# Unit 13: Cooperative Activities

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 35**
Length: **4 Weeks**
Status: **Published**

## Unit Overview

In this unit, students will learn how to pace themselves so that they will be able to play throughout the class period/game. Students will practice their agility, chasing, fleeing, and dodging skills. A variety of outdoor game experiences will improve the students' spatial awareness and hand-eye coordination.

## Standards

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| HPE.2.5.2.A.1 | Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
| HPE.2.5.2.A.2 | Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. |
| HPE.2.5.2.A.CS1 | Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. |
| HPE.2.5.2.B.1 | Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. |
| HPE.2.5.2.B.2 | Explain the difference between offense and defense. |
| HPE.2.5.2.B.3 | Determine how attitude impacts physical performance. |
| HPE.2.5.2.B.4 | Demonstrate strategies that enable team and group members to achieve goals. |
| HPE.2.5.2.B.CS1 | Teamwork consists of effective communication and other interactions between team members. |
| HPE.2.5.2.C.1 | Explain what it means to demonstrate good sportsmanship. |
| HPE.2.5.2.C.2 | Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities. |
| HPE.2.5.2.C.CS1 | Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. |
| HPE.2.6.2.A.1 | Explain the role of regular physical activity in relation to personal health. |
| HPE.2.6.2.A.2 | Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. |
| HPE.2.6.2.A.CS1 | Appropriate types and amounts of physical activity enhance personal health. |

## Essential Questions

1. Why is fitness more important than the outcome of any particular game?
2. Why is being a good teammate an important skill for life?

## Application of Knowledge and Skills...

## Students will know that...

- A. that athletic skills can be enhanced through practice.
- B. how to use spatial awareness in cooperative games.
- C. that playing fairly, following rules, and showing good sportsmanship in cooperative games help students to become better teammates and athletes.

## Students will be skilled at...

- 1. Demonstrate proper safety rules and procedures.
- 2. Demonstrate the ability to follow directions.
- 3. Show the proper components of good sportsmanship and teamwork.
- 4. Identify and demonstrate chasing, fleeing, and dodging skills when engaged in game play.
- 5. Use spatial awareness, balance, and hand-eye coordination during game play.

## Assessments

3rd Grade Phys Ed Midterm.Final.docx

• Cooperative Game Play - Diagnostic: Exhibition - Students will be assessed on their ability to perform the skills of chasing, fleeing and dodging. Participation, effort, sportsmanship, and teamwork will also be evaluated. 2.6.2.A.1 2.6.2.A.2 2.5.2.B.2 2.5.2.B.4 2.5.2.C.2.

• Physical Education Benchmark Test - Formative: Benchmark Assessment - Using pictures, students will be assessed on cooperation, sportsmanship, team work, and physical fitness. 2.5.2.A.1 2.5.2.A.2 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2

## Activities

- Agility Drills:  students practice chasing, fleeing, and dodging.
- Cooperative Games:  a circuit of games in which students play cooperative games.
- Physical Fitness/Endurance:  Jump Rope, Runnin' Wild, and Kickball activities.

## Activities to Differentiate Instruction

**Differentiation for special education:**

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Students who have difficulty will receive one-on-one instruction from the teacher.
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**Differentiation for ELL's:**

- General modifications may include:
    - Integrate activities into thematic units
    - tap the student's prior knowledge and experience, which may be different from other students in the class
    - teach learning strategies and scaffold complex texts
    - organize students into a variety of learning groups
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: chasing, fleeig, dodging, team-work, fairplay

**Differentiation to extend learning for gifted students may include:**

Students who excel will be asked to perform the movements in a more challenging way, such as with a time limit or with a quantity requirement.

## Integrated/Cross-Disciplinary Instruction

21st Century Skills connection: collaboration; cooperation; team work

## Resources

- Outdoor Action Games for Elementary Children by Joe Peters
- www.teachphysed.com
- Teacher-created handouts and lessons

## 21st Century Skills

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| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |