07 Group Games

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 3**
Length: **3 Weeks**
Status: **Published**

Brief Summary of Unit

This unit will help to develop team play principles, sportsmanship, and cooperative learning in group games. Students will be able to demonstrate and explain the rules and regulations of the sports involved.

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Standards

2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
2.2.12.PF.5	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.

2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

Essential Questions

-What techniques should be used when playing these group games?

-Why is teamwork and communication crucial in the sports of bean bag toss, kan jam, ladder ball, and spike ball?

Students Will Know/Students Will be Skilled At

-the rules and regulations of bean bag toss, kan jam, ladder ball, and spike ball

-that each game is played until 21

-that there is no physical contact allowed

Learning Plan

-Explain and outline the requirements needed to participate in the individual or group activity

-Discuss ways to practice good sportsmanship.

-Discuss the effectiveness of staying active for a lifetime.

Evidence/Performance Tasks

-Teacher observation of skills and participation

-Unit quiz at the end of unit

Materials

-Gymnasium

-Music

-Various Sports Equipment

-Study Guides for team/individual sports

Suggested Strategies for Modification

-Explanation and demonstration through kinesthetic, visual, and auditory manners.

-Skill Presentations

-Cooperative Learning Groups

-Differentiated Instruction