

WINDOWS

STUDENT TARGETS

- ✓ **Skill:** I will make and receive at least 5 accurate passes.
- ✓ **Cognitive:** I will review and recite the critical cues for both passing and trapping.
- ✓ **Fitness:** I will maximize my activity time by staying engaged in the Windows activity without teacher reminders.
- ✓ **Personal & Social Responsibility:** I will encourage my partner to work toward improvement throughout the Windows activity.

TEACHING CUES

Passing

- ✓ Leading Passes
- ✓ Inside Foot to Center of Ball
- ✓ Firm Kick
- ✓ Follow Through

Trapping

- ✓ Move to the Ball
- ✓ "Give" with Your Trapping Foot
- ✓ Soft Contact then Tap and Go

ACTIVITY SET-UP & PROCEDURE

Equipment:

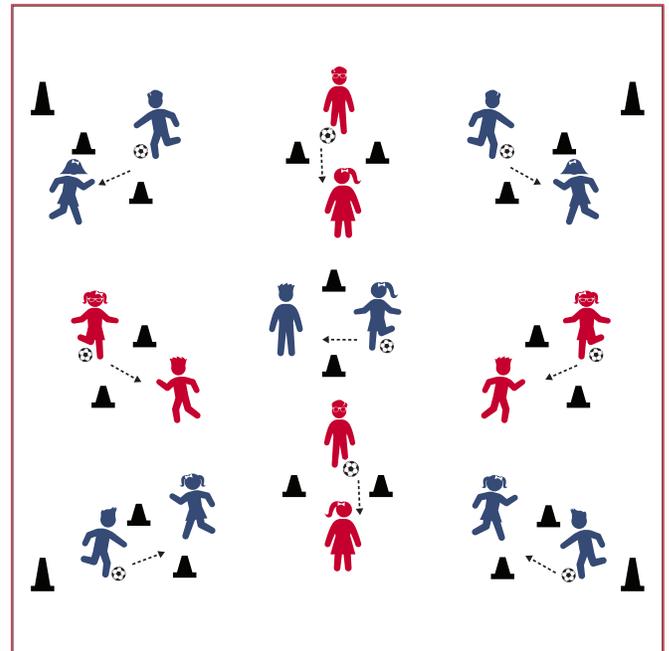
- ✓ 4 large cones
- ✓ 1 low profile cone per student
- ✓ 1 soccer ball per 2 students

Set-Up:

1. Create boundaries for a large activity area with large cones.
2. Create and scatter as many small goals as possible using 2 low profile cones per goal.
3. Pair students, each pair with a ball.
4. Send pairs to an open space within the boundaries.

Activity Procedures:

1. This is a partner game called Windows. You and your partner will dribble through the activity area, making as many passes as you can through open "windows" (cones). You must pass through a new window with every pass.



Grade Level Progression:

- 3rd: Begin play at a walking pace. Create large goals.
- 4th: Play at a jogging pace. Create medium-sized goals.
- 5th: Play at a jogging pace. Create small goals. Add signals for changing speed and direction.

Challenge Progressions:

Add goalkeepers to some or all of the goals.

Modifications:

All students with a soccer ball, playing as individuals. They must dribble through the windows rather than pass through them.



WINDOWS

ACADEMIC LANGUAGE

Dribble, Ball Control, Body Control, Practice, Skill Combination, Small-sided Game, Pass, Trap, Receive, Inside of the Foot, Outside of the Foot, Follow Through, Center of the Ball, Stationary

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E19.3-5]** Receives and passes a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass (3); Receives and passes a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills) (4a); Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass (4b); Passes with the feet, using a mature pattern, as both partners travel (5a); Receives a pass with the feet, using a mature pattern, as both partners travel (5b).
- ✔ **Standard 1 [E20.4-5]** Dribbles with feet in combination with other skills (e.g., passing, receiving, shooting) (4); Foot dribbles with mature patterns in a variety of small-sided game forms (5).
- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✔ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are the critical cues for passing? For trapping?
- ✔ **DOK 2:** How would you summarize your performance during Windows?
- ✔ **DOK 3:** How was your effort related to your performance?
- ✔ **DOK 1:** What does encouragement look and sound like during an activity like Windows?
- ✔ **DOK 2:** How does encouragement affect a person’s ability to overcome a challenge? Support your answer with evidence.
- ✔ **DOK 3:** How would you adapt this activity in order to make it more (or less) challenging?

TEACHING STRATEGY FOCUS

Help students engage in cognitively complex tasks: In order to help students use new skills and concepts in authentic settings, it is essential to maintain a focus on the cognitive aspects of each activity. Encouraging the use of complex knowledge within practice tasks will lead students to recognize when skills and concepts transfer from one activity to another.