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

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.4	Correct movement errors in response to feedback and explain how the change improves performance.
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.

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

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.