]** Demonstrate offensive strategies and tactics, to include creating open space, skilled movement, speed, accuracy, and selection of appropriate skill/tactic to gain offensive advantage (b).
- ✔ **7.4 [c, e]** Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c); Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills (e).

**Grade 8**

- ✔ **8.1 [h]** Describe how movement is created in activities that involve agility, power, coordination, reaction time, speed, force, motion, rotation, and energy (h).
- ✔ **8.4 [c]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance (c).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How would you describe encouragement in a physical activity setting? How would you describe respect?
- ✔ **DOK 2:** What did you notice about the social interactions that took place during our game play today?
- ✔ **DOK 3:** How are encouragement and respect related to social interaction?
- ✔ **DOK 4:** Can we identify any areas that need improvement with respect to our class social interaction? Let's create a plan for improving those areas.

TEACHING STRATEGY FOCUS

**Help students elaborate on content:** After asking students what they noticed about the class social interactions, challenge them to provide evidence and support for their claims. Allowing students to respond with one or two work answers does not help to extend their thinking beyond a surface reply. Ask probing questions and work to develop their ability to draw inferences from their personal experiences as well as from the experiences of their classmates.

**LIFE ON THE ICE**

**STUDENT TARGETS**

- ✔ **Skill:** I will safely demonstrate locomotor movements through general space.
- ✔ **Cognitive:** I will explain and discuss the importance of nonverbal communication.
- ✔ **Fitness:** I will actively engage in the Life of Ice challenge.
- ✔ **Personal & Social Responsibility:** I will demonstrate focus by working to complete the Life on the Ice challenge.

**TEACHING CUES**

- ✔ Be Quiet
- ✔ Be Patient
- ✔ Focus on Your Classmates
- ✔ Move Safely

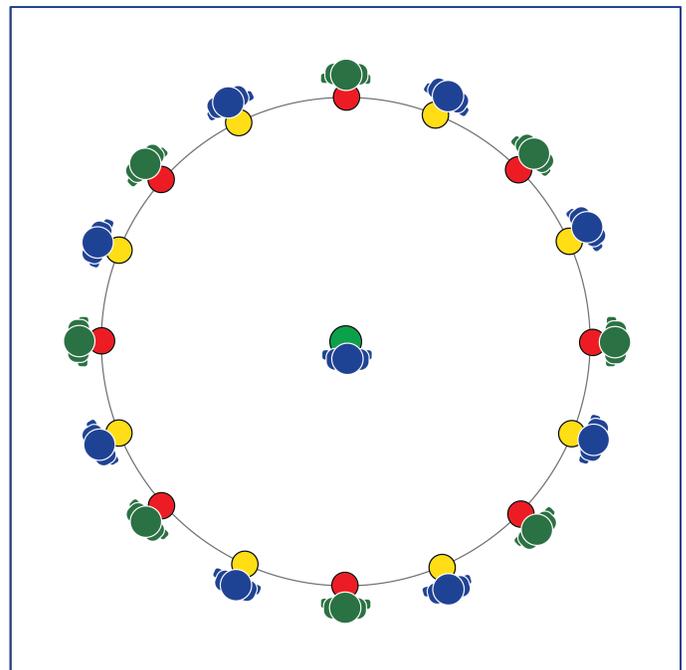
**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

- ✔ 1 spot marker per student

**Set-Up:**

1. Arrange spot markers in a large circle with 1 spot in the center.
2. Each student stands on a poly spot, with 1 student in the center.



**Activity Procedures:**

1. This is the Life on the Ice challenge. We've traveled to Northern Canada where people live on 2 meters of ice during the long winter in Yellowknife Bay. However, it's the spring breakup and the ice is getting thin. Any loud noise could cause it to break. It is important that you communicate with classmates using only nonverbal methods.
2. The object of this activity is to swap spots with a classmate without the Abominable Snow Monster taking your spot. To do this, make eye-contact or another type of nonverbal communication with another classmate standing on a spot marker. After making eye contact, use nonverbal communication to coordinate movement to quickly exchange places while safely traveling through open space.
3. As 2 players are changing places, the center player (the Abominable Snow Monster) tries to get to an open spot marker first. If she/he is successful, the player left without a spot marker becomes the new Snow Monster.
4. When the teacher calls, "Iceberg!!" ALL students must quickly move to a new spot marker while the Snow Monster also tries to secure a spot.

**Grade Level Progression:**

- 6: The students can use all forms of nonverbal communication.
- 7: The students can only use hands and feet for communication.
- 8: The students can only use facial expressions for communication.



## LIFE ON THE ICE

UNIVERSAL DESIGN ADAPTATIONS

- ✔ **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

- Grade 6**
- ✔ **6.2 [a]** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways (a).
  - ✔ **6.4 [a, d]** List and demonstrate problem solving, conflict resolution, and decision-making skills (a); Describe the benefits of competitive and non-competitive physical activities (d).
- Grade 7**
- ✔ **7.4 [b-c, e]** Create guidelines and demonstrate how to solve problems and resolve conflicts in activity settings (b); Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c); Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills (e).
- Grade 8**
- ✔ **8.4 [e, g]** Apply communication skills and strategies that promote team/group dynamics (e); Apply problem solving skills in cooperative and dynamic physical activities and/or dance settings (g).

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?

TEACHING STRATEGY FOCUS

**Organize students to interact with content:** Positive communication and creative gestures play a key role in student success if this activity. The challenge for teachers is to create an environment in which students interact with members of different social groups. One modification that may help with this task is to limit communication to students on spots of the same color. This will force students to interact with students that they may otherwise ignore.



### MASTER OF LIFE

#### STUDENT TARGETS

- ✔ **Skill:** I will demonstrate cooperation by solving problems with my team.
- ✔ **Cognitive:** I will discuss the relationship between physical activity and cognitive function.
- ✔ **Fitness:** I will actively engage in the Master of Life challenge.
- ✔ **Personal & Social Responsibility:** I will demonstrate responsible behaviors related to safety and cooperation.

#### TEACHING CUES

- ✔ Communicate
- ✔ Listen to All Ideas
- ✔ Be Patient with Teammates

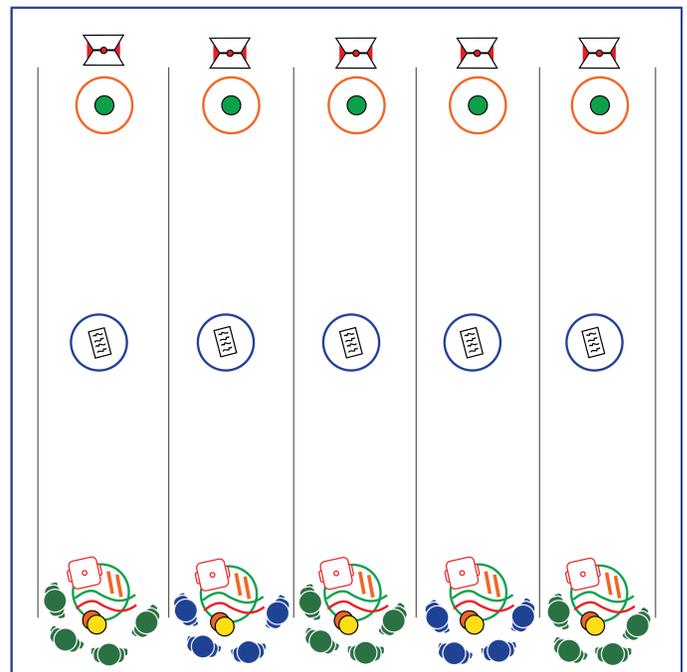
#### ACTIVITY SET-UP & PROCEDURE

##### Equipment:

- ✔ 3 hoops per group
- ✔ 2 jump ropes per group
- ✔ 2 spot markers per group
- ✔ 1 cone per group
- ✔ 1 scooter per group
- ✔ 2 pool noodles per group
- ✔ 1 ASCII Code Hacker Guide per group
- ✔ 1 Master of Life Scramble Card per group

##### Set-Up:

1. Create 3 parallel lines with hoops. 1 line of hoops on one side of the activity area, 1 across on the other side, and 1 in the center of the other 2.
2. Inside hoop 1, place the equipment listed above.
3. Create groups of 3 to 5 students; 1 group per set of hoops.



##### Activity Procedures:

1. We've traveled to Silicon Valley in the San Francisco Bay Area to complete the Master of Life challenge. This is one of the most important challenges in the OPEN 8 Adventure Challenge.
2. Your team must navigate an electrified security area, capture the ASCII Code Hacker Guide, and then continue to the Master of Life Scramble Card, where you'll crack the binary code to unlock essential ingredients for saving humanity.
3. Here's the rules for navigation: at least 2 players must be tied together with ropes at all times; only players tied safely together can navigate the secure area; no player may touch the floor of the secure area – use spots, hoops, noodles, and the scooter to navigate the area; hoops can be used as islands, but cannot be moved; if any player touches the floor, all members of the team must go back to the starting hoop.

##### Grade Level Progression:

- 6: Implement the activity as written above.
- 7: Students cannot speak. Nonverbal communication only.
- 8: One member of the team is blindfolded or has suffered a mock injury.



**MASTER OF LIFE**

UNIVERSAL DESIGN ADAPTATIONS

- ✔ **Adaptation:** Add more hoops and spot markers to each group's equipment options. Do not require students to be tied safely together.
- ✔ **Extension:** Double the size of teams. Provide each group with 1 spot maker per team member, plus 1 additional spot. Do not provide a scooter. Require teams to use only spot markers to navigate. All teammates must also remain holding on to the safety ropes, linking the team together.

ACADEMIC LANGUAGE

Binary Code, Cognitive Function, Communicate, Cooperate, Grit, Responsibility, Safe, Teamwork, 21<sup>st</sup> Century Learning Skills (each skill is defined on the ASCII Key & Glossary)

STANDARDS & OUTCOMES ADDRESSED

**Grade 6**

- ✔ **6.4 [a-b, e]** List and demonstrate problem solving, conflict resolution, and decision-making skills (a); Compare and critique rules, safety procedures, and etiquette for two different physical activities (b); Demonstrate integrity and apply rules/etiquette for a team-building activity (e).

**Grade 7**

- ✔ **7.4 [a-c]** Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games (a); Create guidelines and demonstrate how to solve problems and resolve conflicts in activity settings (b); Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c).

**Grade 8**

- ✔ **8.1 [a]** Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, to include reducing space, transitioning from offense to defense quickly, communicating with teammates, and selecting appropriate tactics to gain defensive advantage.
- ✔ **8.4 [b-c, f-g]** Describe and demonstrate appropriate encouragement and feedback to peers without prompting from the teacher (b); Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance (c); Describe and demonstrate conflict-resolution skills (f); Apply problem solving skills in cooperative and dynamic physical activities and/or dance settings (g).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is cognitive function?
- ✔ **DOK 2:** What do you know about how physical activity affects cognitive function?
- ✔ **DOK 3:** What facts can you provide to support the statement that physical activity can improve cognitive function? Elaborate on why you chose those facts.

TEACHING STRATEGY FOCUS

**Help students practice skills, strategies, and processes:** Group dynamics play a key role in success of each team. Even though students are required to sit and discuss ideas as a team prior to starting the activity, many students typically set out on their own, sometimes with limited success, before realizing that they will not be successful until all group members become involved. The teacher must 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 the use of disrespectful language.

### ACT OF ULTIMATE COURAGE

#### STUDENT TARGETS

- ✔ **Skill:** I will demonstrate coordinated movements, motor control, and balance.
- ✔ **Cognitive:** I will discuss the importance of courage to personal development and a growth mindset.
- ✔ **Fitness:** I will actively engage in the Act of Ultimate Courage.
- ✔ **Personal & Social Responsibility:** I will demonstrate focus by working with classmates to successfully complete the final OPEN 8 Adventure Challenge.

#### TEACHING CUES

- ✔ Focus on Safe Movement
- ✔ Communicate and Cooperate
- ✔ Be Kind and Respectful

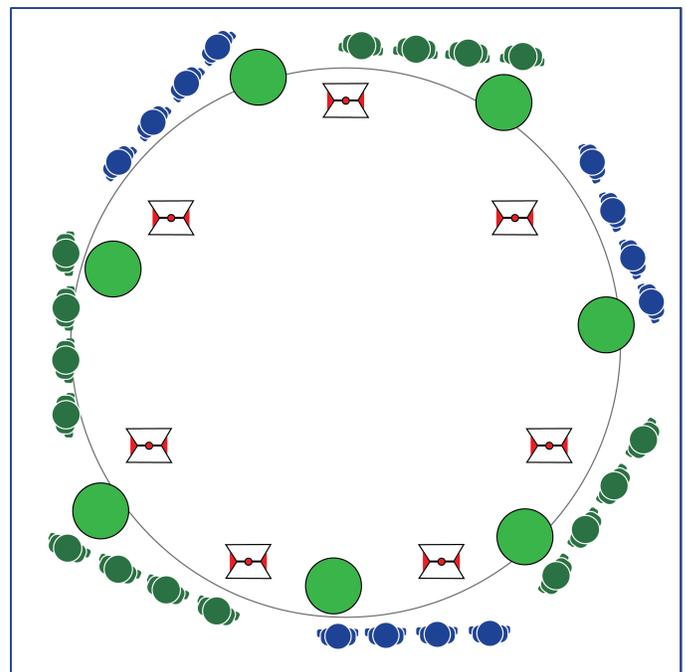
#### ACTIVITY SET-UP & PROCEDURE

##### Equipment:

- ✔ 7 cones (any size)
- ✔ 1 large fitness ball (or other ball) per group
- ✔ Courage Creation Cards

##### Set-Up:

1. Create an activity perimeter using 7 cones.
2. Divide classes into 7 equal groups. Each group at a cone with a ball.
3. Use Courage Creation Card as described in the Grade Level Progressions below.



##### Activity Procedures:

1. We've made it to the final OPEN 8 Adventure Challenge, which is called the Act of Ultimate Courage. Each group will start at 1 of the 7 continents with a Sphere of Courage (ball). The objective is for each team to carry a Sphere of Courage to each continent as a service to humanity, providing bravery to all people.
2. Start in a line behind your continent cone. Lay on your backs, shoulder to shoulder. The last person in line holds the ball.
3. On the start signal, the player with the ball hands it to the next player and then stands up to quickly move to the front of the line. The ball is passed forward, from player to player, and each passer quickly moves to the front of the line to keep the line moving ahead.
4. Teams continue in this pattern around the cones until they return to their original continent cone. If the ball is dropped, retrieve it and continue to move ahead.
5. Teams may safely pass other teams while inside the cones.

##### Grade Level Progression:

- 6: Implement the activity as written above.
- 7: Use Courage Creation Cards to provide an additional movement challenge.
- 8: Place a Courage Creation Card at each cone. As teams pass a continent cone, they must begin the movement challenge posted on the Courage Creation Card.



**ACT OF ULTIMATE COURAGE**

UNIVERSAL DESIGN ADAPTATIONS

- ✔ **Adaptation:** Use a smaller/lighter object for passing. Allow students to stand and walk as they hand the ball off.
- ✔ **Extension:** Allow students to create their own Courage Creation challenges.

ACADEMIC LANGUAGE

Courage, Communicate, Cooperate, Grit, Growth Mindset, Kindness, Respect, Service

STANDARDS & OUTCOMES ADDRESSED

**Grade 6**

- ✔ **6.4 [a, e]** List and demonstrate problem solving, conflict resolution, and decision-making skills (a); Demonstrate integrity and apply rules/etiquette for a team-building activity (e).

**Grade 7**

- ✔ **7.4 [a-c, e]** Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games (a); Create guidelines and demonstrate how to solve problems and resolve conflicts in activity settings (b); Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c); Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills (e).

**Grade 8**

- ✔ **8.4 [b-c, f]** Describe & demonstrate appropriate encouragement & feedback to peers without prompting from the teacher (b); Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance (c); Describe and demonstrate conflict-resolution skills (f).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What would you include on a list about the growth mindset?
- ✔ **DOK 2:** What do you know about grit? How does grit apply to the growth mindset?
- ✔ **DOK 3:** How is courage related to grit?
- ✔ **DOK 4:** Use the Grit Builder Reflection Sheet to gather information to support your ideas about courage and grit.

TEACHING STRATEGY FOCUS

**Help students process content:** As the OPEN 8 Adventure Challenge comes to a conclusion, student will benefit from using the Grit Builder Reflection Sheet as a tool for processing their experiences. It critical that teachers create space and opportunity for students to work with, summarize and elaborate on how their personal interaction with the class content relates directly to their lives.



## SAMPLE LESSON PLAN

### FOCUS OUTCOMES

- ✔ **Standard 2 [M1.6-8]:** Creates open space by using locomotor movements in combination with movement (e.g., varying pathways; change of speed, direction, or pace) (6).
- ✔ **Standard 5 [M4.6-8]** Describes how moving competently in a physical activity setting creates enjoyment (6); Identifies why self-selected physical activities create enjoyment (7); Discusses how enjoyment could be increased in self-selected physical activities (8).
- ✔ **Standard 5 [M6.6-8]:** Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

### FOCUS TARGETS

- ✔ **Skill:** I will demonstrate coordination while applying movement skills.
- ✔ **Cognitive:** I will discuss the role of communication in cooperative activities.
- ✔ **Fitness:** I will actively engage in all OPEN 8 challenges.
- ✔ **Personal & Social Responsibility:** I will demonstrate focus by working with classmates to successfully complete the OPEN 8 challenges.

### ACADEMIC LANGUAGE

- ✔ Challenge
- ✔ Cooperate
- ✔ Coordination
- ✔ Grit
- ✔ Respect
- ✔ Traverse
- ✔ Culture
- ✔ Force

### SELECTED ASSESSMENT

- ✔ Academic Language Exit Slip

SAMPLE LESSON PLAN

TRANSITION NOTES

ACTIVITY

DEBRIEF

**1**

INSTANT  
ACTIVITY

As students enter, they walk the perimeter (marked with cones) while looking at and discussing the day's selected academic language words.



OPEN 8  
Introduction



**DOK 1:** What does positive communication sound like? look like?  
**DOK 2:** How can communication (both positive and negative) affect a cooperative performance?  
**DOK 3:** How is positive communication related to respect?

**2**

LEARNING  
TASK

There are 6 traversing areas. Students in groups of 4. One group per area, 2 blindfolds per group. Introduce this challenge as the mode of transportation that will take the class from their homes/school to the OPEN 8 challenge location.



Birth of Sky



**DOK 1:** What is coordination?  
**DOK 2:** How would you summarize the way coordination relates to climbing/traversing?  
**DOK 3:** How would you adapt the Birth of Sky challenge to help further develop coordination?

**3**

LEARNING  
TASK

Students quickly help clean the traversing areas. Perimeter cones are left in place. Each student gets 1 hoop and a short pool noodle. Scatter all students in personal space standing in their hoop with noodle on the floor in the hoop. Students stand, ready to listen.



Emerging  
Force



**DOK 1:** What is a cultural experience?  
**DOK 2:** How would you compare/contrast Hoop Rolling from Africa to games that come from American cultures?  
**DOK 3:** How is enjoyment related to cultural activities? Explain your answer.

**4**

EXIT  
ASSESSMENT

Students put hoops and pool noodles away, pick up an academic language exit slip and pencil, and then sit in personal space. They choose 1 academic language word from the day's list of words, then define in their own words with a new contextual sentence.

# 21<sup>ST</sup> 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.*

# ACCURATE

(adjective)

**Successful in reaching  
the intended target.**

---

*Billy Bob threw an **accurate** pass right into  
Mary Lynn's hands.*

# ACTIVELY ENGAGE

(verb)

**To participate in an activity while showing genuine interest and a desire for excellence.**

---

*Versace **actively engages** in physical education class in order to get as much physical activity as possible.*

# BINARY CODE

(noun)

**A computer language using the digits 0 and 1 to represent a letter, digit, or other character in a computer.**

*Caitlin was excited to learn **binary code** because it helped her to understand how her computer and smartphone work.*

# CHALLENGING

(adjective)

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

---

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

# COGNITIVE FUNCTION

(noun)

**The process of knowing and learning, which includes aspects such as perception, reasoning, memory, and judgement.**

---

*Eating breakfast and routine physical activity can help students' **cognitive function** become more efficient.*

# COMMUNICATE

(verb)

**To clearly articulate thoughts and ideas through verbal, written, and nonverbal methods, including media and technology.**

*Jenna was able to **communicate** the importance of physical education as she discussed her upcoming schedule with her parents.*

# COOPERATE

(verb)

**The process of working together  
to the same end.**

*Elmo and Vadar knew that reaching the goal would take teamwork, so they worked hard to communicate and **cooperate** during all practices and games.*



# 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.*

# CULTURE

(noun)

**The collective customs, arts, social institutions, and achievements of a particular group of people.**

*Traveling to different parts of our country is an amazing way to experience the **culture** of our cities and towns.*

# ENCOURAGEMENT

(noun)

**Support, confidence, or hope offered by someone or some event.**

---

*The friends gave each other constant **encouragement** to help them build self-confidence during the most difficult parts of the OPEN 8 Adventure Challenge.*



# FORCE

(noun)

**1) An influence of energy/strength that changes the motion of an object or produces movement by a stationary object.**

**[Force = Mass X Acceleration];**

**2) The powerful effect of someone or something.**

---

*Ed must apply the correct amount of **force** when striking to maintain control of the hoop while it is moving.*

# GENERAL SPACE

(noun)

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

---

*In physical education class, we share **general space** so that everyone can move safely within the activity boundaries.*



# 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.*



# 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.*

# KINDNESS

(noun)

**The quality of being friendly, generous, and considerate to others.**

---

*When each student displays **kindness**, our class operates in a positive and respectful manner.*

# LOCOMOTOR

(adjective)

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

*Dane's favorite **locomotor** skill is a walk, but Dory prefers to run.*

# MANIPULATIVE SKILL

(noun)

**A movement done to or with objects such as throwing, striking, and catching.**

---

*Preston was performing the **manipulative skills** of throwing and catching while he played with the fitness ball.*

# 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.*

# PERSEVERE

(verb)

**To continue along a course of action  
in the face of difficulty.**

---

*Although the fitness course was difficult, the team was proud of the way all teammates **persevered** through each challenge.*

# RESPECT

(noun)

**A feeling of deep admiration for someone or something due to their abilities, qualities, or achievements.**

*I have a lot of **respect** for students who persevere through difficult personal and academic challenges.*

# RESPONSIBILITY

(noun)

**The state of having a duty or obligation.**

---

*Christi had a **responsibility** to her groupmates to actively engage in the Master of Six Lives challenge so that all group members could escape the volcano.*

# SAFE

(adjective)

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

*Rahim stays **safe** by following all the rules in physical education class in order to protect himself and his classmates from injury.*

# SEQUENCE

(noun)

**A set of related events, movements, or things that follow each other in a particular order.**

---

*The students must follow the prescribed **sequence** of throws in the Awakening the Earth challenge.*

# SERVICE

(noun)

**The act of helping or doing work for someone or something outside of yourself.**

---

*Cleaning the school yard was a **service** to the entire community.*

# SOCIAL INTERACTION

(noun)

**An exchange of communication between two or more individuals.**

---

*The **social interaction** among the team was positive and constructive and allowed all members to contribute to the group's success.*



# 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.*



# STRIKING

(verb)

**Making contact with an object by hitting it, with or without a manipulative.**

*Yoda acted like a Jedi master while **striking** the hoop with a stick in our cultural game.*

# TEAMWORK

(noun)

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

---

*Destiny and Jayden knew that reaching the goal would take **teamwork**, so they worked hard to communicate and cooperate during all practices and games.*

# TRAVERSE

(verb)

**To travel across or through.**

---

*Lisa and Amanda used the ropes to **traverse** the length of the challenge course.*



### UNIVERSAL DESIGN ADAPTATIONS

**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 that serve to act 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.

All OPEN 8 activities include a short Universal Design Adaptation to serve as a practical example of how UDL can be applied in therapeutic and enrichment adaptations. The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

#### Potential Universal Design Adaptations for OPEN 8

| Equipment   | Rules  | Environment   | Instruction   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>✔ Provide equipment of various sizes, weights, and textures</li> </ul> | <ul style="list-style-type: none"> <li>✔ Allow students to create challenges and use equipment in new, creative, and expressive ways</li> <li>✔ Allow student to set pacing that is appropriate for her/his level of challenge</li> <li>✔ Minimize rules for each challenge, adding a rule after students show competency</li> </ul> | <ul style="list-style-type: none"> <li>✔ Foster a supportive environment with positive language and interaction</li> <li>✔ Encourage cooperation and respect, discussing the importance of respecting the contribution of all students</li> </ul> | <ul style="list-style-type: none"> <li>✔ Provide ongoing verbal cues broken down with common mistakes</li> <li>✔ Use a variety of demonstrations with different angles</li> <li>✔ Provide physical assistance</li> <li>✔ Provide a peer tutor/mentor</li> <li>✔ Use graphics, and pictures as visual examples</li> <li>✔ Provide individualized (one-to-one) instruction</li> </ul> |



# EMERGING FORCE

## MUSCULAR FITNESS CHALLENGE POSTER

Choose and complete 1 of the fitness challenges listed below.

# 10 Push-Ups or 20-Second Plank

### **Force** (*noun*)

- 1) **An influence of energy/strength that changes the motion of an object or produces movement by a stationary object. [Force = Mass X Acceleration]**

Jasmine used the **force** of her muscular strength to complete push-up after push-up.

- 2) **The powerful effect of someone or something.**

Caleb's encouragement and positive words were a positive **force** in the gymnasium, keeping his classmates motivated and working together toward their goals.



# EMERGING FORCE

## MUSCULAR FITNESS CHALLENGE POSTER

Choose and complete 1 of the fitness challenges listed below.

# 5 Burpees or 10 Curl-Ups

### **Force** (*noun*)

- 1) **An influence of energy/strength that changes the motion of an object or produces movement by a stationary object. [Force = Mass X Acceleration]**

Jasmine used the **force** of her muscular strength to complete push-up after push-up.

- 2) **The powerful effect of someone or something.**

Caleb's encouragement and positive words were a positive **force** in the gymnasium, keeping his classmates motivated and working together toward their goals.



# EMERGING FORCE

## MUSCULAR FITNESS CHALLENGE POSTER

Choose and complete 1 of the fitness challenges listed below.

# 10 Mountain Climbers or 10 Plank Jacks

### **Force** (*noun*)

- 1) **An influence of energy/strength that changes the motion of an object or produces movement by a stationary object. [Force = Mass X Acceleration]**

Jasmine used the **force** of her muscular strength to complete push-up after push-up.

- 2) **The powerful effect of someone or something.**

Caleb's encouragement and positive words were a positive **force** in the gymnasium, keeping his classmates motivated and working together toward their goals.



# EMERGING FORCE

## MUSCULAR FITNESS CHALLENGE POSTER

Choose and complete 1 of the fitness challenges listed below.

# 5 Frog Jumps or 10 Air Squats

### **Force** (*noun*)

- 1) **An influence of energy/strength that changes the motion of an object or produces movement by a stationary object. [Force = Mass X Acceleration]**

Jasmine used the **force** of her muscular strength to complete push-up after push-up.

- 2) **The powerful effect of someone or something.**

Caleb's encouragement and positive words were a positive **force** in the gymnasium, keeping his classmates motivated and working together toward their goals.



# EMERGING FORCE

## MUSCULAR FITNESS CHALLENGE POSTER

Choose and complete 1 of the fitness challenges listed below.

# 5 Burpees or 10 Push-Ups

### **Force** (*noun*)

- 1) **An influence of energy/strength that changes the motion of an object or produces movement by a stationary object. [Force = Mass X Acceleration]**

Jasmine used the **force** of her muscular strength to complete push-up after push-up.

- 2) **The powerful effect of someone or something.**

Caleb's encouragement and positive words were a positive **force** in the gymnasium, keeping his classmates motivated and working together toward their goals.



# EMERGING FORCE

## MUSCULAR FITNESS CHALLENGE POSTER

Choose and complete 1 of the fitness challenges listed below.

# 5 Coffee Grinders or 3 Crab Walk Circles

### **Force** (*noun*)

- 1) **An influence of energy/strength that changes the motion of an object or produces movement by a stationary object. [Force = Mass X Acceleration]**

Jasmine used the **force** of her muscular strength to complete push-up after push-up.

- 2) **The powerful effect of someone or something.**

Caleb's encouragement and positive words were a positive **force** in the gymnasium, keeping his classmates motivated and working together toward their goals.



# AWAKEN THE EARTH

## TOSS TECHNIQUE POSTER

Complete 5 tosses in the following sequence.

**Toss 1: Underhand – Right Hand**

**Toss 2: Underhand – Left Hand**

**Toss 3: Underhand – Under Right Knee (Either Hand)**

**Toss 4: Underhand – Under Left Knee (Either Hand)**

**Toss 5: Back to Target – Toss Over Shoulder (Either Hand)**

### **Spirit of the Game** (*noun*)

An overarching concept which 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.



# LIFE OF WIND

## AEROBIC EXERCISE CARD

Bank your points by choosing and completing 1 of the aerobic exercises listed below.

**30 Jumping Jacks**

**30 High Knees**

**30 Mountain Climbers**

**30 Plank Jacks**

**30 Ski Jumpers**

### **Encouragement** (*noun*)

Support, confidence, or hope offered by someone or some event.

The friends gave each other constant **encouragement** to help build their self-confidence during the most difficult parts of the OPEN 8 Adventure Challenge.





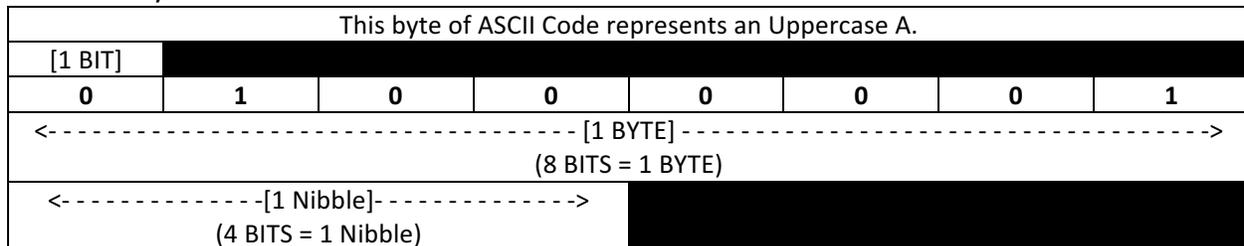
**ASCII CODE HACKER GUIDE**

(American Standard Code II)

Use this Hacker Guide to crack the Master of Life Scramble Cards.

| BIN      | SYMBOL |
|----------|--------|
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| 01000010 | B      |
| 01000011 | C      |
| 01000100 | D      |
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| 01010001 | Q      |
| 01010010 | R      |
| 01010011 | S      |
| 01010100 | T      |
| 01010101 | U      |
| 01010110 | V      |
| 01010111 | W      |
| 01011000 | X      |
| 01011001 | Y      |
| 01011010 | Z      |
| 00100000 | SPACE  |

What is a byte of information?





# MASTER OF LIFE

## ASCII CODE SCRAMBLE CARD

(American Standard Code II)  
21<sup>st</sup> Century Learning and Innovation Skills [1]

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# MASTER OF LIFE

## ASCII CODE SCRAMBLE CARD

(American Standard Code II)  
21<sup>st</sup> Century Learning and Innovation Skills [2]

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# MASTER OF LIFE

## ASCII CODE SCRAMBLE CARD

(American Standard Code II)  
21<sup>st</sup> Century Learning and Innovation Skills [3]

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# MASTER OF LIFE

## ASCII CODE SCRAMBLE CARD

(American Standard Code II)  
21<sup>st</sup> Century Learning and Innovation Skills [4]

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# MASTER OF LIFE

## ASCII CODE SCRAMBLE CARD

(American Standard Code II)  
21<sup>st</sup> Century Learning and Innovation Skills [5]

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# MASTER OF LIFE

## ASCII CODE SCRAMBLE CARD

(American Standard Code II)  
21<sup>st</sup> Century Interdisciplinary Themes [1]

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# MASTER OF LIFE

## ASCII CODE SCRAMBLE CARD

(American Standard Code II)  
21<sup>st</sup> Century Interdisciplinary Themes [2]

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# MASTER OF LIFE

## ASCII CODE SCRAMBLE CARD

(American Standard Code II)  
21<sup>st</sup> Century Interdisciplinary Themes [3]

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# MASTER OF LIFE

## ASCII CODE SCRAMBLE CARD

(American Standard Code II)  
21<sup>st</sup> Century Interdisciplinary Themes [4]

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# MASTER OF LIFE

## ASCII CODE SCRAMBLE CARD

(American Standard Code II)  
21<sup>st</sup> Century Interdisciplinary Themes [5]

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## ASCII CODE ANSWER KEY & GLOSSARY

(American Standard Code II)  
21<sup>st</sup> Century Learning and Innovation Skills

Learning and Innovation Skills [1]

CRITICAL THINKING

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Learning and Innovation Skills [2]

PROBLEM SOLVING

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Learning and Innovation Skills [3]

COMMUNICATION

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Learning and Innovation Skills [4]

COLLABORATION

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Learning and Innovation Skills [5]

CREATIVITY AND INNOVATION

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## ASCII CODE ANSWER KEY & GLOSSARY

(American Standard Code II)  
**21<sup>st</sup> Century Interdisciplinary Themes**

21<sup>st</sup> Century Interdisciplinary Themes [1]

**GLOBAL AWARENESS**

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21<sup>st</sup> Century Interdisciplinary Themes [2]

**ECONOMIC LITERACY**

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21<sup>st</sup> Century Interdisciplinary Themes [3]

**CIVIC LITERACY**

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21<sup>st</sup> Century Interdisciplinary Themes [4]

**HEALTH LITERACY**

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21<sup>st</sup> Century Interdisciplinary Themes [5]

**ENVIRONMENTAL LITERACY**

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## ASCII CODE ANSWER KEY & GLOSSARY

### 21<sup>st</sup> Century Learning and Innovation Skills

#### **Critical Thinking** (*noun*)

The ability to reason and use systems analysis in order to make effective judgments and decisions within problem-solving and decision-making settings. This includes the effective analysis of evidence, arguments, claims, and beliefs as well as the evaluation of alternative points of view in order to draw logical conclusions based on the best analysis. Critical thinking also includes mindful reflection on learning experiences and performances.

#### **Problem Solving** (*noun*)

The process of finding and implementing a solution to a problem. This includes the ability to solve both familiar and unfamiliar problems in conventional and creative ways. This requires the ability to identify and ask key questions, analyze possible solutions, and implement a resolution.

#### **Communication** (*noun*)

The ability to clearly articulate thoughts and ideas through verbal, written, and nonverbal methods and through the use of media and technology. Effective listening is a critical component of communication, requiring an individual to decipher meaning by extracting knowledge, values, attitudes, and intentions. Communication is used for a range of purposes (e.g., inform, instruct, motivate, and persuade).

#### **Collaboration** (*noun*)

The ability to work effectively and respectfully with diverse teams. Effective collaboration requires flexibility and compromise with a willingness to share responsibility and value the contributions made by each team member.

#### **Creativity** (*noun*)

The ability to generate, evaluate, and refine ideas, alternatives, or possibilities (both incremental and radical) in order to improve personal and/or community quality of life.

#### **Innovation** (*noun*)

A transformation or breakthrough within a specific field of study or work that contributes to the overall progress of that field.



## ASCII CODE ANSWER KEY & GLOSSARY

### 21<sup>st</sup> Century Interdisciplinary Themes

#### **Global Awareness** (*noun*)

The ability to understand and address issues that impact the global community by learning from and working with people from diverse cultures, religions, and lifestyles in a spirit of mutual respect.

#### **Economic Literacy** (*noun*)

The ability to make appropriate personal choices with respect to individual and community resources. Economic literacy is marked by an understanding of the economy in society and the ability to use entrepreneurial skills to enhance productivity and career options.

#### **Civic Literacy** (*noun*)

The ability to participate in community/public life by staying informed about current events and understanding governmental processes. This includes exercising the rights of citizenship at a local, state, national, and global level with an understanding of the local and global implications of civic decisions.

#### **Health Literacy** (*noun*)

The ability to obtain, interpret, understand, and apply basic health information and services in order to enhance health. This includes physical and mental health measures such as nutrition, exercise, risk avoidance, and stress reduction. This ability allows an individual to establish and monitor personal and family health goals, as well as to understand local and global public health and safety issues.

#### **Environmental Literacy** (*noun*)

The ability to act on the knowledge and understanding of the environment as it relates to air quality, climate change, land management, food systems, energy systems, water use and quality, as well as diverse ecosystems. This ability allows a person to take individual and collective actions toward addressing environmental changes.

# ACT OF ULTIMATE COURAGE

## COURAGE CREATION CARD

Complete the following courageous act before continuing on your journey.

# 50 Jumping Jacks + 1 Act of Encouragement

**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 to the world, despite the difficult challenges and negative forces that battled against them.

# ACT OF ULTIMATE COURAGE

## COURAGE CREATION CARD

Complete the following courageous act before continuing on your journey.

# 50 High Knees + 1 Act of Encouragement

### **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 to the world, despite the difficult challenges and negative forces that battled against them.



# ACT OF ULTIMATE COURAGE

## COURAGE CREATION CARD

Complete the following courageous act before continuing on your journey.

# 50 Mountain Climbers + 1 Act of Encouragement

### **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 to the world, despite the difficult challenges and negative forces that battled against them.

# ACT OF ULTIMATE COURAGE

## COURAGE CREATION CARD

Complete the following courageous act before continuing on your journey.

# 50 Plank Jacks + 1 Act of Encouragement

**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 to the world, despite the difficult challenges and negative forces that battled against them.



# ACT OF ULTIMATE COURAGE

## COURAGE CREATION CARD

Complete the following courageous act before continuing on your journey.

# 50 Ski Jumpers + 1 Act of Encouragement

### **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 to the world, despite the difficult challenges and negative forces that battled against them.



# ACT OF ULTIMATE COURAGE

## COURAGE CREATION CARD

Complete the following courageous act before continuing on your journey.

# 15 Push-Ups + 1 Act of Encouragement

**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 to the world, despite the difficult challenges and negative forces that battled against them.

# ACT OF ULTIMATE COURAGE

## COURAGE CREATION CARD

Complete the following courageous act before continuing on your journey.

# 10 Burpees + 1 Act of Encouragement

### **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 to the world, despite the difficult challenges and negative forces that battled against them.





### HOLISTIC PERFORMANCE RUBRIC

**GRADE:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_

|                            | Skill   | Personal & Social Responsibility (PSR)  |
|----------------------------|---|---|
| Proficient<br>4            | Consistently and safely demonstrates the skill and exercise form required to complete each OPEN 8 challenge. Consistently applies concepts and strategies related to movement in a variety of settings, to complete a variety of 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<br>3             | Safely performs with skill and correct exercise form with fewer than 5 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 1 area – health, challenge, or social interaction.   |
| Lacks Competence<br>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<br>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 |
|--------------|-------|-----|----------|
| 1.           |       |     |          |
| 2.           |       |     |          |
| 3.           |       |     |          |
| 4.           |       |     |          |
| 5.           |       |     |          |
| 6.           |       |     |          |
| 7.           |       |     |          |
| 8.           |       |     |          |
| 9.           |       |     |          |
| 10.          |       |     |          |
| 11.          |       |     |          |
| 12.          |       |     |          |
| 13.          |       |     |          |
| 14.          |       |     |          |
| 15.          |       |     |          |
| 16.          |       |     |          |
| 17.          |       |     |          |
| 18.          |       |     |          |
| 19.          |       |     |          |
| 20.          |       |     |          |
| 21.          |       |     |          |
| 22.          |       |     |          |
| 23.          |       |     |          |
| 24.          |       |     |          |

**ACADEMIC LANGUAGE QUIZ**

**1**

\_\_\_\_\_ is the quality of being friendly, generous, and considerate to others.

- a. Understanding
- b. Share
- c. Polite
- d. Kindness

**2**

\_\_\_\_\_ is the combination of passion and perseverance, which allows for continuous development.

- a. Mental Strength
- b. Development
- c. Grit
- d. Growth

**3**

The collective customs, arts, social institutions, and achievements of a group of people is called...

- a. Culture
- b. Society
- c. Core Values
- d. Tradition

**4**

Facial expressions, hand gestures, and body language are all examples of...

- a. Symbols
- b. Icons
- c. Verbal Communication
- d. Nonverbal Communication

**5**

A \_\_\_\_\_ is a set of events or movements that follow a particular order.

- a. Program
- b. Menu
- c. Sequence
- d. Planning

**6**

To travel across or through.

- a. Traverse
- b. Climb
- c. Walk
- d. Drive

**7**

Communication between two or more individuals is called \_\_\_\_\_.

- a. Gathering
- b. Culture
- c. Nonverbal Signals
- d. Social Interaction

**8**

The bold confidence to persevere in the face of uncertainty and fear is called \_\_\_\_\_.

- a. Courage
- b. Risk
- c. Adventure
- d. Self-Talk

Student Name:

\_\_\_\_\_

Write academic language word above.

Define in your own words.

\_\_\_\_\_

\_\_\_\_\_

Write a context sentence.

\_\_\_\_\_

\_\_\_\_\_

**OPENPhysEd.org** Academic Language **Exit Slip**

Student Name:

\_\_\_\_\_

Write academic language word above.

Define in your own words.

\_\_\_\_\_

\_\_\_\_\_

Write a context sentence.

\_\_\_\_\_

\_\_\_\_\_

**OPENPhysEd.org** Academic Language **Exit Slip**

Student Name:

\_\_\_\_\_

Write academic language word above.

Define in your own words.

\_\_\_\_\_

\_\_\_\_\_

Write a context sentence.

\_\_\_\_\_

\_\_\_\_\_

**OPENPhysEd.org** Academic Language **Exit Slip**

Student Name:

\_\_\_\_\_

Write academic language word above.

Define in your own words.

\_\_\_\_\_

\_\_\_\_\_

Write a context sentence.

\_\_\_\_\_

\_\_\_\_\_

**OPENPhysEd.org** Academic Language **Exit Slip**





## GRIT BUILDER REFLECTION SHEET

NAME: \_\_\_\_\_

### Congratulations!

You've completed all tasks required of an OPEN 8 Adventure Challenge Champion!

Each challenge was designed to test your skills, knowledge, and perseverance in the areas of physical literacy, 21<sup>st</sup> century learning and innovation, and global awareness. In order to continue your development in these areas, you must apply purposeful practice principles.

Let's focus on communication and collaboration skills. Complete the following reflection exercises. If done in a thoughtful and purposeful way, these reflections will help guide your next 21<sup>st</sup> century adventure!

What is collaboration? \_\_\_\_\_

How does your ability to communicate affect the result of a collaborative effort?

\_\_\_\_\_

Can you formulate a theory to describe how your communication skills contribute to your ability to collaborate with others? How would you test your theory?

\_\_\_\_\_

First, identify areas of weakness with respect to your ability to collaborate with others. List them in the space below. Second, use the back of this page to design a plan for personal improvement. Your plan must include 2 action items and a specific timeframe.

*Example: #1 – I have a hard time listening to the ideas of others. Action Plan: During the next physical education class, I will ask classmates for their ideas while making plans toward achieving a goal. I will listen careful and then repeat what I heard in my own words.*

\_\_\_\_\_

### **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.*

|   |  |  |  |
|---|--|--|--|
| Teaching Dates of Module:   |  | School Year:                                     |  |
| <b>General Comments / Notes for Planning Next Year's Module</b>   |  |  |  |
| <input checked="" type="checkbox"/> Comment 1<br><input checked="" type="checkbox"/> Comment 2<br><input checked="" type="checkbox"/> Comment 3...          |  |  |  |
| <b>Self-Reflection Across Danielson's Four Domains of Teaching</b>  |  |  |  |
| <b>Domain 1: Planning &amp; Preparation</b>   |  |  |  |
| 1a: Demonstrating Knowledge of Content/<br>Pedagogy   |  | 1d: Demonstrating Knowledge of Resources         |  |
| 1b: Demonstrating Knowledge of Students   |  | 1e: Designing Coherent Instruction               |  |
| 1c: Selecting Instructional Outcomes  |  | 1f: Designing Student Assessments                |  |
| <input checked="" type="checkbox"/> Reflection 1<br><input checked="" type="checkbox"/> Reflection 2<br><input checked="" type="checkbox"/> Reflection 3... |  |  |  |
| <b>Domain 2: Classroom Environment</b>  |  |  |  |
| 2a: Evidence of Respect and Rapport   |  | 2d: Managing Student Behavior                    |  |
| 2b: Establishing a Culture for Learning   |  | 2e: Organizing Physical Space                    |  |
| 2c: Managing Classroom Procedures   |  |  |  |
| <input checked="" type="checkbox"/> Reflection 1<br><input checked="" type="checkbox"/> Reflection 2<br><input checked="" type="checkbox"/> Reflection 3... |  |  |  |
| <b>Domain 3: Instruction</b>  |  |  |  |
| 3a: Communicating with Students   |  | 3d: Using Assessment in Instruction              |  |
| 3b: Using Questioning and Discussion<br>Techniques  |  | 3e: Demonstrating Flexibility and Responsiveness |  |
| 3c: Engaging Students in Learning   |  |  |  |
| <input checked="" type="checkbox"/> Reflection 1<br><input checked="" type="checkbox"/> Reflection 2<br><input checked="" type="checkbox"/> Reflection 3... |  |  |  |
| <b>Domain 4: Professional Responsibilities</b>  |  |  |  |
| 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                      |  |
| <input checked="" type="checkbox"/> Reflection 1<br><input checked="" type="checkbox"/> Reflection 2<br><input checked="" type="checkbox"/> Reflection 3... |  |  |  |
| <b>Self-Rating with Rationale</b>   |  |  |  |
| <b>Choose One:</b>  |  |  |  |
| <b>Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)</b>  |  |  |  |
| Provide rationale:  |  |  |  |
| <input checked="" type="checkbox"/> Evidence 1<br><input checked="" type="checkbox"/> Evidence 2<br><input checked="" type="checkbox"/> Evidence 3          |  |  |  |

**ACTIVITY NAME**

**STUDENT TARGETS**

- ✔ **Skill:** I will...
- ✔ **Cognitive:** I will...
- ✔ **Fitness:** I will...
- ✔ **Personal & Social Responsibility:** I will...

**TEACHING CUES**

- ✔ Cue 1
- ✔ Cue 2
- ✔ Cue 3

**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

- ✔ Equip 1
- ✔ Equip 2
- ✔ Equip 3

**Set-Up:**

1. Set-up 1
2. Set-up 2
3. Set-up 3

**Activity Procedures:**

1. This activity is called...
2. The objective of the activity is...
3. Directions...
4. Additional directions...

**Grade Level Progression:**

- 6: Text
- 7: Text
- 8: Text

Insert  
**DIAGRAM**  
here

**BIRTH OF SKY**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ **Adaptation:** Text
- ✔ **Extension:** Text

ACADEMIC  
LANGUAGE

Words, Words, Words

STANDARDS  
& OUTCOMES  
ADDRESSED

- ✔ **Standard # [Code]:** Text
- ✔ **Standard # [Code]:** Text
- ✔ **Standard # [Code]:** Text

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** Question
- ✔ **DOK 2:** Question
- ✔ **DOK 3:** Question

TEACHING  
STRATEGY  
FOCUS

**Strategy:** Text



## SAMPLE LESSON PLAN

### FOCUS OUTCOMES

- ✓ Standard # [Code]: Text
- ✓ Standard # [Code]: Text
- ✓ Standard # [Code]: Text

### FOCUS TARGETS

- ✓ Skill: I will...
- ✓ Cognitive: I will...
- ✓ Fitness: I will...
- ✓ Personal & Social Responsibility: I will...

### ACADEMIC LANGUAGE

- ✓ Word
- ✓ Word
- ✓ Word

### SELECTED ASSESSMENT

- ✓ Assessment Name

**SAMPLE LESSON PLAN**

TRANSITION NOTES

ACTIVITY

DEBRIEF

**1**

INSTANT  
ACTIVITY

Transition into class...



Activity  
Name



**DOK 1:** Question  
**DOK 2:** Question  
**DOK 3:** Question

**2**

LEARNING  
TASK

Transition to next activity...



Activity  
Name



**DOK 1:** Question  
**DOK 2:** Question  
**DOK 3:** Question

**3**

LEARNING  
TASK

Transition to next activity...



Activity  
Name



**DOK 1:** Question  
**DOK 2:** Question  
**DOK 3:** Question

**4**

EXIT  
ASSESSMENT

Exit assessment logistics...