

PE K-4 Unit 1 (Cooperative Games/Activities)

Unit: Health and Safety Education , Grade(s) KG - Grade 4

Students will be exposed to a variety of cooperating games and activities. As part of these activities, fair play and teamwork will be taught/displayed to all students. Additionally, as part of these activities, students will improve cardiovascular endurance, strength and flexibility.

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

EQ 1: What are the 8 locomotor movements?

EQ 2: Why is teamwork and cooperation important within an activity environment?

EQ 3: Why does movement at various planes/speeds matter?

EQ 4: What are the many aspects of teamwork within an activity environment?

EU 1: Teamwork and cooperation within a learning environment are essential tenants of Physical Education.

EU 2: Good sportmanship involves cooperation, communication and positive interactions with teammates and opponents.

EU 3: Movement sequences can be performed individually and with others, based on tempo, beat, rhythm and music.

EU 4: Movement skills should be performed with developmentally appropriate control in isolated settings (i.e. skill practice) and applied settings (i.e. games)

EU 5: Team activities provide opportunities for healthful, social interaction, and development of problem-solving, and communication skills.

EU 6: Safety and correctly performing movement skills improves overall performance and increases the likelihood of participation in the lifelong physical activity and living a healthy lifestyle.

EU 7: Safely engaging in physical activity will improve one's overall quality of life.

EU 8: Participating in daily stretching will help increase flexibility, help prevent injury and improve one's overall quality of life.

EU 9: Employing strategy and teamwork can improve a team's chance of succeeding in a game or activity.

EU 10: Rules help keep games and activities safe, fair, and enjoyable for all participants.

EU 11: Good sportmanship and proper sports etiquette demonstrates positive and proper social interaction.

Students will be able to...

- Move safely and effectively in a controlled and structured environment
- Exhibit teamwork and fair play
- Display correct form of structured movements (i.e., hop, skip, jump, run, etc.)
- Apply movement skills within unit to other cooperative games and/or sports

Evidence of Learning/ Assessment

[Suggested Sequence of Learning](#)

Formative Assessments (Examples)

- Performance (end of a mini unit)
- Oral Assessment: Identify potential strategies of the game/activity, adding/subtracting during a culminating dice game, etc.

(Any skill, concept, and/or strategy can be informally/formally assessed during a class period)

Summative Assessment:

- [Basic Locomotor Movement Assessment](#)

Instructional Design/Learning Plan

Learning Plan

The activities listed is apart of the WHS approved Physical Education curricula (K-4) can be interchanged due to safety of the activity, inclement weather and/or limited gym/field availability, as long as the activity/sport is aligned with the desired goals of the curriculum's specific big idea(s).

The following activities are examples of applicable cooperative games/activities: Tag Games, Stations, Guard the Pin, Scooter Activities, Wall Ball, Chicken or the Hen, Adventure Education Activities, Group Juggling, All Aboard, Dice Games, Four Square, Minefield, Electric Fence, Rock Paper Scissors Activities, Ameoba Races, Card Games (Memory).

This list is not meant to be exhaustive; it is a sampling of the hundreds of cooperative games/activities that could be implemented in a K-4 program

- Teacher or student will model how to perform the skills applied in specific lifetime, team or individual activities.
- Students will perform skills learned with/without the use of equipment.
- The teacher will introduce terminology specific to each activity to students.
- Model and discuss the skills/rules/strategies to be applied during fair gameplay.
- Identify and/or demonstrate proper warm up and safe exercise techniques.
- Introduce and explain the rules, safety precautions, proper etiquette and use of equipment of the selected activities
- Have partners, teams or individuals perform the skills and techniques in order to successfully participate in a specified activity in class.
- Students work independently to develop their own skills and techniques in order to play a specific activity properly.
- Upon completion of the skills learned in each activity, the student would compete in the activity using proper scoring and technique.
- Demonstrate physical skills and/or teamwork during the lead-up activities.
- Apply the principle of specificity to activities, which will lead to the ability to match an activity with a specific fitness component.
- Apply the principle of overload to the fitness activities, which will lead to an increased physical fitness level.
- Identify the proper execution and attempt to execute skills that will enhance: flexibility, muscular strength, power, and endurance, cardiovascular endurance.

Additional Instructional Design Strategies:

- Game Play
- Small Groups
- Lecture
- Peer to Peer Instruction
- Stations
- Large Groups

Unit Materials

Equipment

- Playground Balls
- Cones
- Pinnies
- Batons
- Gymnastic Mats
- Hula Hoops
- Jump Ropes
- Dice
- Playing Cards
- Scooters
- Bowling Pins
- Activity Charts

Educational Resources:

- www.pecentral.com
- www.pelink4u.com
- www.pedigest.com
- www.mrgym.com
- www.lessonplanspage.com
- www.eduref.org
- www.lessonplanz.com
- www.theteacherscorner.net
- www.montvillepe.com

Standards Covered

NJ CCCS Comprehensive Health and Physical Education

2.5.4: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.5.4.A: Movement Skills and Concepts

- 2.5.4.A.1: Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2: Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.5.4.A.4: Correct movement errors in response to feedback and explain how the change improves performance.
- Ongoing feedback impacts improvement and effectiveness of movement actions.
- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

NJ CCCS Comprehensive Health and Physical Education

2.5.4: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.5.4.A: Movement Skills and Concepts

- 2.5.4.A.CS1: Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

2.5.P: Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.5.P.A: Movement Skills and Concepts

- 2.5.P.A.CS1: Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
 - 2.5.P.A.1: Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
 - 2.5.P.A.2: Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

2.5.P.C: Sportsmanship, Rules, and Safety

Additional Properties

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