Ongoing: Educational Games

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 1**
Length: **Ongoing**
Status: **Published**

Unit Overview

While learning how to cooperate with other students and build their fitness skills, the students will learn about other items about physical education. The students will participate in various educational games. These games will develop a sense of fitness as well as bolster knowledge of the various subject matters.

Standards

HPE.2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.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.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.B.CS1	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
HPE.2.5.6.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 it important to understand good sportsmanship and cooperation?

2. How can geography help in cooperative educational games?

3. What are characteristics of a good team mate?

Application of Knowledge and Skills...

Students will know that...

- 1. the basics and rules of educational games apply to these physical fitness games.
- 2. safe play is essential during education games.
- 3. basic geographical terms help to play educational games.
- 4. cooperation is important to sportsmanship.

Students will be able to...

- A. Perform strategies as a class to be successful.
- B. Demonstrate dodging and fleeing from opponents during game.
- C. Apply previous learned skills in game play.
- D. Demonstrate memory of local and national geography.

Assessments

- Education Games Mini Quiz Formative: Written Test A post-test quiz on the geography terms and positions of states. 2.5.4.A.1 2.5.4.A.2 2.5.4.B.1 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.6.4.A.2
- Medic Ball Formative: Other visual assessments Students will be tested in a variety of educational games in the areas of skills, safety, and rules through a performance rubric. 2.5.4.A.1 2.5.4.A.2 2.5.4.B.1 2.5.4.C.1 2.5.4.C.2 2.6.4.A.1 2.6.4.A.2

Activities

- King/Queen of the Class: Students will be divided into five teams. One team in each corner and One team in middle. Team in middle is king. Students must throw a ball to knock the ball off of the cone. When ball falls off, the team is out.
- Question/Answer Session: A series of teacher created questions in which students will answer what they think is the best way to become fit.
- Four Corner Tag: Students are divided into four corners. The students will run to a different corner and students in the middle will try to tag them before they reach the corner to become new taggers.
- Fifty State Work Sheet: Students will be pre-tested on their knowledge of the states by filling out a worksheet.
- United States Map Relay: Students will be divided into three groups. One at a time, the students will look at map or grab a poly spot state and place it on the map.

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 lesser abilities will use noodles or smaller sized balls.
    - The teacher will use verbal and non verbal cueing, take breaks, feedback, teacher helper, extra time.

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: north, south, east, west

Differentiation to extend learning for gifted students may include:

- Advanced students will be able to complete the map without looking back at the handouts.

Integrated/Cross-Disciplinary Instruction

Social Studies Connection to the geography. Advanced students can bolster their geography skills by completing world map poly maps.

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, pinnies, and markers
- Poly-maps of the United States

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.