Unit 02: Cooperative Games

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 3**
Length: **4 Weeks**
Status: **Published**

Unit Overview

Students will work with one another to improve strategy and cooperation. Invasion tag games, bean bag games, and tag games will promote cooperation, teamwork, and sportsmanship. Overall, the students will have a grasp on working with others and the skills needed to do so.

Standards

HPE.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).
HPE.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.
HPE.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.
HPE.2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
HPE.2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
HPE.2.5.4.B.CS1	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
HPE.2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
HPE.2.5.4.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.2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
HPE.2.6.4.A.CS1	Each component of fitness contributes to personal health as well as motor skill performance.

Essential Questions

1. Why is it important to use strategy in game play?

2. What do I need to be more unselfish?

3. How can you move safely and listen to the rules of the gym?

4. Why is it important to understand good sportsmanship and cooperation?

Application of Knowledge and Skills...

Students will know that...

- 1. the basic fitness terms, such as cardiovascular, flexibility, strength, muscles, hand eye coordination, dodging and fleeing are applied to different exercise activities.
- 2. classroom rules and safety prevent injuries to others.
- 3. teamwork and sportsmanship improve peer making skills.

Students will be skilled at...

- A. Demonstrate proper game strategy.
- B. Demonstrate life long fitness in game play.
- C. Understand the importance of strategy.
- D. Use proper under hand throwing technique to be successful.
- E. Apply previous learned skills in game play.

Assessments

- Cooperation Quiz Formative: Written Test A ten question quiz about cooperation within groups, as well as team work, sportsmanship, and the different games that use cooperation. 2.5.4.A.1 2.5.4.A.2 2.5.4.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1
- Bean Bag Horseshoes Summative: Other visual assessments The students will have two underhand tosses to get into the hula hoop. A performance rubric will be used to score. 2.5.4.A.2 2.5.4.B.1 2.5.4.C.1 2.6.4.A.1
- Cooperation 101 Diagnostic: Instructional/Assessment Focus A video Pre-assessment on the right and wrong ways to work within a group. A large group discussion will follow the video. 2.5.4.A.1 2.5.4.A.2 2.5.4.B.1 2.5.4.B.2 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1
- King Ball Summative: Other visual assessments Students will be divided into two teams. The team will avoid being tagged on the other teams side while trying to steal all the balls to their side of the field. A safety checklist will be employed. 2.5.4.A.1 2.5.4.B.2 2.5.4.C.2 2.6.4.A.1

Activities

- Pirate Ball: Students will be divided into four teams. The teams have to avoid being tagged in other teams areas while trying to steal their colored equipment back to their team.
- Capture the Flag: Students will be divided into two teams. The students will avoid being tagged while

trying to steal three flags from the other team. If the student gets tagged they go to jail.
- Bean Bag Bocce: Students will find a partner. Students will play against another group. The students will have two slides to get closest to the poly spot. Closest gets point. Students will play to eleven.

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 with difficulty will be partnered with students of same ability.
    - The teacher will use verbal and non verbal cueing, take breaks, feedback, teacher helper, extra time.
    - Comprehensive study guides.

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: cardiovascular, flexibility, strength, muscles, hand eye coordination, dodging and fleeing

Differentiation to extend learning for gifted students may include:

Integrated/Cross-Disciplinary Instruction

Health connection to healthy living choices. Students will research the food pyramid and discuss why it is important to eat a healthy diet as you exercise.

Resources

- Ready to use, P.E. Activities for grades 3-4. Joanne M. Landy and Maxwell J. Landy, Parker Publishing Company, 1992.
- www.pecentral.com
- www.teachphysed.com
- Awesome Elementary School Physical Education Activities. Cliff Carnes,1983
- Elementary P.E. Teacher's Survival Guide. Jeff Carpenter & Diane Tunnell,Parker Publishing Company, 1994
- Cones, bean bags, and balls.

21st Century Skills

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.