Unit 12: Parachute

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 32**
Length: **3 Weeks**
Status: **Published**

Unit Overview

Parachute Games challenge students' physical and mental abilities. The students will learn basic parachute manipulation skills and will participate in activities that reinforce good communication skills and positive social interaction. Students will become familiar with the basic rules and commands for parachute games/activities.

Standards

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.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
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.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.

Essential Questions

1. Why is cooperation important in games and in life?
2. How does cooperation in games impact the final outcome of a game?

Application of Knowledge and Skills...

Students will know that...

- A. physical and mental fitness play important roles in the types of games that are used with the parachute.
- B. teamwork and sportsmanship are critical to success in parachute activities.

Students will be able to...

- 1. Describe the importance of playing together as a team and cooperating with teammates during game play.
- 2. Define key commands and explain the rules of playing with the parachute.
- 3. Perform parachute activities to improve upper body strength.

Assessments

- Parachute Pre-Test: Students will be pre-assessed on their skills relative to parachute activities. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2
- Parachute Assessment: Students will be assessed on their ability to perform manipulations of the parachute, to obey basic command words, and to follow safety rules. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2

Activities

- Parachutes: activities that students complete with partners or small groups, including: Ripples & Waves, Grips, and Merry-Go-Round activities. Teamwork and cooperation are stressed.
- Inflation Fun Stations: Game Stations focusing on inflating parachutes and learning how parachutes are related to physical fitness. Tents, Igloos, Mushrooms, Climb the Mountain, Peek-a-Boo Igloo, and Jaws are games that will be included.
- Muscle Builders: Activities to increase physical fitness and muscle strength, including Ocean Waves, Pulls, and Popcorn (balls, beanbags).
- Number Games: Teams of students will play games that involve mathematics and stress cooperation and teamwork.
- Parachute Games: Jaws, Moon Walk, Mousetrap, Hole-in-One, Hide-a-Way, and Tom & Jerry.

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:

    - Games will be modified to accommodate a variety of skill levels and number of students.

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: parachute, body strength, and sportsmanship

Differentiation to extend learning for gifted students may include:

- Games will be modified to accommodate a variety of skill levels and number of students.

Integrated/Cross-Disciplinary Instruction

- 21st Century Skills connection: collaboration and cooperation

Resources

- www.teachphysed.com
- Ready-To-Use P.E. Activities K-2

- Teacher-created activities, handouts and lessons
- Large parachutes
- Bean bags and markers

www.teachphysed.com

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.