# Unit 13: Cooperative Activities

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 35**
Length: **3 Weeks**
Status: **Published**

## Unit Overview

Playing in cooperative games and activities increases physical fitness and improves friendship and sportsmanship. Each of the games in this unit will require a different level of cardiovascular endurance. Students will learn how to pace themselves so that they will be able to play the entire game. Students will continue to develop their agility, chasing, fleeing, and dodging skills.

## 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 the game?
2. Why is being a good team mate an important skill for life?

## Application of Knowledge and Skills...

## Students will know that...

- A. cooperative games are different than competitive games.
- B. the use of teamwork, fair-play, and safety procedures help to maintain the pace of the games and to make them fun for all.

## Students will be able to...

- 1. Demonstrate proper safety rules and procedures.
- 2. Demonstrate the ability to follow directions.
- 3. Show the appropriate components of good sportsmanship and teamwork.
- 4. Display chasing, fleeing, and dodging skills when engaged in game play.

## Assessments

- Performance Assessment: Students will be assessed on their chasing, fleeing and dodging skills. 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
- Benchmark Assessment: Students will identify pictures that depict: cooperation, sportsmanship, physical fitness, healthy lifestyles, and teamwork. 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

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## Activities

- Chasing, Fleeing, and Dodging Drills: A series of activities in which students practice chasing, fleeing, and dodging.
- Cooperative Games: A circuit of games in which teams use cooperative skills to complete the game. Activities, such as: Jump Rope, Runnin' Wild, and Kickball, will enhance students' fitness levels.

## 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.

**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: Collaboration and cooperation

## Resources

- *Outdoor Action Games for Elementary Children* by Joe Lawrence
- 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. |